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MOBILITY AND LANGUAGE LEARNING: USING ONLINE PLATFORMS FOR LEARNING FOREIGN LANGUAGES

Summary. *Mobility can have a significant impact on language learning, as it exposes learners to new linguistic and cultural environments. Immersion is one of the most effective ways to learn a language. When learners are surrounded by a language they are trying to learn, they are forced to use it and to adapt to new ways of communication. Mobility provides opportunities for learners to immerse themselves in the language by traveling to a foreign country or living with a host family. Online platforms have become increasingly popular for learning English in recent years. There are several benefits to using online platforms for language learning, including convenience, flexibility, and the ability to connect with native speakers. One of the most significant advantages of online language learning is that it allows learners to study at their own pace and on their own schedule. This is particularly useful for those who have busy schedules or limited access to language schools or tutors. Online platforms also offer a wide range of resources and materials, including videos, interactive exercises, and practice tests, which can help learners improve their language skills quickly and efficiently. The way foreign languages are learned has changed with the help of mobile technology. the concept of mobile students (MLs) appeared. That is, these are students who use modern innovations in the field of mobile communication to learn the language. Mobile technologies have allowed the use of a modern form of foreign language learning such as an online platform. It is an educational environment that creates a kind of virtual world and provides many opportunities, including multimodal, mobile, and social (Jones and Hafner, 2012; Richards, 2015). The researches show that there are many advantages of using online platforms and mobile technologies in language learning and teaching. Moreover, mobile learners may come from different cultural and linguistic backgrounds, however, they use online language learning platforms equally successfully (Ho, 2018). The article examines the possibilities and advantages of learning foreign languages using online platforms.*
Key words: *online language learning, multimodality, online platforms, mobility.*

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МОБІЛЬНІСТЬ ТА ВИВЧЕННЯ МОВИ: ВИКОРИСТАННЯ ОНЛАЙН-ПЛАТФОРМ ДЛЯ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ

Анотація. *Мобільність може мати значний вплив на вивчення мови, оскільки відкриває для учнів нові мовні та культурні середовища. Занурення – один з найефективніших способів вивчення мови. Коли учнів оточує мова, яку вони намагаються вивчити, учні змушені використовувати*

її та адаптуватися до нових способів спілкування. Мобільність надає учням можливість зануритися в мову, подорожуючи за кордон або проживаючи в приймаючій сім'ї. Останнім часом онлайн-платформи стають все більш популярними для вивчення англійської мови. Існує кілька переваг використання онлайн-платформ для вивчення мови, зокрема зручність, гнучкість і можливість спілкуватися з носіями мови. Однією з найважливіших переваг онлайн-вивчення мови є те, що воно дозволяє учням навчатися у своєму власному темпі та за власним розкладом. Це особливо корисно для тих, хто має напружений графік або обмежений доступ до мовних шкіл чи репетиторів. Онлайн-платформи також пропонують широкий спектр ресурсів і матеріалів, включаючи відео, інтерактивні вправи та практичні тести, які можуть допомогти учням швидко й ефективно покращити свої мовні навички. Спосіб вивчення іноземних мов змінився за допомогою мобільних технологій. з'явилося поняття мобільних учнів (MLs). Тобто це студенти, які використовують для вивчення мови сучасні інновації у сфері мобільного зв'язку. Мобільні технології дозволили використовувати таку сучасну форму навчання іноземних мов, як онлайн-платформа. Це освітнє середовище, яке створює своєрідний віртуальний світ і надає багато можливостей, зокрема мультимодальних, мобільних та соціальних (Jones and Hafner, 2012; Richards, 2015). Дослідження показують, що є багато переваг використання онлайн-платформ і мобільних технологій у вивченні та викладанні мови. Крім того, мобільні учні можуть походити з різних культурних і лінгвістичних середовищ, однак вони однаково успішно використовують онлайн-платформи для вивчення мов (Но, 2018). У статті розглядаються можливості та переваги вивчення іноземних мов за допомогою онлайн-платформ.

Ключові слова: *онлайн навчання мови, мультимодальність, онлайн платформи, мобільність.*

Introduction. One of the most important recent achievements, which has greatly influenced the educational process around the world, is the creation of a global computer network, the Internet. The use of the Internet for educational purposes is a new direction of education as the changes taking place affect all aspects of the educational process, starting from the choice of methods and work style, and ending with the change in requirements for the level of students. Computers have expanded the possibilities of individualizing students' educational activities in learning a foreign language, in particular English. Any student gets the opportunity to work independently, choosing the optimal volume and speed of learning the material for himself. The learning outcomes of students, who systematically use and learn with the help of computer educational platforms and programs and are actively engaged, are high. Students show more interest in learning English than before, and participate in language competitions.

It is worth noting that the modern learner and teacher of foreign languages has software, hardware, technical tools and applications that ensure the accumulation, storage, processing of information and provide access to information resources of computer networks. These are online platforms for learning foreign languages, and also such tools as interactive boards, electronic encyclopedias and directories, simulators and testing programs, educational resources of the Internet,

DVD and CD discs with pictures and illustrations, and video and audio equipment. The main thing is to distinguish high-quality and easy-to-use information products that allow tracking the effectiveness of their use.

In the course of learning foreign languages on platforms, various information objects are used, such as images, sound and video fragments. Working with educational platforms, students show lively interest. The use of computer technologies helps to strengthen the external and internal motivation of learning, and allows students to show themselves interested in language learning. After interactive lessons, the material remains vivid in the memory and helps to stimulate cognitive activity. It should be noted that learning with the help of platforms removes one of the negative factors, when students are afraid and do not answer the teacher's questions due to fear of making a mistake, or are afraid to justify their opinion incorrectly. However, it should be remembered that one should not overestimate work on the computer, the MLs should also engage in "alive" communication, discussing life situations, when it is necessary to be able to explain everything in one's own words.

Analysis of recent publications. The topic of learning mobility and multimodality as well as the use of online platforms for learning foreign languages, has become particularly relevant in recent years due to Covid and the spread of innovations. Many researchers are trying to find

the most successful ways to use online platforms based on the principle of multimodality, in particular, such scientists as Gunawan, G., Suranti, N. M. Y., and Fathoroni, F. claim that the use of social distancing has had a major impact on educational activities, particularly in higher education institutions. For example, colleges have started to make much more use of online platforms and online networking meetings for assignments and learning foreign languages. It is also worth emphasizing that the variety of platforms and models used has increased, in particular during the period of social distancing (Gunawan, Suranti, & Fathoroni, 2020).

The study by Albashtawi, A. and Al Bataineh, K. of the influence of Google Classroom on the success of writing and reading among students in Jordan allowed researchers to state that Google Classroom is an innovative online platform that allows improving reading and writing in English as a foreign language (Albashtawi, & Al Bataineh, 2020).

The purpose of the article is to analyze the use of online platforms located on virtual servers for learning foreign languages in the educational process of distance learning.

Presentation of the main material. The use of smartphones and tablets as well as mobile laptops allows learning foreign languages on online platforms at a convenient time and in a comfortable place, since the process involves the use of a virtual learning environment that creates a variety of activities. This approach has become increasingly popular in recent years. Wing Yee (Jenifer) Ho believes that the use of the App Store and Google Play provides an opportunity to choose among the proposed options precisely because of the two spectrums especially mobile technologies in the practice of language learning, and mobile learners and their use of online platforms (Ho, 2018).

A multimodal approach to learning a foreign language lies in the will of sign makers to choose resources to create meaning and in the interest of mobile learners (Kress, 2010). This approach assumes that all signs are important and all forms of creating meanings such as writing, speech, images, and page layout should be taken seriously, that is, learning is always multimodal and it is the development of technology that has made the use of online platforms the access to the newest forms and means of learning a foreign language (Ho, 2018). So, multimodality is one of the features of modern language learning.

The only tablets and smartphones are often considered mobile devices, although this is not correct, since the use of modern, convenient laptops allows students to study in between performing other work, and this opportunity should not be underestimated. Since mobile devices can be used from morning to evening in people's daily lives, online platforms can become a quality support for offline learning. They cannot completely replace classroom learning and communication with people, however, they allow the use of tasks aimed at different types of memory and perception of information in different environments. It is especially true of vocabulary learning, which is noticeable when studying courses such as ESL, where the main focus is on increasing vocabulary, followed by grammar, reading, speaking and writing. It is important to emphasize that the platforms are available for use from mobile phones, so they allow quick learning that requires only a few minutes of the student's time.

It is important to investigate how mobile students use online platforms not during lessons or homework, but outside of these periods of activity. It is also worth emphasizing that the selection of online courses must be coordinated and aligned with the main study. It is important to emphasize that the adaptation of educational resources to the constantly changing needs will allow online platforms to be a stable source for learning foreign languages. The online platforms allow learners to turn the home environment into an informal learning space. It is possible through the use of symbiotic resources and various online environments.

The studies showed that all foreign language teachers during the period of social distancing used online platforms and conducted discussions and surveys in study groups about the effectiveness of such teaching and the way of learning languages. Many teachers and mobile students used online platforms to exchange information in the process of learning foreign languages, as well as deepen communication, in particular with the help of such networks as Coursera, Udemy and social networks WhatsApp, Twitter, and Facebook. limited access to the Internet, which affects the number of online classes and online meetings and, accordingly, the learning results, is cited by mobile students as a drawback and obstacle for using online platforms (Gunawan, Suranti, & Fathoroni, 2020). Therefore, online platforms can become an effective means of learning during social distancing and independent learning of foreign languages.

The exceptional progress of technology makes it possible to improve the study of foreign languages and promote more effective foreign language learning. it has become technologically

perfect based on the 5 main types of technology for learning foreign languages. These are technologies for multimedia learning, text-to-speech recognition, mobile learning, socialization, and digital game-based learning. the results of the study show that the use of these technologies allows better delivery of educational content, promotion of practices, structuring approaches and facilitating interaction between students. Moreover, these technologies are successfully integrated into various aspects of foreign language learning and teaching (Ruofei Zhang & Di Zou, 2022). Thus, they have a generally positive effect on results.

Regarding the use of Google Classroom, the students in Diplomacy in Jordan constantly showed a positive attitude towards the availability, usefulness, and ease of use of Google Classroom. Scientists emphasize that future studies should also analyze the effectiveness of Google Classroom in other areas of foreign language learning (Albashtawi, & Al Bataineh, 2020). It will allow learners and teachers to use Google Classroom in a wider range of tasks. It also will deepen the independent study of a foreign language.

The use of online platforms for learning foreign languages became especially noticeable during the covid-19 pandemic, which caused special conditions among all citizens of the world. formal and non-formal educational institutions were forced to find new ways of teaching. The educational process in higher education institutions required changes and the use of online media and Internet mass media. The process of learning foreign languages in the conditions of the covid-19 pandemic has changed the way of language learning. The usual offline education in many countries and universities has been continued with the help of online platforms. research on the quality of learning using online platforms and the results obtained allow researchers to say that it was a successful experience. The researchers used online interviews to investigate this question. The results of the study showed that many students used online platforms, in particular the WhatsApp application, for autonomous learning of foreign languages through online platforms. The video materials turned out to be the most popular educational material. Moreover, students often had discussion practices to improve

their language skills. The covid-19 pandemic has changed learning from personal to instrumental. There was a transformation of foreign language learning from a personal-cultural path to an instrumental-functional one. Scientists believe that it is necessary to continue research in order for the study of foreign languages in conditions of social distancing to be effective. There have also been significant changes in the work of foreign language teachers regarding the use of technology for teaching foreign languages (W. Wargadinata, Maimunah, Febriani, and Humaira, 2020).

Conclusions. The modern study of foreign languages is characterized by mobility, heterogeneity and diversity of the use of foreign language learning tools. This field has been significantly transformed. It is currently of crucial importance for society and students, and therefore it is necessary to understand the possibilities of learning foreign languages in a mobile context in the conditions of group and independent online language learning as well as social distance. These online platforms are one of the most convenient ways to learn foreign languages and allow students to autonomously choose the necessary resources to meet their learning needs. It is worth noting that training on online platforms cannot replace live communication. Accordingly, students need both online and offline learning environments. The interaction of these environments and the impact of mobile learners on shaping new approaches, programs, and platforms need to be explored. Multi-modality will allow people to focus on freedom of will and interest of mobile students, as it allows MLs to use educational practices that are outside the boundaries of usual learning. Language learning on the online platform allows learners to effectively learn vocabulary as well as grammar, writing, and reading. Teachers should help mobile learners to choose courses and educational platforms for learning foreign languages.

The use of Google Classroom has shown significant positive results in the process of learning writing and reading in a foreign language among students of the Faculty of Diplomacy in Jordan. The Google Classroom allows the use of simply accessible and useful information. This tool needs further research for a wider range of use in learning foreign languages.

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