

INTEGRATING MOBILE TECHNOLOGIES AND CREATIVITY PEDAGOGY TO ENHANCE ENGLISH LANGUAGE LEARNING: EXPLORING INNOVATIVE EDUCATIONAL SERVICES

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Abstract: The article describes efficiency of integrating mobile technologies and creativity pedagogy to enhance English language learning: exploring innovative educational services. Although learning English as a second language might be difficult, it has become the most significant language for communication in the world. Mobile learning is helpful in learning this language because of its multimedia component.

Keywords: learning, mobile technologies, knowledge and skills, foreign language.

The integration of mobile technologies into foreign language education requires teachers to have certain knowledge and skills in working with such technologies and with adults, who, in turn, should be trained to use mobile technologies in the process of learning business English, namely: develop instructions for them, methodological recommendations, practical tasks and assessment materials.

The four main abilities involved in acquiring a language are speaking, writing, listening, and reading [3]. Therefore, in order to assist pupils in acquiring these abilities, a variety of tactics must be used. Accordingly, it has been seen in earlier research that utilizing active learning strategies—in which students create their own knowledge—is a successful means of fostering a variety of skills while learning a second language [4].

The language that has become most well-known in recent years is English [2]. Global communication, information access, professional prospects, cross-cultural interchange, and intellectual and personal growth are all significantly impacted by this language [1]. In many domains, including business, technology, and research, English is the primary language used for worldwide communication.

Therefore, being able to communicate effectively in English is crucial when interacting with individuals from different countries. English proficiency will be valued more and more as the globe grows more linked. Therefore, it is imperative that educators and researchers make every effort to give students the greatest pedagogical resources possible to enable them to succeed in their English language studies.

However, it has been demonstrated that mobile devices may display information in a variety of ways [3], which aids learners in acquiring the four fundamental abilities while learning English as a second language. That is to say, in ways that are seldom achievable with traditional educational choices, students may actively generate knowledge utilizing numerous techniques thanks to mobile devices.

However, while mobile devices provide several options, it is the pedagogical practices that support educational activities that ensure academic achievement [6]. We propose that employing mobile devices as part of a well-structured academic intervention improves students' chances of acquiring English as a second language.

Research by S.V. Titova can indicate that mobile technologies, including mobile communications and mobile Internet, are becoming widespread and accessible in almost all countries of the world [2].

The following mobile devices can be used as mobile technologies:

- telephones: cell phones, smartphones, communicators (iPhone);
- portable mobile devices: MP3/4 players, netbooks,
- devices for electronic games: Nintendo DS;
- devices for listening to podcasts: iPod, GPS navigators, etc.;
- portable computers - portable pocket computer (PPC), tablet computer (Ipad).

Foreign teachers believe that the most promising mobile device that meets the methodological requirements of teaching foreign languages is a tablet computer (IPad) [2]. The advantages of tablet computers include: high technical characteristics (weight, operating time, ability to enlarge text), educational potential (Internet search, educational games, size, large number of supported applications). These advantages can help increase students' interest in the educational process.

The teacher's implementation of educational mobile applications, which are an integral part of mobile technologies, in the process of teaching English, allows schoolchildren to move from free search and browsing of web pages to personalized web search. It promotes the creation of a personalized learning space.

Smartphones contain the following useful applications: educational instructions, dictionaries, reference books, course planners, specialized search engines, lecture podcasts, news feeds, educationally oriented sites, blogs, etc. [2, p. 5].

Mobile devices provide various types of virtual communication: voice communication, SMS, email, video communication, social networks (Vkontakte, Twitter, Facebook, etc.), which are accompanied by additional capabilities (write, show and tell).

Forms of working with mobile technologies in English lessons include: studying lexical units; practicing phonetic skills; training in polylogical, dialogical, monological and written speech skills; automation of skills in using grammatical phenomena in speech and writing.

When teaching English using mobile technologies, it is advisable to use general didactic methods that are conditioned by the interaction of the teacher and students and are aimed at effectively mastering the content of educational material.

Depending on the source of knowledge, general didactic methods can be divided into:

- verbal (discussions, monologues, dialogues, polylogues, conversations, discussions, mini-lectures, etc.);
- visual (slides, illustrations, audio and video materials, etc.);
- practical (tests, independent and control work, etc.).

Thus, according to the type of cognitive activity, the following methods are distinguished:

- information-receptive (familiarization of students with educational Internet resources);
- productive (students create original educational Internet resources);
- problematic (students' independent search for ways to solve a problem situation);
- heuristic (performing partial search tasks according to the proposed algorithm of actions, like web quests);
- research (performing tasks of a problematic search nature of increased complexity without a ready-made algorithm of actions, which involves students independently determining goals and objectives, hypotheses, using methods of classification, analysis, synthesis, generalization).

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