

**1-CEKCIYA. JAHAN HAM JERGILIKLI PAN JETISKENLIKLERIN TALIMGE
INTEGRACIYALAWDIN ABZALLIQLARI
SECTION-1. ADVANTAGES OF INTEGRATING WORLD AND LOCAL SCIENTIFIC
ACHIEVEMENTS INTO EDUCATION**

**CATEGORIZATION OF MOBILE APPLICATIONS AND WEBSITES FOR LANGUAGE
LEARNING PURPOSES**

*Abdukarimov Asadbek -a student of NSPI
Nazipov Ruslan-a student of NSPI*

Due to the increasing popularity of language learning through online applications, particularly among young people, it has become an integral part of their lives. Students no longer have the option of living without the assistance of the internet, as it has greatly facilitated their learning. This has led to an instantaneous and efficient access to information and materials related to a given topic.

In light of this, consideration is being given to the effective utilization of mobile applications to aid in English language learning.

Hypothesis: students who use internet applications to supplement their English language learning skills will show greater improvement rather than teaching Traditional learning methods.fi]

The object of the research work is the use of Internet applications to improve students' literacy in English

The aim of the research work is to develop a guide for English language teaching practitioners with methodological recommendations on the use of Internet applications to improve students' literacy in English

- > Articulate the research works goal and outline the specific objectives guiding its accomplishment.
- > Conduct a literature review related to the research and compile the theoretical section of the thesis.
- > Evaluate and analyze the results and discoveries derived from the experimental work.

In this research paper we will discuss about category of mobile applications and web-sites. As you know, the current means of learning today is a website (from the English website, from the web - web, network, and site - place), "a set of electronic documents (files) of a private person or organization in a computer network, combined under one address (domain name or IP address)"

1. *Teacher apps'* these programs provide comprehensive lessons and guidance to help you learn English
2. *Narrowly-focused applications'* these apps focus on a specific aspect of language learning, such as vocabulary or grammar

During our research, we divided the categories of websites and mobile apps for mobile phones into different types. We tested several applications and websites and conducted a survey among students and teachers from a higher education institution who study English. A more advanced application for learning among students is *Duo Lingo*. This application allows learners to develop their vocabulary and phonetic skills. The application contains images of new words and their pronunciation. Based on my own experience, the application can be useful for learning, but there are some disadvantages, such as the fact that the teacher may not always pay attention to the student's progress. Another disadvantage is that students may become bored or lose interest during the learning process due to repetitive tasks within the application. [3]

A more advanced teaching tool for teachers is *Quizlet* and *Kahoot*. These platforms provide a quiz-based approach to teaching, allowing teachers to monitor student knowledge in real time. Teachers can evaluate students' performance. The benefits of these platforms include individualized learning, instant feedback, and evaluation.

In conclusion, our study has shown that the category of mobile applications and educational websites plays a significant role in the field of education, particularly in the area of learning English. We have analyzed several applications, such as *DuoLingo*, *Quizlet*, and *Kahoot*, in order to identify their advantages and limitations.

DuoLingo has proven to be an effective tool in developing students' vocabulary and pronunciation skills. Nevertheless, one of its drawbacks is the lack of teacher supervision over student performance, which can lead

to a loss of interest due to repetitive assignments.

On the other hand, platforms like Quizlet and Kahoot offer teachers powerful tools for assessing students' knowledge in real-time, providing immediate feedback and a personalized approach to learning. These tools encourage active participation and can create an interactive learning environment that engages students.

Therefore, despite the drawbacks of applications and websites in the educational setting, they can be an efficient means of learning.

REFERENCES

1. <https://elibrary.ru/xdqotD>
2. <https://langformula.ru/quizlet>
3. <https://medium.com/language-learning-blog/duolingo>
4. <https://nsdortal.ru/shkola/inostrannye-yazyki>

MEDIA LITERACY THROUGH CRITICAL READING IN ENGLISH LANGUAGE TEACHING

Abdykhalykova Akzhan Myrzakadyrovna Candidate of Pedagogical Sciences, Associated Professor, Daurenkyzy Altynay 2-year master's student of the Foreign Languages Theory and Practice Department NJSC "L.N. Gumilyov Eurasian National University "

This article describes the main problems of development and formation of critical reading skills using media literacy in teaching English, and also suggests ways and strategies to solve these main problems that arise in teaching English. The development of critical reading teaches students to be more confident in their studies, as they will have the opportunity to search for key ideas, make summaries of the text, discuss the text and ask their own questions. The article shows the types of developing critical reading strategies for teachers, examines the importance of teaching students critical thinking and critical reading skills.

Teaching reading skills in teaching a foreign language is an opportunity for students not only to develop their reading skills, but also to get acquainted with new information. This allows students to gain new knowledge, use various literature and newspapers, websites, manuals, etc. in the same way, to engage in everyday activities that are an integral part of modern life. Since reading depends on the ability to recognize and understand words in the text, the learning system should also often develop reading skills and strategies, based on the level of students' knowledge of a foreign language when using texts. Teaching reading skills should take into account the different levels of students and their needs [1].

In the literature of the field, critical thinking is defined as the ability to: "analyze, criticize and compare ideas; inductive and deductive reasoning; and achieve true or subjective conclusions based on meanings about knowledge or belief" [2]. In addition, as an expression of critical thinking, "critical reading involves the active involvement of students in deep thinking using various teaching methods" [3; 160].

Combining the meanings of critical thinking and reading skills, we can say that critical reading is the use of critical thinking in the educational process. From this point of view, critical reading can be viewed as an active and purposeful process for understanding, questioning and evaluating printed