



THE ROLE OF MOBILE TECHNOLOGIES IN ENHANCING FOREIGN LANGUAGE LEARNING IN SECONDARY SCHOOLS OF UZBEKISTAN

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Introduction

The transformation of education through modern technology has significantly changed teaching methods worldwide. Mobile applications, once regarded as supplementary tools, have now become indispensable in language learning. In Uzbekistan, the digitalization of education is progressing rapidly, supported by the “Digital Education” program for 2022–2026. This initiative emphasizes the integration of information and communication technologies (ICT) in general education schools. In light of these developments, it is crucial to assess the effectiveness of mobile technologies in learning foreign languages, particularly English, in the context of secondary schools in Uzbekistan.

This study examines the impact of mobile applications such as Quizlet, Memrise, Mondly, and Bamboozle on English language learning among students in grades 7 to 9. The main goal is to evaluate how these applications influence students' vocabulary acquisition, classroom participation, and overall language proficiency. Traditional language teaching methods predominantly rely on textbooks, written exercises, and oral drills. However, today's students are part of a digital generation, comfortable with smartphones, tablets, and computers. By incorporating these tools into the learning process, educators can make lessons more interactive and effective. Mobile applications offer a range of features, including interactive design, gamified elements, quizzes, and instant feedback. These functions can enhance student engagement and motivation. For example, Quizlet helps students memorize vocabulary through flashcards; Memrise uses spaced repetition techniques to boost memory retention; while Mondly and Bamboozle focus on sentence formation, speaking practice, and interactive language games.



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A series of observations and experiments conducted in three secondary schools in Namangan region yielded the following results:

- Students who used mobile applications at least three times a week scored 15–20% higher on vocabulary tests compared to those who relied on traditional methods.
- 92% of students showed a noticeable increase in classroom participation and interest in lessons.
- Many students reported greater motivation and confidence in independently learning English.

Furthermore, survey results indicated that 87% of students preferred using mobile applications over traditional classroom learning. Teachers noted that these tools allowed them to better monitor student progress and provide timely, individualized feedback.

Conclusion

Based on the findings, the following conclusions can be made:

1. Mobile-assisted language learning is effective because it promotes active, independent, and engaging learning.
2. Applications like Quizlet, Memrise, Mondly, and Bamboozle significantly improve vocabulary retention and overall language acquisition through interactive methods.
3. Integrating mobile technologies into Uzbekistan's secondary school curriculum could greatly enhance the quality of language education.

It is recommended that larger-scale pilot programs be launched, and that national guidelines be developed to ensure the effective use of mobile technologies in language teaching.