THE ROLE OF ELECTRONIC EDUCATIONAL APPLICATIONS IN TEACHING ENGLISH IN HIGH SCHOOL

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Abstract: The aim of the article is to express how the role of electronic educational applications can play an important role in teaching english in high school. Electronic educational applications have a significant function in teaching English in high school by providing interactive and engaging tools for students to enhance their language skills. These applications offer a variety of features that can support language learning, such as vocabulary building exercises, grammar tutorials, interactive reading materials, and language practice activities. They can also provide instant feedback on students' performance, allowing for personalized and self-paced learning experiences.

Key words: *educational technology, mobile application, devices, learning platform, interactive lesson, tool, industrial world, training, innovative technology.*

The demands made on members of the contemporary information society are rising annually. In addition to the high degree of geopolitical and economic demands placed on today's workforce, these requirements also pertain to the thorough training and development of the person in order to enable them to engage in all aspects of social and political life. Therefore, the necessity of learning a foreign language turns into a fad or extra educational burden for the individual, but the objective reality and the development of cutting-edge educational technologies for quick and efficient foreign language learning are essential to meeting the needs of each and every citizen of the Republic of Uzbekistan.

There are many distinct issues with teaching foreign languages to students and students in non-linguistic fields. These issues are educational in character as well as technological. The process of learning grammatical rules and communication skills can be accelerated by using mobile applications, but initially, both the instructor and the student will need some time to adjust. Information technologies, which are crucial to the global dissemination and transmission of information across all demographics, have an impact on the growth and advancement of contemporary civilization. Linguistics and information technology are closely connected fields. Information technology was not previously necessary to improve foreign language instruction, but linguists and instructors now need to use it.

Numerous publications pertaining to mobile learning are already included in contemporary ways of teaching foreign languages. After outlining the prerequisites for integrating mobile devices into the classroom successfully, S. V. Titova came to the

conclusion that these devices have a place in traditional classroom settings [1]. The methodological potential of mobile applications—such as blogs, dictionaries, email, and the like—was examined by K.V. Kapranchikova [2]. The models of mobile learning were examined by Y.V. Troshina and N. O. Verbitskaya [3]. The article by M.Y. Ilushkina and A.M. Sheinkman describes and studies the methodological elements of the chosen applications, including their functions, task and content types, motivational elements, the presence of theory, hints, and dictionaries, as well as an analysis of their benefits and drawbacks [4].

Studying abroad with mobile information technologies (MIT) is equally vital. Researchers from abroad, including K. Betti [5], V. M. Frank, S. Freinik, D. Richardson, and others [6], have examined this issue. The use of supplementary electronic learning platforms, including mobile applications, offers a solution to several issues of the foreign language teaching methods for students and schoolchildren from non-linguistic fields. There are currently between 1.5 and 1.6 billion mobile devices, which suggests that desktop computer use is becoming less relevant and practical for today's youngsters. The most well-liked educational programs for learning foreign languages include Pussle English, Polyglot, Memrise, Lingualeo, Duolingo, and Easy Ten.

Technically speaking, mobile devices are evolving quickly in terms of speed, dependability, and modernism. They are present in almost everyone, even young toddlers. Although it's a useful tool for getting information online, not everyone makes advantage of this capability. The rationale is that amusement is the primary motivation, not educational or cognitive goals. Even while mobile devices haven't fully found a place in the educational space, employing smartphones and tablets for lessons is rather prevalent these days. Incorporating interactive and mobile technologies into English language instruction in schools offers increased visibility, learning intensity, activity stimulation, and information content. Developing fresh strategies for teaching foreign languages to high school pupils is essential to modern education. Consequently, for more engaging and successful English learning. Therefore, students of non-linguistic specializations have the option to employ specialized mobile applications for learning foreign languages, which have recently become widely used in classrooms, for a more engaging and effective way to study English grammar. Among all their other benefits, their greatest asset is their capacity to automatically apply contemporary teaching techniques to foster the language patterns and communication abilities that are required for the activities we complete.

Furthermore, using technology will make teaching much easier for the instructor because the app can automatically assess how well high school students are learning, saving the instructor a ton of time. Additionally, mobile applications can customize algorithms on their own to choose study topics and activity kinds that are best suited

for learning.

Personalization is a key component of mobile apps for specialized languages. Today's youngsters rely heavily on their mobile phones for daily activities, therefore it makes perfect sense to use them as a conduit for sending various notifications and reminders to complete educational chores. The fact that mobile applications offer a variety of ways to further encourage pupils to complete the required coursework is another intriguing feature of them. Applications can be used in a variety of contexts, such as in English courses and on students' own time; as required readings for the course and for supplemental reading at any time; as a supplementary resource for the subject matter or for fully autonomous study of it, etc.

With its interactive lessons, Duolingo can serve as an extra resource for pupils studying English at the elementary level. To download the next interactive class phase, you must have an Internet connection. The "from simple to complex" idea is used to split the educational course into stages. Duolingo is an educational tool that helps with speaking, writing, reading, and listening.

Word-to-word translation, translation-word, word constructor, and listening are the four training formats that LinguaLeo provides. The app is connected with a website that lets you read, listen to, and solve crossword puzzles in addition to studying vocabulary from other languages. The mobile edition of the website offers access to every word that has to be studied.

As a result, the suggested method for setting up foreign language instruction utilizing mobile devices both builds on the history of foreign language instruction utilizing technological gadgets and extends it by utilizing essentially novel aspects of mobile platforms. It goes beyond a computer program and even a network to expand the language learning environment. Utilizing the suggested mobile educational tools has demonstrated their viability and efficacy in contemporary, real-world educational practice. Concurrently, the acquisition of a foreign language, namely through MIT, is conducted through self-directed and enjoyable exercises, so supporting the prosperous growth of English.

We may infer that learning English can be accelerated and enhanced with the use of specialized mobile language programs. Additionally, learning English can be personalized, and one can acquire communication skills, consistent language patterns, grammar standards, and English. The quality of English studies can be greatly enhanced by students, including those from non-linguistic specializations, using these mobile applications. Using mobile applications to facilitate group English language learning makes it easier for teachers to keep track of their high school pupils' progress, which also makes their jobs easier.

In conclusion, mobile learning is currently the most significant resource in the ICT world. Whereas more traditional methods have failed to maintain young people's

interest in learning, mobile learning is seen to be a key component. PDAs with desktop capabilities: the world of education is becoming more dynamic, mobile, and adaptable. The relationship between mobile technology and movement—both indoors and outdoors, through formal and informal environments—allows students to take the lead, if not lead the way. This is what makes mobile technology so intriguing. Learning occurs outside of the classroom and frequently beyond the teacher's reach thanks to mobile technologies. The industrial world is succeeding in all spheres, in spite of their laborious efforts. The same advancements are seen in the fields of science and technology. obsolete and obsolete technology has been replaced by innovative and new technology. The sector of education is changing significantly as a result of the advent of contemporary technologies and the internet. The modern world is reaching milestones in every field thanks to their diligence. In the domain of science and technology, just one modification is made. Outdated technology has been replaced by new and inventive invention. The introduction of this new technology and the internet has caused significant changes in the field of education. Additionally, when teaching English in their EFL/ESL classrooms, the teachers make use of a few expensive smartphone devices. Therefore, the students take advantage of this chance to study language skills through mobile apps, concentrating more on doing so both inside and outside of the classroom.

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