

The Effectiveness of using Mobile Applications in Teaching a Foreign Language

*Eshmuradov Urol Khujanovich*¹

Abstract: The current situation around the world has accelerated the process of digitalization in all areas of activity, including education. Computer and e-learning with the involvement of mobile devices is an integral part of the learning process. The purpose of the article is to determine the methodological capabilities of mobile applications for teaching a foreign language especially German in higher education.

Keywords: Interactivity of learning activities, educational technologies, various platforms, self-learning.

INTRODUCTION

In recent years, the role of a foreign language as a means of communication has increased significantly, which should be taken into account when teaching a language. The specificity of a foreign language is that we do not teach the basics of science, but skills and abilities, and this requires sufficient speech practice. Target language learning is not only to acquaint students with the system of a foreign language, but above all, to teach them how to use the language as a means of communication. Consequently, the entire structure of the classes and the methods used must correspond to the real situation of communication, and training must take place in the conditions of interaction between students. The means of achieving subject and meta-subject results, as well as personal results, of students are educational technologies [13, 288]. The teacher's work system to ensure the results of teaching a foreign language must necessarily include the implementation of the following technologies: communicative learning technology, technology for understanding the communicative meaning of the text, game technologies, learning technologies in collaboration, project technologies, etc.

An analysis of recent research in the field of innovations in teaching foreign languages has shown that one of the relevant areas is the introduction of modern information and communication technologies into the educational process, in particular technologies related to mobile learning, which ensure the optimization of the educational process, the availability and effectiveness of learning, the integration of students in Information society. This is expressed, in particular, in the gradual introduction of applications for mobile phones based on various platforms into the learning process: Android, iOS, etc.

The use of tablet computers, smartphones, mobile phones, iPad, iPhone and other technological innovations for educational purposes has led to the formation of a new direction within the concept of e-learning (e-Learning - Electronic learning) - mobile learning of a foreign language (M-Learning - Mobile learning). Many scientists and educators are sure that the future of learning with the support of information and computer technologies is connected precisely with the spread of mobile communications, the emergence of a large number of educational applications and programs, new technologies that expand the possibilities and quality of education.

LITERATURE REVIEW:

The changing realities of the modern world require similar changes in educational systems. Therefore, the topic of innovation becomes important for the entire education system and foreign language teaching in particular. Modern methods of teaching foreign languages offer us a wide range of teaching concepts, methods and technologies - both traditional and innovative [3, 611]. Curriculum developers and educators prefer one or another method depending on the learning objectives, student population,

¹ Karshi State University, teacher of the Interfaculty German Language Department



duration and intensity of the training course, and other conditions. At the same time, each of the teaching methods has its advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training. In general, most foreign researchers, in particular J. Traxler, S.V. Titova, V.A. Kuklev, H. Jarvis, M. Fine come to the conclusion that the uniqueness of mobile learning compared to traditional learning methods and modern methods such as e-learning and blended learning lies in the fact that students are not primarily tied to a specific time and place having access to educational material always, at any convenient time.

Thus, the fundamental difference between mobile learning are two points:

- The informal nature of learning, in which the proportion of independent work of students increases, in essence, guided or supervised self-learning;
- A constant learning process, blurring the boundaries between classroom and extracurricular time, work in the classroom and beyond.

ANALYSES:

Mobile devices are successfully used in the study of various academic disciplines, and a foreign language is no exception. The expediency of using mobile devices in the process of learning a foreign language and teaching a language is beyond doubt, based on the fact that the current generation of students, especially teenagers and young people, perceives mobile devices with their attractive interface, interactivity, and a customized approach to user needs as an integral part of own life. Currently, users of mobile devices have access to a huge number of applications for learning foreign languages, especially German. In our opinion, training in the use of applications for mobile electronic devices is particularly relevant now. Currently, students, for all their education in the field of digital technologies, it seems to us, are not sufficiently oriented in the market of the services offered. The task of the teacher is to help students choose the necessary and appropriate products that can maximize language learning, thereby individualizing the learning process. To date, there are mobile applications and programs focused on various aspects of teaching a foreign language [2,152]. The study of scientific literature, the market of mobile applications of foreign languages, as well as the systematization of the experience of using applications for learning a foreign language showed that they can be divided into the following main groups:

1. Mobile applications aimed primarily at improving a certain speech skill;
2. Mobile applications designed for development language skills, such as vocabulary or grammar;
3. Universal mobile applications designed for the integrated development of foreign language communicative competence. Of course, this division is conditional, since most of the applications are not limited to working on one of the types of speech activity or a specific skill. Therefore, for example, applications in which learning to listen is the dominant goal, one way or another, combine listening comprehension with learning to read, speak, and develop lexical skills. From the point of view of practical application in the process of teaching a foreign language, specialized mobile applications interested us as a means of optimizing and intensifying the educational process, as well as a resource base for the development of teaching materials for the German language discipline. The practical application of mobile applications has a huge potential, but together the integration of work with applications into the structure of a practical lesson presents certain problems and can be used quite limitedly [23, 397].

At the same time, the introduction of interactive technologies in the learning process with the aim of organizing and intensifying the independent work of students (mainly extracurricular) seems to us to be a very promising direction. Thus, mobile applications can quite effectively be used to develop listening skills, due to the fact that what modern mobile devices offer rich technical capabilities for viewing videos, listening to audio fragments, recording speech fragments and videos. The developers present programs for those who want to improve pronunciation skills, recognize sounds by ear, and learn to speak German correctly and a useful dictionary with extensive links between Russian and German. The most successful products are:



German from DW - interactive lessons from the *Deutsche Welle* radio station for different levels of language proficiency. Suitable for independent development of writing skills, correct pronunciation and grammar rules.

Languageguide - a service for replenishing vocabulary, there is a voice acting for pronunciation.

Livemocha is a social network for those who want to not only learn German, but also find pen pals. Live online chat works. Beginners are offered many useful exercises; there is the possibility of checking your written exercises by native speakers.

Main-deutschbuch.de

The internet portal mein-deutschbuch.de is a treasure trove of useful information about the German language. There are online exercises, glossaries, comprehension videos and texts, a grammar guide, verb lists, links to online resources for learning German, and more.

These applications can also be used to develop other linguistic and linguocultural competencies, as they include specialized sections devoted to the study of vocabulary, grammar, the development of communication skills and speaking skills.

CONCLUSION:

We conclude that today a significant number of mobile applications and programs for learning a foreign language have been developed, aimed both at the formation of various skills and abilities, and at the development of various types of speech activity. A sufficiently wide range and variety of existing mobile learning resources allow you to choose applications in accordance with the individual needs, interests and level of language training of the student.

Almost all mobile applications that were described above can be used quite effectively for independent work. From our point of view, the practical application of mobile applications has a huge potential in increasing the efficiency of the process of learning foreign languages and can significantly improve the process of foreign language training of students, open up new aspects of it and turn it from a serious labor-intensive process into an exciting activity. Thus, the use of mobile technologies in the educational process contributes to the improvement of the process of formation of foreign language skills and abilities of students, provides effective independent work, increases the motivation and cognitive activity of students, interest in the subject, helps to intensify and individualize learning.

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INTERNET RESOURCES:

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2. <https://aquvi.ru/blog/35-sajtov-dlja-izuchenija-nemeckogo-jazyka/>

