

THE ROLE OF ELECTRONIC EDUCATIONAL APPLICATIONS IN TEACHING ENGLISH IN HIGH SCHOOL

Sh. Muminbekova¹

(Scientific advisor: Abdullayeva Lola Tohirovna (PhD))

Abstract:

The aim of the article is to express how the role of electronic educational applications can play an important role in teaching English in high school. Electronic educational applications have a significant function in teaching English in high school by providing interactive and engaging tools for students to enhance their language skills. These applications offer a variety of features that can support language learning, such as vocabulary building exercises, grammar tutorials, interactive reading materials, and language practice activities. They can also provide instant feedback on students' performance, allowing for personalized and self-paced learning experiences.

Key words: educational technology, mobile application, devices, learning platform, interactive lesson, tool, industrial world, training, innovative technology.

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The necessity of learning a foreign language turns into a fad or extra educational burden for the individual, but the objective reality and the development of cutting-edge educational technologies for quick and efficient foreign language learning are essential to meeting the needs of each and every citizen of the Republic of Uzbekistan.

There are many distinct issues with teaching foreign languages to students and students in non-linguistic fields. These issues are educational in character as well as technological. The process of learning grammatical rules and communication skills can be accelerated by using mobile applications, but initially, both the instructor and the student will need some time to adjust. Information technologies, which are crucial to the global dissemination and transmission of information across all demographics, have an impact on the growth and advancement of contemporary civilization. Linguistics and information technology are closely connected fields. Information technology was not previously necessary to improve foreign language instruction, but linguists and instructors now need to use it.

Numerous publications pertaining to mobile learning are already included in contemporary ways of teaching foreign languages. After outlining the prerequisites for integrating mobile devices into the classroom successfully, S. V. Titova came to the conclusion that these devices have a place in traditional classroom settings [1]. The methodological potential of mobile applications—such as blogs, dictionaries, email, and the like—was examined by K.V.

¹ Muminbekova Shamina, Master student, Samarkand State Institute of Foreign Languages

Kapranchikova [2]. The models of mobile learning were examined by Y.V. Troshina and N. O. Verbitskaya [3]. The article by M.Y. Ilushkina and A.M. Sheinkman describes and studies the methodological elements of the chosen applications, including their functions, task and content types, motivational elements, the presence of theory, hints, and dictionaries, as well as an analysis of their benefits and drawbacks [4].

Personalization is a key component of mobile apps for specialized languages. Today's youngsters rely heavily on their mobile phones for daily activities; therefore, it makes perfect sense to use them as a conduit for sending various notifications and reminders to complete educational chores. The fact that mobile applications offer a variety of ways to further encourage pupils to complete the required coursework is another intriguing feature of them. Applications can be used in a variety of contexts, such as in English courses and on students' own time; as required readings for the course and for supplemental reading at any time; as a supplementary resource for the subject matter or for fully autonomous study of it, etc.

In conclusion, mobile learning is currently the most significant resource in the ICT world. Whereas more traditional methods have failed to maintain young people's interest in learning, mobile learning is seen to be a key component. Learning occurs outside of the classroom and frequently beyond the teacher's reach thanks to mobile technologies. The industrial world is succeeding in all spheres, in spite of their laborious efforts. The same advancements are seen in the fields of science and technology. obsolete and obsolete technology has been replaced by innovative and new technology. The sector of education is changing significantly as a result of the advent of contemporary technologies and the internet. The modern world is reaching milestones in every field thanks to their diligence. In the domain of science and technology, just one modification is made. Outdated technology has been replaced by new and inventive invention.

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