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USING BYOD (BRING YOUR OWN DEVICE) IN TEACHING FOREIGN LANGUAGES

Abstract: The development of modern society takes place in the era of informatization, characterized by the use of information technology in many areas of human activity, including in education. A rational combination of traditional educational means BYOD is one of the possible ways to solve the problem of modernization of education. BYOD funds contribute to the development of personality traits, variability and individualization of school education.

Key words: foreign languages, information, traditional education, BYOD.

Language: English

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Introduction

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Modern BYOD provide an active, creative mastery of students of the studied subject; allow presenting the material at a new qualitatively higher level. ^[5] Their application opens up fundamentally new opportunities in the organization of the educational process.

A foreign language is a school subject, which, due to its specificity, namely, the creation of an artificial language environment for students due to the lack of a natural one, involves the most flexible and widespread use of various teaching aids. Therefore, it is not surprising that in teaching a foreign language, the new opportunities offered by BYOD have found the most diverse application. In the process of teaching foreign languages, modern high school traditionally uses lighting and sound technical means. But at present, new information technologies have come to the school: computer, textbook, Internet, electronic educational resource. Using these new information technologies allows us to highlight the following key points:

- The use of BYOD in teaching foreign languages is designed to significantly increase the effectiveness of teaching, the main purpose of which

is to improve the skills of everyday and professional communication;

- the means of new information technologies act as a tool for the education and upbringing of students, the development of their communicative, cognitive, creative abilities and information culture;

- the use of BYOD learning allows in the absence of a natural language environment to create conditions as close as possible to real speech communication in foreign languages. ^[6]

In the modern methodology of teaching foreign languages, the use of BYOD plays a significant role. What is BYOD? BYOD - also called "bring your own technology" (BYOT), bring your own phone (BYOP) and your own personal computer (BYOPC)) - refers to the fact that he is allowed to use a personal device and not use an officially provided device.

There are two main contexts in which this term is used. One of them relates to the mobile phone industry, where operators are involved, allowing customers to activate their existing phone (or other cellular device) on the network, rather than forcing them to buy a new device from the operator.

In this case, the user is usually assigned an active role. In other words, BYOD is the sum of technologies that allow phones and computers to input, process, store, transmit and display (output) data types such as

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text, graphics, animation, digitized still images, video, sound, speech.^[10]

The word BYOD appeared out of touch with computer technology. Later, this term denoted any entertainment product with different sound and video effects, but only in the 1990s, the word was finally defined: “multimedia is a modern computer information technology that allows you to combine text, sound, video in a computer system, graphic image and animation (animation)”-“Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms”.^[8] Previously, a lesson conducted by a teacher was called multimedia if it was attended by a teacher’s story, a tape recording, a movie, slides, and any technical teaching aids. Today, a “multimedia” lesson means a lesson using a multimedia tutorial, computer or laptop, projector, webcam. In the theory of education, even several modern areas of research have been singled out, in particular, the theory of multimedia learning. There was even an unofficial term for education - "education" - a new formation from the words "education" - "education" and "entertainment" - "entertainment", used to combine education and entertainment, especially multimedia. Educational reflection reflects the connection between learning and entertainment, that is, the student focuses on the learning process, while having entertaining goals.^[1] It is multimedia tools that have the greatest impact on students. They enrich the learning process, make learning more effective, involving most of the sensory components of the learner in the process of perceiving educational information. They have become an objective reality of our time, and a teacher of a foreign language simply cannot but take advantage of the opportunities that they provide for teaching real communication in a foreign language. Together with multimedia technologies, a new ideology of thinking came to school.

At the center of learning technology is a student; training activities are based on cooperation; students play an active role in learning; the essence of technology is the development of self-learning ability and communicative competence of trainees.^[7] The main groups of tasks that can be solved with the help of multimedia in English classes include: support for students' educational work; providing real communication with native speakers; ensuring access for all participants of the educational process to the rapidly growing information funds stored in centralized information systems; development of cognitive interest and motivation to learn English. The degree and time of BYOD lesson support can vary from a few minutes to a full cycle. The main is purposes of the multimedia lesson.

The development of modern society takes place in the era of informatization, characterized by the use of information technology in many areas of human activity, including in education. A rational

combination of traditional educational tools with modern information and computer technologies (BYOD) is one of the possible ways to solve the problem of modernization of education. BYOD funds contribute to the development of personality traits, variability and individualization of school education. Modern BYOD provide an active, creative mastery of students of the studied subject; allow presenting the material at a new qualitatively higher level.^[5] Their application opens up fundamentally new opportunities in the organization of the educational process.

A foreign language is a subject that, due to its specificity, namely, the creation of an artificial language environment for students due to the lack of a natural one, involves the most flexible and widespread use of various teaching aids. Therefore, it is not surprising that in teaching a foreign language the new opportunities offered by BYOD have found the most diverse application. In the process of teaching foreign languages, a modern university traditionally uses lighting and sound equipment. But at present, new information technologies have come to the university: computer, multimedia textbook, Internet, electronic educational resource. Using these new information technologies allows us to highlight the following main points: - the use of multimedia technologies in teaching foreign languages is designed to significantly increase the effectiveness of teaching, the main purpose of which is to improve the skills of everyday and professional communication (both directly with native speakers, and mediated via the Internet, the press and etc.); - the means of new information technologies act as a tool for the education and upbringing of students, the development of their communicative, cognitive, creative abilities and information culture; - the use of multimedia teaching aids allows in the absence of a natural language environment to create conditions as close as possible to real speech communication in foreign languages.^[6]

In the modern methodology of teaching foreign languages, the use of multimedia technologies plays a significant role. What is multimedia? Multimedia is an interactive (dialogue) system that provides simultaneous work with sound, animated computer graphics, video frames, static images and texts. This term refers to the simultaneous impact on the user through several information channels. In this case, the user is usually assigned an active role. In other words, multimedia is the sum of technologies that allow a computer to input, process, and store, transmit and display (output) data types such as text, graphics, animation, digitized still images, video, sound, speech.^[10]

The word multimedia appeared out of touch with computer technology. Later, this term denoted any entertainment product with different sound and video effects, but only in the 1990s, the word was finally defined: “multimedia is a modern computer

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The connection between learning and entertainment, that is, the student focuses on the learning process, while having entertaining goals.[1] It is multimedia tools that have the greatest impact on students. They enrich the learning process, make learning more effective, involving most of the sensory components of the learner in the process of perceiving educational information. They have become an objective reality of our time, and a teacher of a foreign language simply cannot but take advantage of the opportunities that they provide for teaching real communication in a foreign language. Together with multimedia technologies, a new ideology of thinking came to school. According to the previously adopted at the school model of teaching at the center of teaching technology - a teacher; there was an unspoken competition between students; students played a passive role in the classroom; the essence of training is the transfer of knowledge (facts). The new model of education, which is replacing it, is based on the following provisions: in the center of the technology of instruction is a student; training activities are based on cooperation; students play an active role in learning; the essence of technology is the development of self-learning ability and communicative competence of trainees.[7] The main groups of tasks that can be solved with the help of multimedia in English classes include: support for students' educational work; providing real communication with native speakers; ensuring access for all participants of the educational process to the rapidly growing information funds stored in centralized information systems; development of cognitive interest and motivation to learn English. The degree and time of multimedia support for a lesson can be different: from several minutes to a full cycle. The main purposes of the multimedia lesson: the study of new material; presenting new information and expanding the horizons of students; consolidation of the past; development of training skills; repetition of the studied material; practical application of acquired

knowledge and skills; generalization and systematization of knowledge. What are the main ways to use the capabilities of modern multimedia technologies in teaching a foreign language? The most accessible of multimedia tools should be recognized as the so-called electronic textbook and a variety of training simulators. There are three types of multimedia textbooks by type of organization and method of student delivery: 1) on a CD-ROM with or without a printed application; 2) on the Internet sites, without printing application; 3) on a CD-ROM, but with reference to some Internet sites, with or without a printed application.[7]

These electronic applications to English textbooks contain a training program for memorizing words - ABBYY TUTOR, which greatly facilitates the work of memorizing new words. Working with foreign language programs in the computer class helps students overcome the psychological barrier. When a student sees a graphic image or pictures on a computer screen, they better perceive and master new material. [3, 86]. The material laid down in the program allows achieving the solution of the following methodological problems: (for example, when learning and fixing new English words): 1) to form and consolidate the skill of recognizing the meaning of the word 2) to form the motor skill of writing the specified word 3) to fix the visual image of the material being worked out. Thus, with the help of training programs, it is possible to significantly change the methods of managing educational activities, purposefully manage the competitive element present in the students' activities, to individualize training, and this helps to improve the quality of training. [2, 99]. Multimedia presentations can be held anywhere where there is a computer and projector or other local playback device. A broadcast of a presentation can be either live or pre-recorded. Broadcast broadcasting or recording can be based on analog or electronic technologies for storing and transmitting information. It is worth noting that online multimedia can either be downloaded to a user's computer and played in any way, or played directly from the Internet using streaming technology. The forms and place of use of the multimedia presentation (or even its individual slide) in the lesson depend, of course, on the content of this lesson and on the goal that the teacher sets. However, practice allows us to highlight some common, most effective methods of applying such benefits [9]: 1. When learning new material. Allows you to illustrate a variety of visual aids. Application is especially beneficial in cases where it is necessary to show the dynamics of a process. 2. When consolidating a new topic. 3. To test knowledge. Computer testing is a self-test and self-realization, it is a good incentive for learning; it is a way of activity and self-expression. For the teacher, this is a means of quality control of knowledge, a programmed way to accumulate grades. 4. To deepen

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knowledge, as additional material to the lessons. 5. When checking the front independent work. Provides along with oral visual control of the results. 6. In solving educational problems. Helps to fulfill and control the intermediate and final results of independent work. The teacher can use the bank of ready-made multimedia presentations created by colleagues and posted on professional websites and forums, which significantly reduces energy consumption in preparation for the lesson. Or he creates his own presentation for a particular lesson or topic. The value of presentations created by the teacher is that the material in them is given to students compactly, in the right sequence; there is nothing superfluous in it, everything "works" to achieve the goals and objectives of a particular lesson, in contrast to ready-made films and slides. In addition, the presentation material is clearly timed, and the informative and lexical points of view correspond to the topic of the lesson as much as possible. The teachers of our gymnasium created a bank of multimedia presentations on many topics of English grammar, vocabulary, country studies, etc., which are regularly used by all teachers in the classroom system, and there are new models for using multimedia presentations in extracurricular activities. The project method can be considered at the moment one of the most promising pedagogical technologies, which allows revealing the most fully creative abilities of students, to form the ability to navigate in a huge sea of information, focusing on the main thing. Of course, the project method requires the highest teacher qualifications, a creative approach to the school curriculum, the ability to aggregate knowledge in several subjects, and, of course, organizational abilities. The main components of the project method are the research work of schoolchildren and the evaluation of this activity. Of all the cognition tools, multimedia makes it possible to represent knowledge in various ways, including all modalities of perception. Working with multimedia tools, students get at their disposal a rich arsenal for self-expression of the material studied. Multimedia implements a more creative approach to the process of assimilation and presentation of knowledge. For example, with the help of students in our gymnasium, a whole multimedia presentation library has been created, mainly based on country studies, which we regularly use in lessons. In addition to programs on computer disks, many teachers use the Internet to increase the motivation of students, which additionally allows you to "enable" such an important element of instruction as interest in the subject being studied. The formation of interest or motivation for studying is one of the most complex elements in the educational process. In this case, using the popularity of the Internet in the student community, this can be done with fairly simple means. Multimedia Internet resource - An Internet resource in which the basic information is

presented in the form of multimedia. This is a modern and very convenient mechanism that does not replace the performance of classic functions, but complements and expands the range of services and opportunities for all visitors. For multimedia Internet resources, the following is characteristic: they can contain various types of information (not only textual, but also sound, graphic, animation, video, etc.), a high degree of visibility of materials, authenticity of materials, entertaining, self-reliance, and instant feedback. A methodology for teaching a foreign language using the Internet is currently being developed. There are supporters of the idea of learning a language only through the Internet, and there are also supporters of the traditional work with the textbook. But most English teachers, including in our gymnasium, prefer to use the Internet along with traditional teaching aids, integrating it into the educational process. The simplest application of the Internet is to use it as a source of additional materials and exercises, both for the teacher and for the student in the study, repetition, consolidation or control of a topic or in preparation for the exam.

Everything you need when learning English - a grammar guide, tests, a dictionary of idioms and proverbs, songs, poems and much more. Based on the foregoing, we can conclude that multimedia teaching technologies have huge advantages over traditional teaching methods. They allow you to train different types of speech activity and combine them in various combinations; help to create communicative situations, automate language and speech actions; contribute to the implementation of an individual approach and the intensification of the student's independent work. Modern trends in the teaching of foreign languages are associated both with a radical change in the methodological paradigm and with the technical and technological updating of the learning process, which is expressed in the massive onset of new teaching aids, primarily multimedia computer programs. With the development of computer technology and the Internet, new ways and opportunities for gaining knowledge have opened up. Recent advances in high technology open up the widest opportunities for teachers of a foreign language to further improve the educational process and transfer it to a qualitatively new basis. Today, multimedia technology is one of the promising areas of informatization of the educational process. In the improvement of software and methodological support, the material base, as well as in the mandatory advanced training of the teaching staff, the prospect of the successful use of modern information technologies in education is seen. All of the listed properties of multimedia programs help to solve the main task of language education, as defined by the Foreign Languages Program - the formation of schoolchildren of different competencies and communicative competencies in particular.

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