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MAKTABGACHA  
VA MAKTAB  
TA'LIMI VAZIRLIGI



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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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4-noyabr, 2025-yil.

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# THE USE OF MOBILE APPS TO BUILD VOCABULARY PROFICIENCY

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**Abstract:** Incorporating multimedia program-based tasks into vocabulary instruction represents a contemporary and effective pedagogical approach that capitalizes on the interactive nature of digital resources. This article aims to describe both the theoretical and practical aspects of the mobile app “Word Case”, an innovative multimedia program designed to enhance the vocabulary competence of B1-level learners of English. “Word Case” offers a diverse range of multimedia resources, such as interactive games and audio recordings, catering to various learning styles and preferences. This diversity ensures that students are exposed to vocabulary in different contexts and formats, enhancing comprehension and retention. The program provides opportunities for autonomous learning, empowering students to explore and practice vocabulary at their own pace and according to their individual interests. Moreover, “Word Case” facilitates continuous assessment and feedback, enabling teachers to monitor student progress and tailor instruction accordingly. The study analyzes various viewpoints on the concept of the “multimedia program” as discussed by scholars in philosophy, psychology, and pedagogy, and presents the results of a questionnaire.

**Key words:** pedagogical approach; vocabulary; multimedia; mobile app; autonomous learning; comprehension; retention.

**Annotatsiya:** Ingliz tili lug'atini o'qitishda multimedia dasturiy topshiriqlardan foydalanish zamonaviy va samarali pedagogik yondashuv hisoblanadi. Ushbu maqolaning maqsadi ingliz tilini B1 darajasida o'rganuvchi talabalarning so'z boyligini rivojlantirishga mo'ljallangan innovatsion multimedia dasturi – “Word Case” mobil ilovasini nazariy va amaliy jihatdan tavsiflash hamda tahlil qilishdir. “Word Case” ilovasi o'quvchilarning til o'rganish uslublari va qiziqishlariga mos interaktiv o'yinlar, audio topshiriqlar kabi multimedia resurslarining keng doirasini taqdim etadi. Bu xilma-xillik o'quvchilarning so'zlarni turli kontekst va formatlarda o'zlashtirishini ta'minlab, tushunish va eslab qolish samaradorligini oshiradi. Dastur mustaqil o'rganish imkoniyatlarini yaratib, foydalanuvchilarga yangi so'zlarni o'z tezligida va shaxsiy qiziqishlariga ko'ra o'rganish hamda mashq qilish imkonini beradi. Shuningdek, “Word Case” uzluksiz baholash va teskari aloqa tizimini osonlashtiradi, bu esa o'qituvchilarga talaba yutuqlarini kuzatish va o'qitish jarayonini moslashtirish imkonini beradi. Tadqiqotda falsafa, psixologiya va pedagogika olimlari tomonidan ko'rib chiqilgan “multimedia dasturi” konsepsiyasiga oid turli qarashlar tahlil qilingan hamda so'rovnoma natijalari yoritilgan.

**Kalit so'zlar:** pedagogik yondashuv; so'z boyligi; multimedia; mobil ilova; mustaqil ta'lim; tushunish; eslab qolish.

**Аннотация:** Применение мультимедийных программных заданий в обучении лексике представляет собой современный и эффективный педагогический подход, использующий интерактивную природу цифровых ресурсов. Цель данной статьи – описать как теоретические, так и практические аспекты, а также проанализировать мобильное приложение “Word Case”, которое является инновационной мультимедийной программой, предназначенной для повышения лексической компетенции обучающихся уровня B1 по английскому языку. “Word Case” предлагает широкий ассортимент мультимедийных ресурсов, таких как интерактивные игры и аудиозаписи, что позволяет учитывать различные стили и предпочтения обучения. Это разнообразие обеспечивает студентов словарным материалом в разных контекстах и форматах, способствуя лучшему пониманию и запоминанию лексики. Программа предоставляет возможности для автономного обучения, позволяя студентам осваивать новые слова в собственном темпе и согласно индивидуальным интересам. Более того, “Word Case” облегчает непрерывную оценку и обратную связь, что даёт возможность преподавателям отслеживать прогресс студентов и адаптировать обучение. В статье анализируются различные точки зрения на понятие “мультимедийная программа”, рассмотренные учёными в области философии, психологии и педагогики, а также приводятся результаты опроса студентов и преподавателей.

**Ключевые слова:** педагогический подход; словарный запас; мультимедиа; мобильное приложение; автономное обучение; понимание; запоминание.



## INTRODUCTION

In contemporary education and psychology, the role of multimedia in learning and teaching English is rapidly expanding both globally and within Uzbekistan. Great importance is attached to exploring various language-learning and teaching applications that can be easily installed and used. According to Presidential Decree No. 1875, adopted on December 10, 2012, “On measures for further enhancement of the system of teaching foreign languages,” pupils must begin learning foreign languages at an early age <sup>(6)</sup>. Incorporating multimedia-based tasks into vocabulary instruction represents a modern and effective pedagogical approach that leverages the interactive potential of digital resources. Research demonstrates that multimedia-based activities significantly improve vocabulary learning outcomes by providing students with engaging and immersive learning experiences <sup>(2, 95)</sup>. These activities offer dynamic platforms for students to interact with vocabulary in diverse contexts, facilitating deeper comprehension and long-term retention of word meanings <sup>(3, 709)</sup>. By utilizing multimedia tools such as educational applications, interactive software, and online games, educators can create authentic learning environments that cater to diverse learning styles and preferences, as noted by Huang, Hsiao & Chang <sup>(1, 43)</sup>. Moreover, multimedia-based tasks allow students to explore vocabulary in real-life situations, listen to authentic language use, and participate in interactive exercises that foster active engagement and meaningful learning experiences <sup>(6, 79)</sup>. Consequently, integrating multimedia program-based tasks into vocabulary instruction not only enhances vocabulary acquisition but also strengthens students’ digital literacy and critical-thinking abilities, as suggested by Zainuddin <sup>(7, 307)</sup>.

One of the most significant reforms in recent years has been the introduction of English language instruction from the first grade of primary school, implemented during the 2022–2023 academic year. Subsequent improvements have led to the adoption of new textbooks in public schools. After analyzing the Prepare textbook with our colleagues at a local school, we concluded that it is more effective for students to acquire new vocabulary through multimedia programs, as these tools increase motivation and learner engagement. The focus on vocabulary enrichment stems from the fact that a broader lexicon allows B1 learners (Grades 10 and 11) to access more extensive semantic resources, activate relevant background knowledge, and integrate new information with prior understanding—thereby improving overall comprehension. Furthermore, numerous studies highlight that vocabulary proficiency and lexical competence play a crucial role in developing metalinguistic awareness.

## LITERATURE REVIEW

Lexical competence encompasses the body of lexical knowledge, skills, and abilities that enable learners to determine a word’s contextual meaning, compare its semantic scope across languages, and use it appropriately in context. In other words, it reflects a learner’s ability to organize and coordinate interactions with lexical units aimed at mastering vocabulary—this includes understanding word meaning, spelling, pronunciation, grammatical forms, and collocational behavior. However, the concept of lexical competence would remain incomplete if confined solely to lexical knowledge, skills, and abilities. As a complex structural phenomenon, lexical competence also incorporates learners’ linguistic and speech experience as well as their personal qualities <sup>(5, 4)</sup>. In foreign-language instruction, researchers generally distinguish several developmental levels of lexical competence, viewing it as the gradual formation of learners’ ability to perform communicative tasks that require the practical use of vocabulary in speech activities based on acquired knowledge and skills. For instance, adolescents with richer vocabularies typically outperform their peers on tasks measuring phonological awareness, which supports decoding skills by enhancing the ability to identify and manipulate individual sounds and to associate them with written symbols <sup>(4, 211)</sup>. Considering these findings, we designed and developed an application program to enhance students’ lexical competence. While analyzing lessons from Prepare, we realized that using a mobile application to improve the vocabulary competence of B1-level students is among the most effective classroom strategies.

Accordingly, we began piloting a program titled Word Case—an innovative multimedia application developed by me and my postgraduate student to strengthen the vocabulary competence of B1-level English learners. Word Case provides a comprehensive and engaging learning experience tailored to the needs of intermediate students. It employs a variety of multimedia resources to facilitate vocabulary acquisition and retention through interactive lessons, audiovisual materials, and gamified activities. Each lesson, carefully designed around Prepare, covers thematic topics relevant to B1-level learners, ensuring the acquisition of vocabulary that is both practical and applicable for everyday communication.

## ANALYSIS AND RESULTS

One of the key components of Word Case is its adaptive learning system, which dynamically adjusts the difficulty level of lessons according to learners' performance and progress. Through ongoing assessment and feedback, the program identifies learners' strengths and weaknesses, allowing for personalized learning experiences tailored to individual needs. This adaptive approach ensures that learners are appropriately challenged and engaged, thereby maximizing learning outcomes. In addition to its adaptive learning system, Word Case incorporates spaced repetition techniques to reinforce vocabulary acquisition over time. By strategically spacing exposure to vocabulary items at intervals optimized for memory retention, the program facilitates the transfer of new words from short-term to long-term memory, ensuring lasting mastery. Furthermore, Word Case provides a range of supplementary resources to support vocabulary learning beyond formal lessons, including flashcards, vocabulary lists, and interactive quizzes. These resources offer additional opportunities for review and practice and can be accessed via the program's online platform or mobile application, enabling convenient and flexible learning anytime and anywhere. Moreover, Word Case integrates multimedia elements such as audio recordings, videos, and images to create rich and engaging learning experiences. Learners are exposed to authentic language use in various contexts, helping them develop not only their vocabulary but also their listening and comprehension skills. Interactive exercises and games introduce an element of fun and excitement to the learning process, motivating learners to engage actively with the material. The effectiveness of Word Case is further strengthened by its emphasis on active learning and student engagement. Learners are encouraged to participate in lessons through activities that require them to apply their knowledge in real-world situations. Whether through role-playing exercises, group discussions, or project-based tasks, learners have opportunities to use new vocabulary in meaningful and communicative ways. Additionally, Word Case provides comprehensive support for learners through its user-friendly interface and extensive learning resources. Learners can track their progress, review lesson content, and seek assistance from instructors or peers whenever necessary. The program also fosters a sense of community among participants, allowing them to connect with fellow learners and share their experiences.

Conducting teachers' questionnaires is of paramount importance in educational research for several reasons. Firstly, teachers possess invaluable insights into classroom dynamics, student learning needs, and teaching methodologies. Their perspectives provide researchers with rich qualitative data that reveal nuanced aspects of teaching and learning. Secondly, collecting feedback from teachers promotes a collaborative approach to research, acknowledging their expertise and empowering them to contribute to the development of effective educational practices. Moreover, teachers' questionnaires enable researchers to evaluate the effectiveness of instructional strategies, curriculum design, and classroom management techniques, thereby informing evidence-based educational interventions. Ultimately, incorporating teachers' voices into research enhances the relevance and applicability of findings, contributing to the continuous improvement of teaching practices and student outcomes.

## CONCLUSION

Drawing upon the findings of this study, several key recommendations can be made to help language teachers effectively utilize multimedia programs in vocabulary instruction. First, teachers should acknowledge the immense pedagogical potential of multimedia tools as dynamic, interactive aids for vocabulary acquisition. These tools not only make learning engaging but also stimulate curiosity and motivation among students. Therefore, multimedia resources should be regarded as integral components of the vocabulary teaching process. By incorporating a wide range of multimedia materials that appeal to various learning styles and preferences, teachers can foster inclusive learning environments that support all learners. Equally important is the thoughtful selection of multimedia materials. Teachers should carefully choose or design multimedia resources that are aligned with their instructional objectives and correspond to the learners' language proficiency levels. Authentic materials such as videos, podcasts, and news articles can immerse students in meaningful language contexts, improving vocabulary retention and comprehension. In addition, interactive games, visual exercises, and digital storytelling can provide enjoyable opportunities for active practice and reinforcement of new words. Thoughtful integration of these resources enhances both the effectiveness and the appeal of vocabulary instruction. Another essential recommendation involves embedding real-life contexts and authentic materials into multimedia learning experiences. Research consistently shows that contextualized vocabulary exposure helps students understand semantic nuances and usage patterns more deeply. Teachers should therefore prioritize resources that reflect authentic linguistic environments—such as real conversations, interviews, and cultural materials—to develop learners' communicative competence and intercultural awareness.



Moreover, fostering interaction and collaboration through multimedia is critical for active engagement and deeper learning. Since language learning is inherently social, multimedia tools can support group projects, collaborative research, and peer discussions. Such activities encourage students to interact meaningfully with both the language and their classmates, facilitating the co-construction of knowledge. Collaborative multimedia-based projects also strengthen teamwork, communication, and analytical skills. Equally vital is promoting learner autonomy and self-directed exploration. Teachers should encourage students to take initiative by providing access to multimedia learning stations, online repositories, or mobile apps where they can explore vocabulary independently. Allowing learners to navigate materials at their own pace and in accordance with their interests fosters self-efficacy, intrinsic motivation, and long-term retention of vocabulary. Finally, integrating formative assessment and feedback mechanisms ensures continuous monitoring and improvement. Teachers can design multimedia-based assessment tasks that measure vocabulary use in authentic contexts—such as digital storytelling, online quizzes, or portfolio submissions. Timely, constructive feedback helps learners identify their strengths and address gaps in understanding. Ongoing assessment also enables teachers to adjust their instruction in response to student needs, ensuring that the learning process remains adaptive, personalized, and effective. In summary, the successful integration of multimedia programs into vocabulary instruction depends on strategic material selection, contextual relevance, learner collaboration, autonomy, and formative feedback. By embracing these principles, language educators can create rich, interactive, and student-centered environments that not only enhance vocabulary acquisition but also nurture broader communicative and cultural competencies.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



# MAKTABGACHA VA MAKTAB TA'LIMI

**Mas'ul muharrir:** Ramzidin Ashurov

**Ingliz tili muharriri:** Murod Xoliyorov

**Musahhih:** Alibek Zokirov

**Sahifalovchi va dizayner:** Iskandar Islomov

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**2025. №11**

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.  
**Litsenziya raqami: № 136361.**

**Manzirimiz:** Toshkent shahar, Yunusobod tumani  
19-mavze, 17-uy.