

**IMPROVING THE METHODOLOGY OF USING MOBILE
TECHNOLOGIES IN IMPROVING THE QUALITY OF EDUCATION**

Botirova Zebo Xakimjon kizi

PhD,Docent

Namangan State University,

Boburshox str., Namangan, Uzbekistan

Email: ziziko_90@mail.ru

Tel: +998907507557

**TA'LIM SIFATINI OSHIRISHDA MOBIL TEXNOLOGIYALARDAN
FOYDALANISH METODOLOGIYASINI TAKOMILLASHTIRISH**

Botirova Zebo Xakimjon qizi

PhD,Dotsent

Namangan davlat universiteti,

Boburshox ko'ch., Namangan, O'zbekiston

e-pochta: ziziko_90@mail.ru

Tel: +998907507557

**СОВЕРШЕНСТВОВАНИЕ МЕТОДОЛОГИИ ИСПОЛЬЗОВАНИЯ
МОБИЛЬНЫХ ТЕХНОЛОГИЙ В ПОВЫШЕНИИ КАЧЕСТВА
ОБРАЗОВАНИЯ**

Ботирова Зебо Хакимжон Қизи

PhD, Доцент

Наманганский Государственный

Университет

Бобуршоҳ ул., Наманган, Ўзбекистон

э-почта: ziziko_90@mail.ru

Тел: +998907507557

Abstract: In this article, the importance, role and achievements of mobile education in the rapidly developing era are highlighted with the help of examples. In addition, the article describes the necessary methods of mobile education and

pedagogical forms of mobile education in order to improve the quality of education.

Key words: computer, education, digital education, teaching, linguistics, technology, mobile learning.

Annotatsiya: Ushbu maqolada tez rivojlanayotgan davrda mobil ta'limning ahamiyati, roli va yutuqlari misollar yordamida ta'kidlanadi. Bundan tashqari, maqolada ta'lim sifatini yaxshilash uchun zarur bo'lgan mobil ta'lim usullari va mobil ta'limning pedagogik shakllari tasvirlangan.

Kalit so'zlar: kompyuter, ta'lim, raqamli ta'lim, o'qitish, tilshunoslik, texnologiya, mobil ta'lim.

Аннотация: В этой статье рассматривается важность мобильного обучения в развивающемся мире, его роль и достижения. Кроме того, для улучшения качества обучения необходимы мобильные методы обучения и мобильные педагогические формы обучения.

Ключевые слова: компьютер, образование, цифровое образование, обучение, лингвистика, технологии, мобильное образование.

Introduction

American scientist Alan Key, who studied computing systems theory, first proposed the concept of a "book-sized computer" in the 1970s. The research project includes information about how students can use Intel Classmate computers and mobile devices for remote learning based on a WiMAX wireless network.[4] Furthermore, Saville-Smith, G. Stead, and G. Solley's studies looked at the structure of teaching linguistics and mathematics using mobile systems, while M.A. Grigoryeva's research works looked at the challenges of teaching computer science in mobile computer systems.

Educational technologies based on internal information and telecommunication tools (mobile computer systems: phone, tablet, and

smartphone) are widely available in Australia, Great Britain, Italy, Canada, Cyprus, Mexico, New Zealand, Poland, USA, Turkey, Chile, Sweden, and South African countries. These days, there is an increasing amount of effective usage of mobile devices in the fields. Simultaneously, with advancements in education and cutting-edge research, mobile devices are becoming more and more useful as teaching tools in both standard and non-traditional educational settings. The systems being created for remote education can be accessed using mobile devices.

Research methods

Mobile tech-based learning is a modern approach to education that is always changing. As an example, we may point out that during the quarantine period that our Republic imposed in 2020, all universities switched to online or remote learning (covid-2019). It may be asserted that a significant proportion of students employed mobile phones as effective tools for remote learning throughout this period. There is a wider range of uses for mobile devices than just texting and making calls. Thanks to these technologies, a lot of individuals may now share ideas, learn new things, and obtain knowledge. Actually, there are several definitions of mobile learning, or m-learning, out there on the internet these days. For students, these resources continue to be essential for obtaining information. Pupils desire constant access to learning materials via tablets or cellphones. Internet-based learning is referred to by a variety of names, including computerized e-learning, remote learning, online learning, and more. E-learning is defined as courses that are especially delivered online by professors who do not have in-person classes. Not a videotaped lecture from a television, DVD, or CD-ROM. [6] You can interact with your professors, teachers, and fellow students in your class, making it dynamic. There are two types of broadcasts: live and pre-recorded. During a live broadcast, you can "electronically" raise your hand and interact in real time. A professor or teacher will always be available to you to

answer questions and grade your assignments and exams. E-learning has shown to be an effective teaching tool and is quickly taking over as a way of life for many individuals. These days, connecting to the Internet via a mobile device is far simpler than doing so via a desktop computer. Customers of mobile communication firms can use Internet data (MB, GB) in addition to call time. Using a handy mobile phone, you can access the Internet services from anywhere you choose. The desire to use the Internet is growing daily as a result.

Research of pedagogical forms of mobile teaching in education

Digital technologies change the physical relationships between teachers, students, and educational buildings since they are mobile. This creates exciting opportunities for innovative forms of education. Interest in "mobile learning" is growing since the flexibility needed for this new sort of connection is outside the purview of even traditional distant learning. The process inevitably began as a technology solution developed for a different goal, looking for a problem in education that it could solve. Teachers need resources that take charge of educational research, clearly state our needs, and apply them to evaluate new technologies in accordance with our criteria. This process has been repeated so often in the history of educational technology that it is not the best outcome for learning. Understanding exactly what mobile education offers, what is new, and how it varies from earlier educational technology is essential when developing a pedagogy for it. Since they also apply to many other technologies, features like these most likely do not reflect this:

Ensure that students develop their knowledge in a variety of contexts. Allow students to develop understanding

Mobile technologies often change the educational work model. The educational process is aimed at:

- students and their personal relationships (peers, teachers, etc.),

- what the student is learning (topic, relation to previous experience, etc.) and
- where and when students learn, we are unlikely to easily distinguish mobile learning from any other form of distance learning. [1,2]

A competent technician twenty years ago would have known each of these definitions. Wikipedia defines e-learning as, for example, "focusing on learning in a variety of contexts using mobile devices"; this could be reading a book on the bus. It acknowledges that e-learning and remote learning are similar. It is clear that more investigation is required to identify the critical components that make it unique. Another positive aspect of mobile learning is that its potential is now centered around this new motivator. Students that use mobile learning appear to appreciate the practice. In particular, effective forms of motivation provided by aspects of mobile education can be described as follows:

- control (over goals);
- ownership;
- interesting;
- communication;
- learning in context;
- continuity between contexts

Mobile learning is important for access, personalization, engagement, control of learning, ownership and ability to demand things, respect for student rights.

Control, ownership, and peer engagement are some of the features that make mobile learning potentially "fun." The reasons that "learning in context" and "continuity between contexts" are beneficial to learning are also related to ownership and control. In what ways does mobile technology aid in education?[14] The ability to provide site-specific digital learning that promotes control and ownership is a unique feature of mobile technologies. What does this actually imply that pupils do? Together, mobile learning and collaborative learning

provided a broad range of educational activities that can be facilitated by mobile digital environments and tools:

research - the actual physical environment associated with digital applications;

- research - the actual physical environment associated with digital applications;
- discussion - with peers, synchronous or asynchronous, audio or text;
- recording, data acquisition - sounds, images, videos, texts, locations;
- construction, creation, simulation - use of obtained data and digital tools;
- exchange - obtained data, digital construction and simulation products;
- testing - products created in comparison with other products, reviews of others or actual physical environment;
- adaptation - all of these activities are possible in other forms of e-learning, but for mobile learning it may be important how they are integrated to best support the learning process.

Results and discussion

The next section, which discusses the pedagogical difficulties of mobile learning and evaluates it in light of the standards of the best possible learning environment, is where we test this theory.[9] What pedagogical issues arise while using mobile learning? Finding an approach to pedagogy that is more resilient and facilitates learning more effectively than old techniques is the aim of using new technology. By attempting to comprehend the prerequisites for mastering more difficult concepts or advanced abilities, we can create pedagogies that can start the cognitive processes that students must complete in order to meet the desired learning objectives. According to the structure, the dialogic process between the "teacher" and the "student" is determined at two levels: the discursive level, where attention is paid to the construction of theory, concepts, descriptions, and the empirical level, where the main focus is practice, activity.

Both levels involve interaction, but at the discursive level it takes on a communicative shape where the instructor explains, choosing what to "frame," the student asks questions, the teacher provides clarification, and the student shares a thought or concept. Reflective learning provides benefits for discussion-level interaction. Similar to this, a teacher can design a classroom that meets the needs of each student and gains from their analysis of their own performance. If comprehension or mastery are the desired learning outcomes, then teaching strategies should encourage students to participate in each of these various cognitive functions, according to a number of findings from studies on student learning. It ought to serve as a foundation for creating the educational process in this way.

- Students may be interested in thinking about theory if they need to use it to navigate the environment to achieve the goal of the assignment;
- They are more motivated to repeat their actions, if the feedback about their actions is internal, that is: show the result of your actions in such a way that it is clear how it should be improved;
- They are more encouraged to reflect on this experience if they are required to present some version of their idea to the teacher at a discursive level - depending on the discipline this is traditionally an essay, report or model. The same goes for peer-to-peer collaboration
- students are encouraged to improve their practice if they can share their results with their peers;
- and if they can reflect on their experiences in discussing their experiences with their peers, they are motivated to improve their practice and deepen their conceptual understanding. [12]

Conclusion

With the use of mobile learning technology, teachers may now immerse their students in demanding, active learning environments through sharing, experimenting, and discussion - but only with the help of mentors and support. The intricacy of the instructional design needs to be rich enough to match these diverse possibilities if you want to make the most of the experience. With the use of this technique, educators may create learning models that maximize the potential of mobile technology.

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