

## **Using Mobile Applications in Teaching English to Economics Students**

**Makhmudov Islombek Muhiddin o'g'li**

Teacher of Kokand University of Andijan Branch

[Islombek0326@gmail.com](mailto:Islombek0326@gmail.com)

**Sultonmurodova O'g'loy Qobuljon qizi**

Kokand University, Andijan Branch

Faculty of Social Humanities and Pedagogy, 1st-year student

### **Abstract:**

The rapid development of digital technologies has significantly influenced the educational process in higher education. Mobile applications have become an effective tool for enhancing language learning, especially for students in specialized fields such as economics. This study explores the role of mobile applications in teaching English to economics students and examines their effectiveness in improving vocabulary, communication skills, and learner motivation. The research was conducted among undergraduate economics students using several educational mobile applications over a period of three months. The results show that mobile learning increases student engagement, improves vocabulary acquisition related to economic terminology, and enhances overall language proficiency. The study concludes that integrating mobile applications into English language teaching can significantly support the learning process and make it more flexible and interactive.

### **Keywords:**

mobile learning, English language teaching, economics students, mobile applications, digital education, vocabulary development

### **Annotatsiya:**

Raqamli texnologiyalarning jadal rivojlanishi oliy ta'lim muassasalarida ta'lim jarayoniga sezilarli ta'sir ko'rsatdi. Mobil ilovalar til o'rganishni rivojlantirishda

samarali vositaga aylandi, ayniqsa iqtisodiyot kabi ixtisoslashgan yo‘nalishlarda tahsil olayotgan talabalar uchun. Ushbu tadqiqotda iqtisodiyot yo‘nalishi talabalar uchun ingliz tilini o‘qitishda mobil ilovalarning roli o‘rganiladi hamda ularning so‘z boyligini oshirish, kommunikativ ko‘nikmalarni rivojlantirish va talabalar motivatsiyasini kuchaytirishdagi samaradorligi tahlil qilinadi. Tadqiqot uch oy davomida bakalavriat bosqichida tahsil olayotgan iqtisodiyot talabalar o‘rtasida bir nechta ta‘limiy mobil ilovalar yordamida amalga oshirildi. Natijalar mobil ta‘lim talabalar faolligini oshirishini, iqtisodiy terminologiyaga oid so‘zlarni o‘zlashtirishni yaxshilashini hamda umumiy til kompetensiyasini rivojlantirishini ko‘rsatdi. Tadqiqot shuni ko‘rsatadiki, mobil ilovalarni ingliz tilini o‘qitish jarayoniga integratsiya qilish ta‘limni yanada moslashuvchan va interaktiv qilishga yordam beradi.

**Kalit so‘zlar:**

mobil ta‘lim, ingliz tilini o‘qitish, iqtisodiyot talabalar, mobil ilovalar, raqamli ta‘lim, so‘z boyligini rivojlantirish

**Аннотация:**

Быстрое развитие цифровых технологий значительно повлияло на образовательный процесс в высших учебных заведениях. Мобильные приложения стали эффективным инструментом для улучшения изучения языков, особенно для студентов специализированных направлений, таких как экономика. В данном исследовании рассматривается роль мобильных приложений в обучении английскому языку студентов-экономистов и анализируется их эффективность в развитии словарного запаса, коммуникативных навыков и мотивации обучающихся. Исследование было проведено среди студентов бакалавриата экономического направления с использованием нескольких образовательных мобильных приложений в течение трёх месяцев. Результаты показывают, что мобильное обучение повышает вовлеченность студентов, улучшает усвоение

лексики, связанной с экономической терминологией, и повышает общий уровень владения языком. Исследование показывает, что интеграция мобильных приложений в преподавание английского языка может значительно поддержать образовательный процесс и сделать его более гибким и интерактивным.

**Ключевые слова:**

мобильное обучение, преподавание английского языка, студенты-экономисты, мобильные приложения, цифровое образование, развитие словарного запаса

**Introduction**

In recent years, technology has become an essential component of modern education. The integration of digital tools into teaching methods has opened new opportunities for improving the quality of education. Among these technologies, mobile applications have gained significant popularity due to their accessibility, flexibility, and interactive features. English language proficiency is particularly important for economics students because most academic literature, international business communication, and research publications are written in English. However, traditional teaching methods often fail to fully engage students or provide sufficient opportunities for practical language use. Mobile learning applications provide innovative solutions by offering interactive exercises, real-time feedback, and personalized learning environments. Applications such as vocabulary trainers, pronunciation tools, and communication platforms help students develop language skills more effectively. Therefore, exploring the effectiveness of mobile applications in teaching English to economics students is an important area of educational research.

**Materials and Methods**

This study employed a mixed research method combining both qualitative and quantitative approaches. The research was conducted among 60 undergraduate students studying economics at a higher educational institution.

Several mobile applications designed for language learning were integrated into the English learning process. These applications included vocabulary development tools, grammar practice platforms, and interactive communication applications.

The research process lasted three months and included the following stages:

Pre-assessment of students' English proficiency.

Implementation of mobile learning activities through selected applications.

Continuous monitoring of students' engagement and progress.

Post-assessment and data analysis.

Data were collected through surveys, language tests, and classroom observations.

Statistical analysis was used to evaluate the effectiveness of mobile applications in improving students' English language skills.

### **Results and Discussions**

The findings of the study demonstrate that the use of mobile applications significantly improved students' English language learning outcomes. Students showed noticeable progress in vocabulary acquisition, particularly in economic terminology and professional communication.

Survey results indicated that more than 80% of participants found mobile applications helpful in learning English. Students reported that mobile learning allowed them to practice language skills anytime and anywhere, which increased their learning frequency.

Additionally, mobile applications enhanced student motivation and engagement. Interactive exercises, gamification elements, and instant feedback made the learning process more enjoyable compared to traditional classroom activities.

However, some challenges were also identified. These included limited internet access, distractions caused by non-educational mobile content, and varying levels of digital

literacy among students. Despite these challenges, the overall results suggest that mobile applications are a valuable supplement to traditional teaching methods.

### **Conclusion**

The integration of mobile applications into English language teaching for economics students provides significant educational benefits. Mobile learning supports vocabulary development, improves communication skills, and increases student motivation. The flexibility and accessibility of mobile technologies allow students to continue learning beyond the classroom environment.

The results of this study confirm that mobile applications can serve as an effective tool in modern language education. Educators are encouraged to incorporate mobile learning strategies into their teaching practices in order to enhance students' learning experiences and academic performance.

Future research may focus on exploring specific mobile applications and their long-term impact on professional language competence among economics students.

### **References**

- 1.Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning. *ReCALL*, 20(3), 271–289.
- 2.Stockwell, G. (2013). Mobile-assisted language learning. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary Computer-Assisted Language Learning*. London: Bloomsbury.
- 3.Traxler, J. (2018). Learning with mobiles in developing countries. *International Journal of Mobile and Blended Learning*, 10(2), 1–15.
- 4.Burston, J. (2015). Twenty years of MALL project implementation. *Language Learning & Technology*, 19(2), 4–20.
- 5.Ally, M. (2009). *Mobile Learning: Transforming the Delivery of Education and Training*. Athabasca University Press.