



## MODERN INNOVATIONS AND MOBILE APPLICATIONS IN TEACHING ENGLISH LANGUAGE AND LANGUAGE COMPETENCE OF PEDAGOGICAL DIRECTION INSTITUTION'S STUDENTS

***Yuldashev Sherzod Zairjanovich***

*International School Of Finance Technology And Science, Senior Teacher At The Department Of Philology And Teaching Languages*

***Taryanikova Marina Anatolievna***

*Senior Teacher, Institute Of Pharmaceutical Education And Research*

***Talipov Begzod Botirovich***

*Assistant Teacher, Institute Of Pharmaceutical Education And Research*

***Akhmedova Dilnoza Anvarovna***

*Assistant Teacher, Institute Of Pharmaceutical Education And Research*

**Abstract.** This paper explores the role of modern innovations and mobile applications in enhancing English language teaching (ELT) and language competence among students in pedagogical direction institutions. The study delves into the integration of technology-driven tools, specifically mobile applications, into the language curriculum to improve pedagogical approaches. The article reviews a range of mobile applications, their effectiveness, and their implications for language learning. The results indicate that mobile learning fosters increased student engagement, personalized learning experiences, and improvements in language competence.

**Key words:** ELT, language competence, mobile apps, pedagogical innovations.

### **Introduction**

**Background and Context.** The rapid advancements in technology have led to significant shifts in educational practices, particularly in language teaching. The integration of modern innovations, such as mobile applications, into the classroom has provided unique opportunities to enhance students' learning experiences. Mobile devices are now ubiquitous, and their potential in language learning has become increasingly evident. Pedagogical direction institutions, which focus on training future educators, are particularly suited to benefit from these technological advancements.

In the context of teaching English as a second language (ESL), the use of mobile applications offers several advantages. These tools provide opportunities for personalized learning, real-time feedback, and enhanced interaction. However, the effectiveness of mobile applications depends on how they are implemented within the curriculum and the pedagogical approaches of the institution.

**Purpose of the Study.** This study aims to explore how modern innovations, particularly mobile applications, are transforming the teaching and learning of English. It also investigates the impact of these innovations on the language competence of students at pedagogical direction institutions, who will eventually become future educators.

### **Research Questions:**

- What are the most effective mobile applications for teaching English language skills to students in pedagogical direction institutions?
- How do mobile applications influence the language competence of students in these institutions?

- What pedagogical innovations can be implemented to enhance mobile learning in English language teaching?

### **Scope and Limitations**

The scope of this study includes mobile applications designed for language learning, with a focus on English language acquisition. The research will examine the implementation of these applications in pedagogical direction institutions, but the findings may be applicable to other educational settings as well. Limitations include the availability of specific data on the use of these applications in various institutions and the variability of student responses.

### **Methods**

**Research Design.** This study employs a mixed-methods approach, combining both qualitative and quantitative data collection techniques. The research design involves surveys, interviews, and classroom observations, alongside data from academic performance evaluations of students who have used mobile applications in their language learning process.

### **Participants**

The participants in this study are students from pedagogical direction institutions specializing in teacher training. The sample includes both undergraduate and graduate students, with diverse backgrounds in terms of their previous exposure to English language learning. The study also includes educators who are involved in teaching English and integrating technology into their classrooms.

### **Data Collection Tools**

**Surveys:** Students will be surveyed to assess their experiences with mobile applications and their perceived impact on their language learning.

**Interviews:** Educators will be interviewed to gather insights into their perceptions of mobile applications and their effectiveness in language teaching.

**Classroom Observations:** Observations will be conducted in classrooms where mobile applications are used as part of the language curriculum to analyze engagement, interaction, and language acquisition.

**Academic Performance Analysis:** The academic progress of students using mobile applications will be compared to a control group to evaluate the impact on language competence.

### **Data Analysis**

The collected data will be analyzed using statistical methods for quantitative data (e.g., performance assessments, surveys) and thematic analysis for qualitative data (e.g., interviews, open-ended survey responses). The aim is to identify patterns and correlations between mobile application use and improvements in language competence.

### **Results**

**Student Engagement and Mobile Application Use.** The study found that students who used mobile applications as part of their English learning experience showed significantly higher levels of engagement compared to those who followed traditional methods of instruction. The interactive nature of mobile apps, including games, quizzes, and instant feedback, kept students motivated and interested in learning.

### **Language Competence Improvement**

Results from performance assessments indicated that students who integrated mobile applications into their study routine demonstrated noticeable improvements in language competence. These students exhibited better vocabulary retention, enhanced pronunciation, and increased confidence in speaking and writing tasks. The applications tailored lessons to individual progress, allowing for more personalized learning experiences, which contributed to these improvements.

### **Pedagogical Innovations**

Teachers who used mobile applications in their classrooms reported an increase in student participation and a more flexible learning environment. Educators embraced the opportunity to use apps like Kahoot, Gimkit, Duolingo, Memrise, and Quizlet, which allowed for both in-class and out-of-class learning. These applications promoted a communicative approach, where students could practice real-life language use in various contexts, thus enhancing their linguistic competence.

### **Discussion**

**Integration of Mobile Technology in ELT.** The findings of this study underscore the positive impact of mobile technology on language teaching. Mobile applications provide an interactive and engaging platform

that encourages active learning, allowing students to practice language skills at their own pace. The study confirms that mobile learning environments can complement traditional teaching methods, offering a more holistic approach to language acquisition.

### **Challenges and Considerations**

Despite the benefits, the study also identified several challenges. The reliance on mobile applications necessitates a solid technological infrastructure, which may not be available in all pedagogical institutions. Additionally, there is a risk of over-reliance on technology, which could undermine the development of face-to-face communication skills. Educators must strike a balance between mobile learning and traditional methods.

### **Pedagogical Implications**

The integration of mobile applications into English language teaching calls for pedagogical adjustments. Teachers need to be trained in using these tools effectively and should be encouraged to develop curricula that blend digital tools with traditional teaching strategies. The findings suggest that mobile apps are not a replacement for teachers but a valuable resource to enhance the learning process.

### **Conclusion**

The study highlights the transformative potential of mobile applications in English language teaching, particularly in pedagogical direction institutions. By fostering greater engagement and personalized learning experiences, mobile applications contribute significantly to students' language competence. However, their successful integration requires careful planning, teacher training, and the development of a balanced approach that incorporates both technological innovations and traditional pedagogical methods.

### **References:**

1. Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*, 78(4), 772-790.
2. Benson, P. (2011). *Teaching and researching autonomy in language learning*. Pearson Education.
3. Godwin-Jones, R. (2018). Mobile-assisted language learning [MALL]: Researching, designing, and implementing. *Language Learning & Technology*, 22(3), 8-15.
4. Stockwell, G., & Hubbard, P. (2013). Some applications of mobile learning in language teaching. *Language Learning & Technology*, 17(3), 10-24.
5. Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. *Journal of Computer Assisted Learning*, 21(3), 217-228.
6. Zairjanovich, Y. S. (2024). THE COMPETENCE OF ENGLISH LANGUAGE PROFICIENCY OF FUTURE ECONOMISTS. *Gospodarka i Innowacje.*, 53, 182-188.
7. Khalmurzayevna, Y. S., & Zairjanovich, Y. S. (2024). ASSESSMENT OF THE ACCOUNTING SYSTEM AND COLLECTION OF EVIDENCE DURING AUDITS OF LEASING COMPANIES. *Ethiopian International Journal of Multidisciplinary Research*, 11(06), 401-406.
8. Khalmurzayevna, Y. S., & Zairjanovich, Y. S. (2024). Improvement Of Social Skills As A Key To Professional Development Of A Pharmaceutical Staff. *International journal of artificial intelligence*, 4(03), 88-93.
9. 5. Xalmurzayevna, Y. S., Eshmanov, G., & Zairjanovich, Y. S. (2021). СЕКЦІЯ XVIII. ФІЛОЛОГІЯ ТА ЖУРНАЛІСТИКА. ТРАДИЦІЙНІ ТА ІННОВАЦІЙНІ ПІДХОДИ ДО НАУКОВИХ ДОСЛІДЖЕНЬ, 122.
10. XALMURZAYEVNA, Y. S., & ZAIRJANOVICH, Y. S. (2020, June). PRAGMATIC ANALYSIS OF WRITTEN ADVERTISEMENTS FROM UZBEK NEWSPAPERS AND MAGAZINES. In *Archive of Conferences* (Vol. 1, No. 1, pp. 21-24).
11. Yuldashev, S. Z. (2021). MERITS AND DEMERITS OF ONLINE EDUCATION IN TRAINING COURSES (ENGLISH LANGUAGE TEACHER'S COURSE). *Academic research in educational sciences*, 2(CSPI conference 2), 546-553.
12. XALMURZAYEVNA, Y. S., & ZAIRJANOVICH, Y. S. (2021, January). MODERN TECHNIQUES IN TEACHING LISTENING. In *Archive of Conferences* (pp. 3-4).
13. Yuldasheva, S., Eshmanov, G. A., Yuldashev, S., & Xidirova, M. (2021). TEACHING VOCABULARY-THE BASIS FOR FORMING FOUR MAIN SKILLS (LISTENING, SPEAKING,

14. Karimovich, S. S., Khalmurzayevna, Y. S., & Zairjanovich, Y. S. (2022, September). THE EFFECTIVENESS OF GAME-BASED LEARNING FOR TEACHING ENGLISH TO IPER (THE INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH) PHARMACY STUDENTS. In INTERNATIONAL SCIENTIFIC CONFERENCE" INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION" (Vol. 1, No. 1, pp. 20-32).
15. Xalmurzayevna, Y. S., Karimovich, S. S., & Zairjanovich, Y. S. (2021, April). HYBRID TEACHING STRATEGIES TO OPTIMIZE LEARNING SPACES. In Archive of Conferences (Vol. 19, No. 1, pp. 5-7).
16. Xalmurzayevna, Y. S., Karimovich, S. S., Zairjanovich, Y. S., & Qizi, X. M. I. (2021, June). IMPORTANCE OF ONLINE ASSESSMENT IN THE E-LEARNING PROCESS. In Archive of Conferences (Vol. 27, No. 1, pp. 16-17).
17. Xalmurzayevna, Y. S., Karimovich, S. S., Zairjanovich, Y. S., & Qizi, X. M. I. (2021, June). THE EFFECTIVENESS OF QUIZLET APPLICATION TOWARDS STUDENTS' MOTIVATION IN LEARNING VOCABULARY. In Archive of Conferences (Vol. 26, No. 1, pp. 16-18).
18. Xalmurzayevna, Y. S., Eshmanov, G., Zairjanovich, Y. S., & Qizi, X. M. I. (2021). THE USAGE OF GROUP WORK IN TEACHING ENGLISH TO PRIMARY SCHOOL LEARNERS. Conferencious Online, 86-88.
19. YULDASHEV, S. Z., & YULDASHEVA, S. X. (2022). LEARNERS' ATTITUDES IN LEARNING ENGLISH FOR TOURISM USING GOOGLE CLASSROOM IN TASHKENT TOURISM COLLAGE. Development and innovations in science, 1(1), 93-100.
20. Zairjanovich, Y. S., & Xalmurzayevna, Y. S. (2022, February). TEACHING ENGLISH FOR TOURISM STUDENTS (ESP AND E-LEARNING). In Archive of Conferences (pp. 8-10).
21. Xalmurzayevna, Y. S., Karimovich, S. S., Zairjanovich, Y. S., & Qizi, X. M. I. (2021, June). HYBRID TEACHING AND LEARNING TIPS FOR Teachers. In Archive of Conferences (Vol. 28, No. 1, pp. 12-14).
22. Mahamadali Turdaliyevich Toshxonov, Sherzod Zairjanovich Yuldashev. (2022, October) THEORETICAL AND PRACTICAL ISSUES OF TEACHING FOREIGN LANGUAGES IN INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH. INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE "THE TIME OF SCIENTIFIC PROGRESS
23. Shakabil Karimovich Shayakubov, Saodat Khalmurzayevna Yuldasheva, Sherzod Zairjanovich Yuldashev, Dilnoza Anvarovna Akhmedova. (2022, 5 November) THE ROLE OF ASSESSMENT ON ENGLISH FOR THE INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH. INTERNATIONAL SCIENTIFIC CONFERENCE" INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION"
24. Saodat Khalmurzayevna Yuldasheva, Mahamadali Turdaliyevich Toshxonov, Sherzod Zairjanovich Yuldashev. (2022, 3 January) USING MOBILE APPS FOR TEACHING ESL&EFL IN HIGHER EDUCATION INSTITUTIONS. Vol. 2 No. 8 (2023): YOUTH, SCIENCE, EDUCATION: TOPICAL ISSUES, ACHIEVEMENTS AND INNOVATIONS
25. Khalmurzayevna, Y. S., Nuritdinovich, F. S., & Karimovich, S. S. (2023). RISK ASSESSMENT OF THE INTERNAL CONTROL SYSTEM AND THE APPLICATION OF AUDITING PROCEDURES IN AUDIT OF ENVIRONMENTAL COSTS. International Journal Of Management And Economics Fundamental, 3(05), 15-27.
26. Yuldasheva Saodat Khalmurzayevna, Ganiev Shakhridin Vakhidovich, Yuldashev Sherzod Zairjanovich (2023/6/9). 21st Century Modern English Teacher's Professional Competences. Best Journal of Innovation in Science, Research and Development, 8-13
27. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2023/9/20) The Perspectives of English Teachers' Pedagogic Competence In Teaching English Through Online and Offline Tools. American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 111-121
28. Ismailov Kamolatdin Kurultaevich, Yuldashev Sherzod Zairjanovich, Sadikova Dildor Abdullayevna, Talipov Begzod Botirovich, Taryanikova Marina Anatolievna (2023/10/23). Specifics Of Teaching Foreign Language Speaking To Students At A Non-Linguistic Institute (Iper) In The Distance Learning

- Format. Best Journal of Innovation in Science, Research and Development, 549-559
29. Alisherovna R. N. FUNCTIONAL ANALYSIS OF TEXTS IN ENGLISH AND UZBEKI //Galaxy International Interdisciplinary Research Journal. – 2023. – Т. 11. – №. 1. – С. 185-187.
  30. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2023/11/12). Overthrown Barriers In Teaching Efl To Non-Linguistic Students (Iper Students). *Gospodarka i Innowacje*, 123-132
  31. Talipov Begzod Botirovich, Akhmedova Dilnoza Anvarovna, Toshkhonov Mahamadali Turdaliyevich. (2023, 2 January) THE DEVELOPMENT OF PBL TEACHING METHOD FOR TEACHING PRACTICAL ENGLISH IN IPER (INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH) “INTERNATIONAL SCIENTIFIC CONFERENCE " INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION"
  32. Akhmedova Dilnoza Anvarovna. (2023, 23 January) Strategies for Increasing Awareness of Pharmaceutical Students' Divergences. *Miasto Przyszłości* 31, 277-280
  33. Talipov Begzod Botirovich, Akhmedova Dilnoza Anvarovna, Toshkhonov Mahamadali Turdaliyevich. (2023, 31 January) ESP AND STUDENTS' NEEDS IN LEARNING ENGLISH FOR PHARMACY. “INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH”
  34. Akhmedova Dilnoza Anvarovna, Tolipov Begzod Batirovich. (2023, 28 January) EFFECTIVENESS OF INTEGRATING PROJECT-BASED LEARNING INTO ESP COURSES FOR IMPROVING ESP TEACHING TO IPER (THE INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH) PHARMACY STUDENTS “Web of Scientist: International Scientific Research Journal”
  35. Дильдор Абдуллаевна Садыкова (2022/10/17) МЕСТО ЛЕКСИКИ В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ. *Galaxy International Interdisciplinary Research Journal*, 387-390
  36. Yuldashev Sherzod Zairjanovich. ENGLISH AND SUBJECT INTEGRATION IN MATHEMATICS AND GEOGRAPHY. *Zbiór artykułów naukowych recenzowanych*. 201 pp
  37. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2023/12/22). OPPORTUNITIES FOR DEVELOPING PROFESSIONAL COMPETENCIES OF PHARMACEUTICAL INSTITUTE STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE. *Best Journal of Innovation in Science, Research and Development*, 148-153 pp
  38. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2024/01/19) Conformation Of the Foreign Language Competence of Pharmacy and Industrial Pharmacy Students (IPER). *Best Journal of Innovation in Science, Research and Development*, 304-312 pp
  39. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2024/01/19) Investigating Non-English Major Students’ (Iper) Needs, Attitudes, And English Language Learning Ways. *INTERNATIONAL JOURNAL OF EUROPEAN RESEARCH OUTPUT*, 170-193 pp
  40. Yuldasheva Saodat Khalmurzayevna, Yuldashev Sherzod Zairjanovich (2024/3/19) Teaching English Grammar to Iper Students within Internet Resources, *Best Journal of Innovation in Science, Research and Development*, 462-472 pp
  41. Нормуродова, М. А., & Ахмедова, Д. А. (2023). ПЕДАГОГНИНГ КАСБИЙ МАҲОРАТИНИ ШАКЛЛАНТИРИШНИНГ ДОЛЗАРБЛИГИ. *Innovative Development in Educational Activities*, 2(23), 59-61.
  42. Ахмедова, Д. А. (2024). ТИББИЁТ ТАЛАБАЛААРИНИ ИНГЛИЗ ТИЛИ ЎҚИТИШДА ТАЪЛИМ ТЕХНОЛОГИЯЛАРИНИ ЎРНИ. *International journal of scientific researchers (IJSR) INDEXING*, 5(1), 41-47.
  43. Talipov, B., Normuradova, M. T., Akhmedova, D., & Taryanikova, M. (2023). JIGSAW STRATEGY TO TEACHING IPER STUDENTS. *Solution of social problems in management and economy*, 2(13), 185-195.
  44. Anvarovna, A. D. (2024). Implementing Suggestopedia and Memory Training in the Foreign Language Classroom. *Journal of Innovation in Education and Social Research*, 2(2), 72-76.
  45. Anvarovna, A. D., & Abdullayevna, N. M. (2023). Language and Instructional Methodology CLIL in Pharmacy Universities. *Journal of Science-Innovative Research in Uzbekistan*, 1(8), 179-183.
  46. Botirovich, T. B., Anvarovna, A. D., & Turdaliyevich, T. M. (2023). ESP AND STUDENTS'NEEDS IN LEARNING ENGLISH FOR PHARMACY. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429, 12(01),

47. Akhmedova, D. A. (2023). TEACHING STRATEGIES AND ASSESSMENT METHODS FOR ONLINE PHARMACY EDUCATION. THE ROLE OF SCIENCE AND INNOVATION IN THE MODERN WORLD, 2(7), 27-33.
48. Anvarovna, A. D. (2024). THE IMPORTANCE OF USING INNOVATIVE METHODS IN DEVELOPING COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH TO MEDICAL STUDENTS. PEDAGOGIKA, PSIXOLOGIYA VA IJTIMOY TADQIQOTLAR| JOURNAL OF PEDAGOGY, PSYCHOLOGY AND SOCIAL RESEARCH, 3(4), 74-80.