



IMPROVING STUDENTS SELF-STUDYING SKILLS IN CONTENT-BASED EDUCATION USING MOBILE EDUCATIONAL APPS

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Abstract

The problem of using information and communication technologies (ICT) as mobile educational apps for organizing effective learning activities and developing skills for self-studying skills at a university in the process of teaching a foreign language is considered. It was found that in order to increase the level of student motivation, it is necessary to organize the educational process in such a way as to influence not only mental activity, but also the system of personal attitude to the language being studied. Theoretical and practical justifications are given that the use of innovative technologies in the learning process, such as mobile educational apps, allows students to develop various skills, such as the ability to organize and independently plan the process of learning a language, evaluate their learning activities, adjust it, paying special attention to the expected learning outcome.

Keywords: developing skills, mobile educational apps, self-studying skills, learning process, innovative technologies, foreign language, students.

Introduction

Today it is necessary to create conditions for the most complete development of the abilities of students. Taking into account the peculiarities of modern students, who are almost constantly immersed in the Internet space, it is necessary to consider the influence of the Internet and modern information and communication technologies (ICT) in general on the consciousness and development of students. The virtual information space is an indispensable educational resource. This study is aimed at finding effective ways to use ICT in the learning process, as this opens up wide opportunities for organizing self-studying skills and independent development of the student.

The main task of the Uzbek educational policy today is to ensure the modern quality of education because of maintaining its compliance with the current and future needs of society, the state and individuals. This means that it is necessary to look for ways to solve the problem of introducing innovative technologies into the learning process.

One of the components of innovative educational technologies is the modern content transmitted to students, which involves not so much the development of subject





knowledge, but the development of competencies that meet the modern requirements of the state educational standards of the Republic of Uzbekistan. This content should be well structured and presented in the form of multimedia learning materials transmitted using modern communication technologies.

The use of such innovative technologies as ICT in teaching allows students to form various skills: independently organize, plan and evaluate their educational activities, adjust it, focusing on the expected result. Students learn to make their own decisions by making informed choices. They develop the skills of working in the information space, searching and analyzing information, presenting results using various modern ICT. Thus, a whole spectrum of necessary competencies formed.

Many domestic experts in the field of using modern ICT in the learning process believe that in the modern education system there is a tendency, when a need for qualitatively new, modern teaching aids and methods is found, to give preference to computer learning systems. It can be assumed that with the development of information and information and communication technologies and the improvement of the educational sphere, computer-training systems will form the basis of educational and methodological support.

Consideration should be given to such type of modern ICT as mobile educational apps. In today's society, more and more people use the various possibilities of mobile devices. This is due to the fact that these devices are very convenient to use: they are relatively small in size and are multifunctional. For many users, mobile phones and smartphones have replaced the personal computer. In addition, a smartphone is a tool for accessing information and various educational resources via the Internet. It should be noted that in addition to educational and cognitive motives for using mobile phones, students often have entertainment motives for using them. Mobile devices and mobile educational apps have not yet taken their niche in the field of solving educational problems.

However, various methods of teaching a foreign language using interactive (including mobile) technologies used in the classroom at the university. They have a number of advantages:

- High information content;
- Visibility;
- Training intensity;
- Stimulation of students' activity.

The development of applications designed to improve the learning process is of great relevance. Google has developed the Classroom application, which is a system for managing the education process. This system provides the ability to create tasks, as





well as assess their performance by students without the use of paper. The described application has functionality designed not only for gaining knowledge and assessment, but also for communicating between teachers and students online from anywhere in the world at any time and from any mobile device. This application was developed for use in school education, but the prospects for its use in higher education are undeniable.

Computerization has formulated new high requirements for the internal mechanisms of responsibility for the activation of cognitive activity and self-regulation of students' learning.

Learning foreign language using smartphones is an accessible and interesting way for students to develop foreign language skills and abilities, which is becoming widespread in modern teaching methods. One of the advantages of using mobile educational apps in the process of learning a foreign language is the ability to carry out continuous learning. This opportunity is created because the mobile device is always available for use; therefore, it is possible to continue the course of study at any time convenient for the student.

The individual advantages of using mobile educational apps in the process of self-studying skills of students in the framework of teaching a foreign language include their multimedia and hypertextuality. For example, hyperlinks in mobile educational apps lead the learner to a resource with the necessary information much faster than manual searches in paper media such as dictionaries. This fact indicates that the use of mobile educational apps in self-studying skills contributes to an increase in the intensity of learning a foreign language.

Another advantage of using mobile educational apps in the process of independent learning is "self-education and continuous improvement of the educational and cultural level of students". In modern conditions, an important role in education is assigned to the problems of forming the need for continuous education among students, as well as the development of self-learning technologies based on ICT. In this regard, the teacher needs to teach students to work in a new communication environment.

According to Yusupova N., the main distinguishing feature of learning using mobile technologies, including mobile educational apps, is "its focus on active and conscious self-studying skills".

Here are some of the features of learning using mobile technologies:

- motivational function: the use of mobile educational apps in the process of learning a foreign language contributes to psychological relaxation, as well as the activation of educational and cognitive activity;





- Teaching function: convenient access to educational materials;
- Developing function: development of skills for self-studying skills with educational materials, as well as development of the student's information competence;
- Educational function: individualization of self-studying skills has a positive impact on the personal characteristics of students, "developing in them diligence, emotional-volitional sphere and self-reflection skills".

Pedagogy researchers highlight various benefits of using mobile educational apps in the learning process. For many users, mobile phones and smartphones have replaced the personal computer. For example, A. A. Prasolova highlights the following advantages of using mobile technologies in the educational process:

- Non-attachment of the student to a certain location (the student is always in the process of continuous learning);
- Providing students with the opportunity to communicate both with each other and with the teacher, ask the necessary questions regarding the subject of study;
- The possibility of distance learning for people who do not have the opportunity to attend classes in person;
- Mobile phones (as well as smartphones, tablets, etc.) are compact and therefore more convenient for students;
- Clarity of educational material; attractiveness for students (implemented in increasing the level of students' motivation);
- Easy accessibility (provided that the university has wireless networks, for example, Wi-Fi).

In addition to the advantages, there are some disadvantages of using mobile technologies in the learning process. These include dependence on battery power and memory of a mobile device, limited skills that can be developed using applications, diverting students' attention from the learning process, the availability of a number of applications (free access), etc.

An experiment conducted as part of the study. The purpose of the experiment is to test the technology of learning English grammar using mobile educational apps in accordance with the developed model (fig. 1). At the first stage of the experiment, a survey conducted to identify the opinions and needs of students as objects of pedagogical activity. The data obtained because of the questioning of students used as a justification for the formulation of the hypothesis 189 students took part in the survey. From the data obtained, we can conclude that modern students not only see the benefits of using mobile educational apps in the learning process, but also are also ready to cooperate and interact with the teacher to achieve learning goals.



In this study, the provisions of A.S. Sattorova on the rational organization of mental work used, which are suitable for organizing self-studying skills of both teachers and students:

- Start work not immediately, not abruptly, but gradually plunging into the process;
- Develop the rhythm of work, because the rhythm serves as a means of mental motivation of a person;
- Follow the sequence in the implementation of all activities;
- It is reasonable to carry out the alternation of work and rest;
- The social significance of labor is an important rule of fruitful mental activity.

An important question is how to make mobile educational apps a profitable segment of a well-functioning mechanism for improving the process and results of self-studying skills of students. It seems appropriate in developing a scheme of principles for organizing self-studying skills using mobile educational apps to rely on the postulates of A.S. Sattorova on the productive organization of mental work (Fig.1)

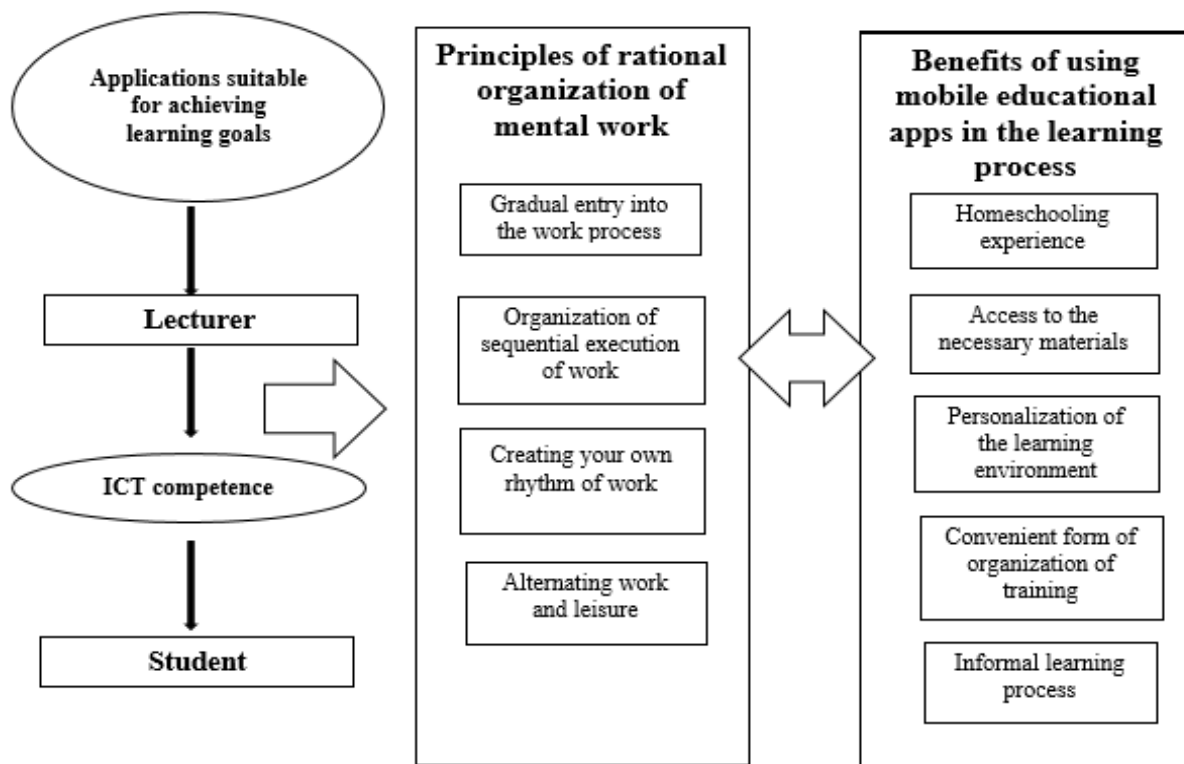


Fig.1 Principles of organization of self-studying skills of students using mobile educational apps

The analysis of the results of the survey and the developed model for organizing self-studying skills lead to the conclusion those mobile educational apps can play a significant role in organizing the self-studying skills of students through the implementation of the basic principles of rational mental work.



During the experiment, the developed scheme was tested. The students were divided into control and experimental groups. In the lessons of foreign language in the experimental group, tasks were used using such mobile educational apps as the British Council - Learn English Grammar (British English), QR code technology and QR Code Reader by Scan applications.

Working with the British Council - Learn English Grammar app was used as independent homework. After completing each aspect of the Modal verbs topic, students were asked to take one of the tests corresponding to the aspect they had passed as homework. As part of the mobile application, the student is given several attempts to complete tasks that caused difficulties. These tasks varied according to each student's problem areas. All students of the experimental group completed tasks within each aspect of the topic under study. The quality of the assignment was checked by means of the teacher's analysis of screenshots of the test results of each student. During the lesson, questions that arose in the course of self-studying skills were worked out.

The use of the QR Code Reader by Scan application and the QR code technology was carried out in several stages:

- Development of exercises in accordance with the topic of the lesson;
- Search for a free QR code reader app;
- Downloading the application by students;
- Conducting classroom self-studying skills: performing the developed exercises using QR-code technology.

During the experiment, the topic "Non-finite forms of the verb: gerund" was studied. The teacher developed various exercises that provide for a different level of knowledge and possession of grammatical skills (GS) of each student. Tasks for students with a lower level of GS proficiency included retelling grammatical rules, giving examples on a given topic. Students with an average level of knowledge of the GS were asked to perform exercises with the opening of brackets and the use of correct grammatical forms. Students with high-level knowledge of this topic performed the translation of sentences from Russian into a foreign language. At the lesson, all students simultaneously performed self-studying skills, but the level of exercises corresponded to the level of each student individually.

Tasks using mobile educational apps used in the experimental group were used as a control on the grammatical topic covered at each lesson in the subject "foreign language". The majority of students performed these tasks regularly, in this regard; we can conclude that this type of ICT has advantages in the process of learning a foreign language.





Thus, the use of tasks using mobile educational apps in the self-studying skills of students can improve the quality indicators of students' progress; contribute to an increase in the level of knowledge and the development of grammatical skills.

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