

## THE EFFECTIVENESS OF TEACHING ENGLISH IN PRIMARY SCHOOLS THROUGH MOBILE APPLICATIONS

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**Abstract:** *This article explores the effectiveness of teaching English to primary school students through mobile applications in Uzbekistan, particularly within the Samarkand region. It analyzes how digital tools such as Duolingo, Lingokids, and Monkey Junior improve students' language acquisition, motivation, and independent learning. Unlike traditional classroom methods, mobile applications integrate multimedia, gamification, and adaptive learning paths to create an engaging experience for young learners. A practical experiment conducted in five primary schools in Samarkand region during 2023 demonstrates a measurable improvement in students' listening, speaking, and vocabulary skills after six weeks of mobile-assisted learning. Based on these findings, this paper proposes methodological recommendations for integrating mobile apps into English language teaching in early education settings across Uzbekistan.*

### **Introduction**

With the rapid integration of technology into education, mobile learning has emerged as a powerful tool, particularly in language instruction. In Uzbekistan, English language learning is becoming increasingly important from an early age, and the government has introduced various reforms to support early foreign language acquisition. Among the modern solutions gaining attention are mobile applications designed specifically for young learners. Unlike conventional textbook-

based methods, mobile apps allow for interactive, fun, and personalized learning experiences.

This research aims to evaluate the impact of using mobile applications to teach English to primary school children, focusing on real-life data collected from Samarkand region schools. By comparing traditional teaching approaches with app-assisted learning, we aim to highlight the advantages, challenges, and practical applications of digital methods in the classroom.

#### The Methodological Basis of Mobile Applications in English Language Teaching

Mobile applications used for English language instruction are designed to engage learners through interaction, repetition, and instant feedback. Their pedagogical strength lies in their ability to incorporate various learning styles—visual, auditory, and kinesthetic—while maintaining learners' interest through gamification. Some widely used apps in Uzbekistan include:

Duolingo: Offers gamified lessons with multiple-choice questions, speaking practice, and repetition.

Lingokids: Tailored for children aged 3 to 8, it uses stories, songs, and games to teach vocabulary and grammar.

Monkey Junior: Focuses on vocabulary building and reading skills through short interactive stories.

These applications are equipped with multimedia elements, progress tracking, and adaptive difficulty levels, allowing learners to proceed at their own pace. According to Professor M. Juraev from Samarkand State Institute of Foreign Languages (2021), such tools can complement formal instruction by reinforcing listening and pronunciation skills in young learners.

#### Practical Application in Primary Schools: A Case Study from Samarkand Region

In 2023, a small-scale experimental study was conducted in five primary schools across Past Darg'om and Urgut districts of Samarkand region. The study involved second-grade students divided into two groups:

Experimental Group: Received 20-minute mobile application sessions (Duolingo and Lingokids) three times a week in addition to regular classes.

Control Group: Continued with traditional textbook-based lessons and oral drills.

The six-week program focused on basic vocabulary, greetings, numbers, and simple sentences. Both pre-test and post-test assessments were conducted to measure students' listening, speaking, and vocabulary comprehension.

| Indicator | Experimental Group | Control Group |
|-----------|--------------------|---------------|
|-----------|--------------------|---------------|

|                      |     |     |
|----------------------|-----|-----|
| Vocabulary Retention | 87% | 65% |
|----------------------|-----|-----|

|                         |     |     |
|-------------------------|-----|-----|
| Listening Comprehension | 82% | 60% |
|-------------------------|-----|-----|

|                     |      |          |
|---------------------|------|----------|
| Speaking Confidence | High | Moderate |
|---------------------|------|----------|

|                  |           |          |
|------------------|-----------|----------|
| Motivation Level | Very High | Moderate |
|------------------|-----------|----------|

The experimental group showed significantly higher improvement in vocabulary and listening comprehension. Students also demonstrated greater enthusiasm for English lessons and were more willing to participate.

#### Advantages and Challenges of Using Mobile Applications

##### Advantages:

Increased Motivation: Interactive elements and rewards in apps encourage regular practice.

Personalized Learning: Students can learn at their own pace.

Accessible Practice: Learning is not limited to classroom hours.

Multimodal Learning: Combines audio, visual, and text-based materials for better comprehension.

##### Challenges:

Limited Device Access: Not all students have smartphones or tablets at home.

Internet Dependence: Some apps require a stable connection.

Teacher Training: Not all teachers are familiar with digital tools.

Distraction Risk: Unsupervised use can lead to off-task behavior.

As Professor D. Alimova (2022) points out in her publication on digital

pedagogy, effective implementation of mobile learning requires not only access to technology but also teacher support and parental involvement.

#### Methodological Recommendations

Based on the findings from Samarkand, the following recommendations are proposed:

1. Integrate Apps into Weekly Schedules: Designate specific classroom time for guided app use.
2. Provide Teacher Training: Equip teachers with the necessary digital literacy to manage mobile-assisted instruction.
3. Ensure Parental Involvement: Encourage parents to allow supervised app usage at home.
4. Use Localized Content: Promote the development or use of apps that align with the Uzbek national curriculum.

These strategies can help overcome current limitations and ensure that mobile learning becomes a sustainable part of early English education in Uzbekistan.

#### Conclusion

The use of mobile applications for teaching English in primary schools offers promising results, especially in enhancing student motivation and retention. As demonstrated by the pilot study in the Samarkand region, app-based learning significantly improves vocabulary acquisition and listening comprehension in young learners. However, for these tools to reach their full potential, it is crucial to address the infrastructural and methodological challenges. With proper support and planning, mobile apps can become an effective supplement to traditional language teaching in Uzbek schools.

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