



ENGLISH LEARNING WITH THE AID OF MOBILE APPS AND ANIMATED MOVIES

¹Buriyeva Kibriyo Dilshod qizi, ²Rakhmatullayeva Barno Bakhtiyor qizi

^{1,2}Master, Navoi State Pedagogical Institute, Navoi, Uzbekistan

ABSTRACT

This article is dedicated to the study of influence of animated movies and mobile apps to the English language learning process among the young learners and results caused by implementing them into the education system. While investigating, there were elicited a number of disadvantages effecting on mind of our young generation.

KEY WORDS: cartoons, sense of perception, mind control, educational mobile apps.

INTRODUCTION

The modern life is getting improved not day by day, we can even say that it is changing every hour. New technical equipments are modernized very fast. Sometimes we cannot keep up with new inventions in the world. I have noticed that when we watch advertisements of new devices in the internet, we are so impressed that we lost our thoughts. Modern gadgets can manage so many tasks that people feel no need for staining themselves. But modern life is influencing not just material things, but also mental world of every person. Thanks to new demands of society, everybody needs internet connection. Sometimes it is required by authorities in order to be informed. Today, when we talk about the rapid development of economic relations between countries with commercial leadership, the successful maintenance and development of foreign economic relations requires more professionals who know a foreign language, mostly English.

The social order for learning English is growing day by day. As this contingent faces various problems and challenges in the language being studied, foreign language education professionals are tasked with developing new forms and introducing new teaching.

In this case, modern mobile technologies, which have become part of our lives, will help to solve these problems to some extent. Researchers around the world are studying the effectiveness of the use of mobile technologies in the educational process. Methodists are working with IT professionals to develop more and more new sites,

platforms, and mobile apps for learning a foreign language. It has already been proven that the introduction of mobile technologies in the learning process contributes to the creation of a special mobile information learning environment in which information plays a key role. Immediate use of information and continuous feedback is a necessary condition for the development of modern society. In this regard, researchers interpret English language teaching through mobile technology as a modern, individual form of learning. Mobile technology refers not only to the device itself (smartphone, tablet, etc.), but also to educational technologies that allow to expand the format of material presentation; if necessary - the organization of remote individual, pair or group work; providing uninterrupted feedback; includes checking students' independent performance of not only written but also oral assignments.

Although the interest of students in the use of mobile technology in the process of teaching a foreign language is growing, this is not a problem for the "digital generation" of schoolchildren. We decided to offer our own model to add to the teaching process.

The process of using innovative technologies in teaching the subject of complex compounds in secondary education has become the object of work. The aim of this master's dissertation research is to create, theoretically substantiate, and test a methodological model for the integration of mobile technologies into the English language teaching process for older children. Thereby, we have to use



social networks. The flow of information makes us to lost the feeling of time. We frustrate majority of our time with watching unnecessary video materials. Most of times users even don't think what's the profit of observing this kind of stuff. Even if the grown ups cannot control what they are following, how we can left children for their own? Young generation demands double attention rather than adults, because all the skills they would produce in future life will be based on knowledge they are receiving now. It's better to educate little sprout at the beginning, rather than ugly tree at the end. But we shouldn't forget about the peculiarities related to the age of learners. One of the potential difficulties in primary school pupils is behavioral problems, which reflects position of children in classroom and also the level of receiving knowledge. Sensitivity toward surrounding conditions is typical to the primary school learners' age. It helps to improve adaptive forms of behavior and higher psychological functions. (1) 7

Most of cases child adopts himself to the current situation. S. L. Rubinshteyn reveals one of the most interesting facts on behavioral phenomena. According to the scientist, behavior is a special form of activity, which becomes an attitude when actions move from motivational to private plan. I agree with this point of view because our behavior and society is permanently related to each other and cannot exist independently. By the moment of entering the school the processes of reception of child are developed enough, but not completely. Grade by grade they come to right shape. And their minds receive information differently. In this case cartoons can be the best way to keep concentration of learners in lesson's procedure. Cartoons are effective tools which are used in order to teach and advise in addition they are funny. Cartoons can be easily detected by children. In the process of signification of the cartoons, students first concentrate on the line in the cartoon, then think over every detail, make comments by establishing connection and weave a story in minds putting out the contrast and associations between objects. Thus, the students think in creative and critical manner (Özalp, 2006). In my opinion, cartoons can help pupils to improve their imagination and fantasy, because animated movies keep students' motivation in high level.

Taking advantages of cartoons in education has not been sufficiently preferred today. However, no tool can make teaching as interesting as a cartoon. So, cartoon visual aids, it motivates the students and creates the opportunity to discussion. Communicating with cartoon is an easy communication which isn't complicated. It is noteworthy and surprising, it will be a part which is memorable. The warmth and the charm of the cartoon, and the comfort, which laughing and smiling, have given make the desired message by utilizing relaxation easier to facilitate insertion into the memory (Özer, 2005). To my mind,

it also saves friendly atmosphere within the classroom. When learners are not stressed about marks, they are more likely to learn information and keep it in their minds for longer period of time. Also, this kind of knowledge is easier in usage rather than the information learned by forcing. For example students decided to talk with each other in English (in order to improve their skills), they feel no depression about mistakes they can make during their speech, and they can freely use the words which come to their mind. And the phrases learned in a funny way will be one of the first ones. But the usage of the 'forced' knowledge demands stressful situation. Because the process of memorizing information requires the same conditions with the moment of learning it.

When the students are given lesson by taking advantage of cartoon, those ones will better understand the fact and especially the knowledge about that subject. (Özalp, I. 2006). Cartoons are examined by observing the fine details and then they contain crucial messages which are generated with the way that events are defined by being simplified the details. Therefore, the function of the cartoons which press firmly on the ground of getting the students to instruct and to think, increases the effect of cartoon in education (Özer, 1998).

BIBLIOGRAPHY

1. Vandura A. *Теория социального научения*. СПб., 2000.
2. Özalp, I. (2006). *Karikatür Tekniğinin Fen ve Çevre Eğitiminde Kullanılabilirliği Üzerine Bir Araştırma*. Yayınlanmamış yüksek lisans tezi, Celal Bayar Üniversitesi, Manisa.
3. Özer, A. (2005). *Karikatür eğitiminin yazı tahtası üzerindeki işini fazlasıyla kolaylaştırır. Hürriyet gösteri sanat edebiyat dergisi*, 73.
4. Dzikina O. S. «Влияние мультфильмов на развитие детей дошкольного возраста» (консультация для родителей ДОУ подготовила педагог-психолог Дзыгина О.С.)
5. Eminbili and Sami Sahin (2016) *The use of cartoons in elementary classrooms: An analysis of teachers' behavioral intention in terms of gender*.
6. Sinor MZ (2011). *Comparison between conventional health promotion and use of cartoon animation in delivering oral health education*. *Int. J. Humanit. Soc. Sci.* 1(3):169-174.
7. Ningsih ZW, Sari MP (2012). *Teaching writing paragraph through please strategy at junior high school*. e-J. *Mahasiswa Prodi Pend Bahasa Inggris* 1(4).
8. Shakhanskaya Anastasiya Yuryevna - article
9. Yorulmaz (2013). *Research on the animated movie "Pepee" according to religious and values education*, *J. Int. Soc. Res.* 6(24).