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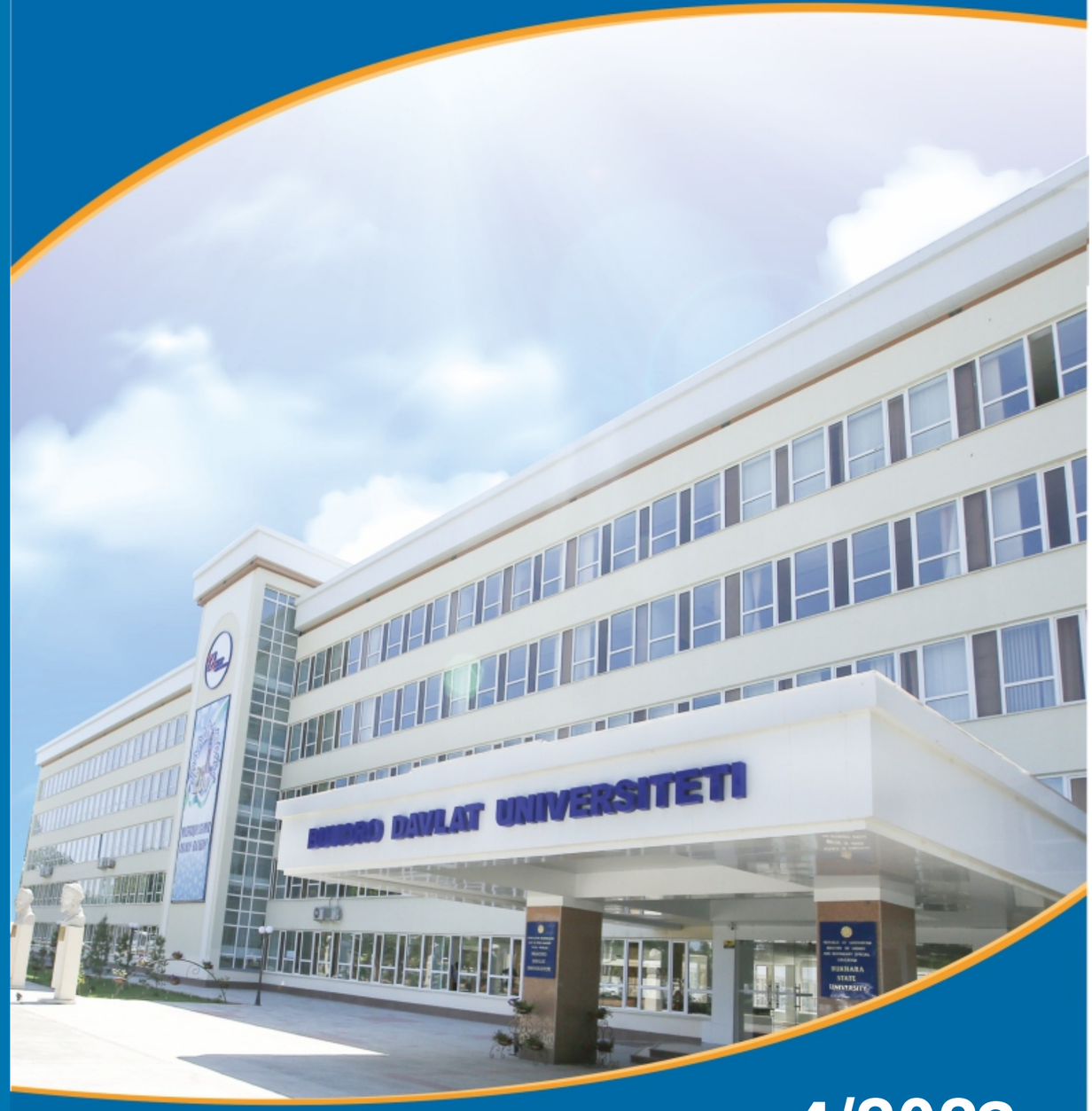

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GRAMMATICAL COMPETENCES IN THE PROCESS OF STUDYING OF LANGUAGE TEACHING APPLICATIONS IN UZBEKISTAN

Sobirova Zarnigor Rakhimovna,
Bukhara State University, Associate Professor, PhD
Raxmonova Maftuna Qaxramon qizi,
Navoi State Pedagogical institute, master student

Abstract. *This article is devoted to the issue of using mobile applications as one of the means of introducing gaming activities into the process of teaching a foreign language. The paper considers the concept of "gamification" and presents various approaches to the classification of educational games. Specific mobile services that contribute to the development of students' communicative competence are also proposed and analyzed. Based on the results of the analysis, it was possible to establish what technologies can be used to form the language, speech and sociocultural components of communicative competence.*

Key words: *ICT in education, methods of teaching foreign languages, gamification of education, mobile learning, communicative competence, learning mobile application.*

ГРАММАТИЧЕСКИЕ КОМПЕТЕНЦИИ В ПРОЦЕССЕ ИЗУЧЕНИЯ ЯЗЫКОВЫХ ОБУЧАЮЩИХ ПРИЛОЖЕНИЙ В УЗБЕКИСТАНЕ

Аннотация. *Данная статья посвящена вопросу использования мобильных приложений как одного из средств внедрения игровой деятельности в процесс обучения иностранному языку. В статье рассмотрено понятие «геймификация» и представлены различные подходы к классификации обучающих игр. Также предложены и проанализированы конкретные мобильные сервисы, способствующие развитию коммуникативной компетенции учащихся. По результатам анализа удалось установить, какие технологии можно использовать для формирования языкового, речевого и социокультурного компонентов коммуникативной компетенции.*

Ключевые слова: *ИКТ в образовании, методика обучения иностранным языкам, геймификация обучения, мобильное обучение, коммуникативная компетентность, обучающее мобильное приложение.*

O'ZBEKISTONDA TIL O'QITISHDA MOBIL ILOVALARDAN FOYDALANISH JARAYONIDAGI GRAMMATIK KOMPETENSIYALAR

Annotatsiya. *Ushbu maqola mobil ilovalardan chet tilini o'rgatish jarayonida o'yin faoliyatini joriy etish vositalaridan biri sifatida foydalanish masalasiga bag'ishlangan. Maqolada "o'yinlashtirish" tushunchasi ko'rib chiqiladi va o'quv o'yinlarini tasniflashga turli xil yondashuvlar taqdim etiladi. Talabalarning kommunikativ kompetensiyasini rivojlantirishga hissa qo'shadigan o'ziga xos mobil xizmatlar ham taklif etiladi va tahlil qilinadi. Tahlil natijalariga ko'ra, kommunikativ kompetensiyaning til, nutq va ijtimoiy-madaniy tarkibiy qismlarini shakllantirish uchun qanday texnologiyalardan foydalanish mumkinligini aniqlash mumkin.*

Kalit so'zlar: *ta'limda AKT, chet tillarini o'rgatish usullari, ta'limning gamifikatsiyasi, mobil ta'lim, kommunikativ kompetensiya, o'rganish mobil ilovasi.*

Introduction. Mobile applications have become an integral part of the life of a modern person. Currently, they are used in all areas of human activity: culture, communication, transport, entertainment, finance, sports, professional activities, etc., including education. The main goal of educational mobile applications is to facilitate the learning process, make it more exciting, interesting and effective for users, often through the introduction of a game moment into learning, i.e. through the gamification of education [5].

Materials and methods. M.F. Stronin distinguishes the following types of educational games: preparatory games, grammar games, lexical games, phonetic games, spelling games, creative games, auditory games, speech games [4].

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There is also a classification developed by D. Hadfield and built on the basis of the principles of actions performed by students during a particular game:

1. Information gap (information gap).
2. Connection or selection of elements (jigsaw or fitting together principle).
3. Exchange (barter principle) [4].

According to E.N. Solovova, educational games are divided into:

1. games like "Lotto" (bingo games);
2. games based on the use of the “information gap”, discrepancies in the assessment and perception of information (information gap, opinion gap, perception gap);
3. puzzle games on the principle of jigsaw games;
4. games using dramatization (simulations) [4].

Results and discussion. Linguistic competence is the ability to understand and produce an unlimited number of linguistically correct sentences with the help of learned linguistic signs and the rules for their connection [3]. Below is an analysis of the didactic potential of applications aimed at developing language competence.

Duolingo is an application and website containing a wide range of exercises, games and tasks aimed at developing the lexical, grammatical and phonetic skills of students with a foreign language level from A1 to C1. The technology includes the following types of tasks: translation exercises, recording one's own voice (pronunciation of phrases and sentences), tests, filling in gaps, writing down phrases heard, etc. The application can be used to reinforce or repeat already learned grammar and lexical material as homework. The Duolingo language learning app is the world’s most popular way to learn languages. The company’s mission is to develop the best education in the world and make it universally available.

Learning with Duolingo is fun, and research shows that it works! With quick, bite-sized lessons, you’ll earn points and unlock new levels while gaining real-world communication skills.

The Phrasal Verbs Machine (Cambridge University Press) is a mobile application for expanding the vocabulary of students, namely by memorizing phrasal verbs. The application provides visualization and graphics: to explain phrasal verbs, a real life situation is played out (using animation), as well as various meanings of verbs and examples of their use in sentences.

With the Phrasal Verbs Machine app iPad users will be able to learn how Phrasal Verbs work while being entertained by fun animations that help visually memorize the real meaning of Phrasal Verb.

Quizlet is a service that can be used on both PC and mobile devices. Using this technology, you can learn a new vocabulary using the following tasks: Flashcards - flashcards will be useful for learning new words, memorizing them and further practicing them; Learn - a task for fixing the vocabulary (Russian translation / definition is given, it is necessary to enter the English version); Spell - a task for practicing spelling. The student needs to listen to the pronunciation of the word (as an additional hint, the Russian equivalent / definition of the word is also shown) and write it in the box; Test - this task includes several exercises at once: translating a word, matching a word with its translation / definition, multiple choice and determining whether the presented translation is correct. Such a task is suitable for a control check of the assimilation of new words. Match is a game in which you have to match a word with its translation to make it disappear. The faster all the words disappear from the field, the better; Gravity is a game in which you have to save the Earth from asteroids by typing the correct translation of the words written on them.

Practice English Grammar is an application that, despite the name, is designed to train not only grammar skills, but also lexical ones.

Words, Sounds: Pronunciation App by Macmillan - this mobile application is aimed at developing students' listening and pronunciation skills. A table is provided with all the vowels and consonants of the English language, when you click on any of them, they are played. After studying the table, you can practice or go straight to the test.

Mobile technologies, providing the possibility of processing information in a foreign language involving various channels of its perception and reproduction, are a kind of integrated learning tool that a student can use for independent study of a foreign language for professional improvement. But it is worth noting that working with mobile technologies in general and with mobile applications in particular requires an initial level of formation of information and self-educational competencies, allowing to improve and develop these competencies further. So, today there are a large number of mobile applications designed specifically for learning foreign languages, which is both a unique feature and an undeniable advantage of

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mobile technologies [4]. These applications can act as learning tools in their own right and be classified accordingly.

Actually educational mobile applications can be divided into three groups according to the degree of application and integration into the educational process: 1) mobile applications-additions to teaching aids; 2) mobile applications for independent study of disciplines; 3) mobile applications for distance (mobile) education [7]. They allow the student to quickly, in any place and at any time, find the necessary information, including in a foreign language, on any subject, including professional. Existing mobile applications are diverse and targeted [7].

As a result of the analysis of the literature on mobile applications in education [6], Internet sources, conversations with students, and a survey of students of non-linguistic faculties, the most common mobile applications for self-study of the English language were identified. For example, applications such as Duolinguo, Lingualeo offer the user to perform exercises with English grammar and vocabulary based on the repeated use of words of the same subject in certain grammatical structures. One of the tasks asks you to write voiced words and simple sentences. The application checks completed tasks. This contributes to the formation of pronunciation and lexical and grammatical skills.

The Triplingo application contains various information about the culture of more than 100 countries in English, including English-speaking countries (Australia, New Zealand, Canada, USA, UK). Of particular interest to bachelors in law may be the sections Politics and Government, Safety. The application also includes a translator to translate spoken language into your desired language, including Russian. In addition, the application has a phrase book function, suggesting commonly used phrases and expressions. Working with this application contributes to the development of reading skills, the improvement of pronunciation and lexical and grammatical skills, the acquisition of sociocultural knowledge.

With the English Conversation app, you can communicate with Beginner-Intermediate English learners around the world by exchanging written and spoken messages in real time. In addition, it includes a series of video lessons containing dialogues and vocabulary exercises for them. Thus, it can be argued that this application contributes to the improvement of language and speech skills, as well as the development of all types of speech activity. Table 1 lists some popular mobile applications that can be used to develop language and speech skills and speech skills.

Table 1

Mobile programs and applications for the acquisition of language knowledge, the formation and improvement of foreign language hearing and pronunciation, lexical and grammatical skills and speech skills

		Mobile applications	
		for the common component	**Foreign language in the professional field**
Knowledge	Linguistic and/or extralinguistic	Podcasts & Videocasts, TripLingo, Learn English Podcasts, Lingualeo, DIVII, mobile dictionaries	Translegal Law Dictionary, the Legal Dictionary, Inter- national Legal English, the- Law.com, Above the Law, Law Dictionary, English Law App, Legal Dictionary by Farlex, TripLingo
Skills	Hearing-pronunciation	Podcasts & Videocasts, Duolingo, TripLingo, Learn English Podcasts, Conversation English, Lingualeo, Talk English, Busuu, DIVII, Mobile Dictionaries, English File Pronunciation	Translegal Law Dictionary, International Legal English
	Lexical	Podcasts and videocasts, Duolingo, TripLingo, Learn English Podcasts, Conversation English, Lingualeo, MindMeister, Busuu, Babbel, Flashcards, DIVII, mobile dictionaries	Translegal Law Dictionary, the Legal Dictionary, Inter- national Legal English, the- Law.com, Above the Law, Law Dictionary, English Law App
	Grammar	Podcasts & Videocasts, Duolingo, TripLingo, Learn English Podcasts, Lingua-leo, Busuu	Translegal Law Dictionary

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Skills	listening	Podcasts and Videocasts, Learn English Podcasts, Conversation English, Lingualeo, Busuu, DiVii	Podcasts and videocasts, DiVii
	Reading	Podcasts & Videocasts, TripLingo, Conversation, English Lingualeo, Busuu, Babbel, DIVII, mobile dictionaries	Translegal Law Dictionary, the Legal Dictionary, Inter- national Legal English, the- Law.com, Above the Law, Law Dictionary, English Law App
	speaking	Conversation English, Lin- gualeo, Talk English, Busuu	Conversation English
	Letter	Lingualeo, MindMeister, Busuu, Babbel, Flashcards	theLaw.com

Based on the results of a survey conducted among 1st-2nd year students of two faculties in the 2021/22 academic year, the most popular mobile devices among university students include smartphones and tablet PCs / tablets. Students actively use these devices for educational purposes, including when learning a foreign language - 93% of respondents, and only 7% do not use mobile technologies for learning purposes. When preparing for foreign language classes, students mainly perform such actions as working with a textbook and workbook in electronic form (87%), working with an online translator (79%), searching for linguistic and sociocultural information on the Internet (55%) on a smartphone or tablet, search for words in dictionaries (40%), learning a foreign language through mobile applications (23%) and social networks (10%). Directly in class, mobile technologies are used by 75% of students, limited to working with an electronic textbook, translating texts in an electronic translator, searching for words in an electronic dictionary, and rarely searching for linguistic and cultural information on the Internet. Moreover, 63% of students who use mobile technologies in teaching note that they use mobile technologies for independent learning of a foreign (English) language at home, outside the program. Of these, 58% use various sites with articles, lexical and grammatical material and other linguistic and sociocultural information (text, audio and video), mobile applications aimed at teaching a foreign language are used by 13% of respondents (limited to one or two), the use of social networks was noted by 12% of the students surveyed, 9% listen to audio books in a foreign language, 3% listen to songs in a foreign language for the purpose of self-learning, 5% use bilingual phrasebooks for independent study of a foreign language. All students (100%) resort to the help of electronic translators and dictionaries in their independent work. So, we see that mobile technologies are more successfully used during the student's independent work (in preparation for classes) and in the process of self-learning a foreign language.

27% of students do not use mobile technologies for self-learning a foreign language, noting that there is “no time”, “inconvenient”, “it is not clear how to use it”, “no desire”, “no need”, “there are other ways”, “some applications require financial investments”, "haven't heard anything about applications." These answers indicate that many students do not know how to use mobile technologies effectively, do not know about the existence of mobile applications, or do not see the need to study something beyond what is asked at the university, filling in the gaps.

However, 93% of the respondents explained that they study the subject using mobile technologies, as “the phone does not take up much space in the bag”, “the mobile phone helps to make work easier”, “it is convenient”, “it helps to quickly translate and search for the necessary information in Internet”, “this is convenient, because the phone has everything: a dictionary, a textbook, and a translator”, “large amounts of information can be stored in the phone”, “you can learn a lot of new things”, “what what is incomprehensible in a couple, you can study on your own”, “the use of mobile technologies will allow you to learn faster if they are used correctly”, etc.

However, despite the noted positive aspects of mobile technologies, their effectiveness is not so high, because students of non-linguistic faculties of the university still have a low level of results of independent work. In our opinion, the reason for this lies in the inability of students to properly organize independent activities, the inability to work independently, including the wrong choice and / or inefficient way of using self-learning tools. The analysis of the survey showed that students do not use all the opportunities provided by mobile technologies for learning a foreign language, or in their incomplete volume. Many students note that they do not use the full potential of mobile technologies and want to know more about it.

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Thus, the chosen teaching aids significantly influence the achievement of the goals of the educational process. In the existing classification of learning aids, mobile technologies, and, accordingly, mobile applications, can be attributed to the group of technical learning aids. The variety of mobile applications created for learning a foreign language and ways of working with the use of mobile technologies allows them to act as a comprehensive learning tool aimed at developing pronunciation and lexical and grammatical skills, as well as all types of foreign language speech activities.

Conclusion. So, we can conclude that with the teacher carefully developing a learning strategy and choosing the most appropriate means in accordance with the goals, needs and age of students, modern mobile applications as a tool for gamification provide ample opportunities to achieve high results. when learning a foreign language as part of a communicative approach to learning, as they allow you to smoothly and harmoniously introduce elements of the game into the learning process, as well as increase student motivation.

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