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THE USE OF MOBILE APPS IN TEACHING AND LEARNING ENGLISH

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The need to learn a foreign language becomes a fashionable trend or additional educational baggage of the individual, but the objective reality and the introduction of innovative educational technologies for rapid and effective learning of a foreign language is the key to the needs of every citizen of our republic. The article discusses the issues to effective use of mobile applications (apps) in the process of teaching a foreign language, their impact on improving the quality of students' knowledge, ways to effectively implement and test this aspect through innovative forms of education.

Online collaboration and mobile learning have had a significant impact on English language teaching in recent years. Students can access online dictionaries, grammar resources, and multimedia content, and teachers can find and share lesson plans, activities, and teaching materials with colleagues around the world. Online collaboration tools have made it easier for students and teachers to communicate with each other, regardless of location [5; 117]. With platforms like Zoom, Skype, Google Meet and etc. teachers can hold virtual classes and meetings, and students can practice their language skills with native speakers from around the world.

The use of additional electronic learning systems, such as mobile applications, provides a solution to a number of problems related to the methodology of teaching a foreign language to students. At the moment, there are approximately 1,5 – 1,6 billion mobile devices, which in turn indicates the use of desktop computers is no longer so relevant and convenient for today's youth. Among the most popular educational applications in the field of learning foreign languages are: *LinguaLeo, Duolingo, Babbel, Rosetta Stone, Memrise, Easy Ten, Puzzle English, Google Polyglot*, etc. Mobile devices or apps are rapidly developing in technical terms: speed, reliability, and modernity. Almost everyone has them, even young children. This is a good tool for accessing information over the Internet, but not everyone uses this feature. The reason is that educational and cognitive motives are not in the first place, but rather entertainment.

Using mobile phones in language learning is a valuable teaching method. Mobile learning helps students to improve their literacy and numeracy skills and to recognize their existing abilities. Learning English without help from anyone else can be a challenging task, but it is quite possible and easy if a student has the necessary tools. Now, anyone can learn English by themselves. There are many ways students can use to improve their reading, speaking, writing and listening skills.

English learning app is one of the best ways to master English. By using a language learning app to learn foreign languages, students will save time with everything at their fingertips, whenever they decide. So, with the arrival of English language learning app and their constant evolution, the teaching of English is not limited to the classroom and almost anyone can study foreign languages or learn languages online from the comfort of their home or the place they prefer. As we have mentioned, mobile applications can be used in various ways: both in English classes and for

independent work of students; as mandatory components of the course, and additional use at will; as an auxiliary element of the topic or completely independent study of it, etc.

Let's consider the advantages of language apps to learn English:

1. *Learning Is Now More Fun.* Learning English with the application will also be very entertaining. Students will be able to enjoy learning English through quizzes, gamification, etc. In other words, they are organized as a kind of play with their points, lives, and levels. Learning thus becomes something enjoyable and even sometimes addictive.

2. *Speed.* By not having group mates and having all the course content from the beginning, users of applications to learn English can learn at their own pace, being able to advance more in a shorter time, compared to face-to-face classes.

3. *Flexibility.* Perhaps it is one of the main advantages. The apps are available 24 hours a day, 365 days a year and are just one click away, so students can learn or practice the language anywhere, anytime.

4. *Availability.* An important factor to take into account. In case a student wants to learn a rare language, it may be quite difficult to find language centers with teachers trained to teach certain languages or that there is the necessary quorum to open a group.

5. *Download App at No Extra Cost.* Generally, the applications are cheaper and more accessible, because the product saves the physical and human factors which have an impact on the cost of a course. There are even several applications that are free and available to download at no extra cost.

6. *Practice A Wide Variety of Skills.* It allows students to practice a wide variety of skills - listening, reading, writing, and even aspects of grammar and pronunciation. Currently, many of the apps on the market allow everyone to see the same word in different ways: in writing, listening to it, and in context, thanks to this, learning will be much easier.

7. *Improve Vocabulary.* It is a good method to learn vocabulary. Memorizing endless lists of words is terribly boring. Thanks to these apps, students can practice with a lot of vocabulary exercises that make it easy for them to learn new words almost without realizing it.

Mobile learning technologies are shaping better and more convenient language learning tools and apps. Another advantage of mobile learning is the high level of mobility and authenticity, which opens opportunities for learning outside the classroom. Videos, films, and lectures in the form of recorded videos are widely used in listening and speaking classes among the main sources of authentic materials for language learning [3; 51-59]. This is impossible without mobile learning technologies (for example, social networks like YouTube, Instagram, or any other applications with a video format).

We can conclude that special language mobile applications allow learners to speed up and improve the process of learning English. In addition, it is possible to personalize the process of learning English, develop stable language patterns, communication skills, learn grammatical rules and English. The use of above-mentioned mobile applications in the study of English by students can significantly improve the quality of studying the subject. Learning English in groups using mobile applications makes it easier for the teacher to monitor students' achievements, which also provides convenience for the teacher's work. So, the learners take this opportunity to use the mobile apps to learn the language skills and focus more on learning them both inside and outside the classroom.

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USING POETRY TO ENCOURAGE CREATIVE WRITING

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Using poetry is an effective and reliable way in teaching English language. Poetic creativity offers an excellent chance for students to learn the four basic language skills: reading, writing, listening and speaking. It also helps students to develop areas within their linguistic knowledge, including grammar, vocabulary, and pronunciation.

Teaching English through poetry has many advantages such as it being of authentic material, being a medium to express emotions and feelings, being a wonderful carrier of culture, and being able to help improve students' linguistic knowledge and skills. Poetry is often regarded as the most sophisticated genre of literature, comprising a variety of contents that are narrative, lyrical and dramatic in nature. In addition, poetic creativity aids language development at all levels: grammar, vocabulary, phonology and discourse. It requires learners to manipulate the language in interesting and demanding ways in attempting to express uniquely personal meanings.

There have also been positive remarks by scholars who consider poetry an effective tool in teaching English language. According to Hess (2003), through its drama and emotional context, a good poem is suitable for a close "reading", with much good language practice. Hedge (2000) also believes poems as authentic materials can be used to develop especially the receptive skill of reading. In addition, authentic texts make teaching more enjoyable and keep the students closer to the target language culture. Another claim is that reproduction of poetry – memorizing, rewriting, reporting and translating – can exercise the productive skill of "writing", which is not an easy task to teach (Alber-Morgan Sheila; Hessler, & Konrad, 2007). When considered in terms of the skill of "speaking", as the themes of poetry (e.g. love, death, nature, beliefs, despair etc.) are universal among all human beings (Maley & Duff, 1989), and because each person's perception is different, poems can initiate a fund of interactive discussion and create the atmosphere for a genuine exchange of ideas.

Here are some effective strategies for teaching poetry writing that teachers can use in their classrooms.

➤ *Reading and analyzing poems:* before writing their own poems, students need to read and analyze different types of poems, from classic to contemporary, from formal to free verse, from rhyming to non-rhyming. Reading and analyzing poems can help students understand the elements of poetry, such as imagery, metaphor, rhythm, sound, tone, and theme. Teachers can use questions, prompts, or activities to guide students to explore the meaning, structure, and style of the poems. For example, teachers can ask learners to identify the speaker, the audience, the mood, the message, or the poetic devices used in the poems or can also encourage students to compare and contrast different poems or to relate the poems to their own experiences or opinions.

➤ *Providing models and examples:* another way to help students write poetry is to provide them with models and examples of poems that they can use as inspiration or reference. Teachers can choose poems that are relevant to students' interests, backgrounds, or goals, or poems that illustrate a specific form, technique, or topic that teachers want them to learn. Teachers can show their students how to use the models and examples as sources of ideas, vocabulary, or structure, but not as templates to copy or imitate or asking students to explain how they used the models and examples in their own poems.