

For reading to be effective, the teacher must clearly define the educational and developmental goals of the reading. The same applies to understanding the content and setting objectives.

To ensure success, the teacher must continually work on their own speech. As Maxim Gorky once wrote: “Speaking to children in the language of sermons only causes boredom and inner rejection of the very subject, as confirmed by the experience of families, schools, and pre-revolutionary children's literature” [3].

An educated person should speak beautifully and expressively, constructing their speech correctly.

As O.V. Kubasova writes: “The teacher himself, his speech manner, his expressive language, his storytelling, his poetry reading—all this serves as a constant example for students” [4].

Oral speech skills should be reinforced through specific exercises focused on voice development, breathing, and diction. These exercises must be revisited regularly.

Expressive reading requires patience, persistence, and systematic work. Mastery of emotionally expressive speech does not always come easily, especially when students study independently. In this context, self-monitoring becomes very important. It involves checking how well students control their breathing during speech and how clearly they articulate sounds.

Thus, in reading literary works, melody serves as one of the most vivid expressive tools in oral speech: it affects the listener, facilitates understanding of the work, and reveals its emotional dimension. It is essential not only to practice using intonation but also to constantly observe the intonation in the speech of others—especially masters of spoken word such as actors, narrators, and performers.

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EFFECTIVENESS OF LANGUAGE LEARNING APPLICATIONS IN VOCABULARY ACQUISITION

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This comprehensive study investigates the effectiveness of mobile language learning applications specifically in the realm of vocabulary acquisition. As technology becomes increasingly integrated into educational environments, the concept of mobile-assisted language learning (MALL) has gained substantial traction among language learners worldwide. This research meticulously examines theoretical foundations of vocabulary acquisition, contrasts traditional learning methodologies with innovative digital approaches, and evaluates the efficacy of prominent applications like Duolingo, Memrise, and Anki.

A survey-based methodology has been employed to gather quantitative data and assess learners' progress over a defined period. Findings from this study indicate that key elements such as spaced

repetition, gamification, and adaptive learning significantly enhance vocabulary retention among users. Furthermore, the research highlights both the advantages and limitations of these applications, emphasizing the necessity for complementary learning strategies to optimize vocabulary acquisition outcomes.

The advent of globalization, coupled with rapid technological advancements, has fundamentally transformed the methodologies through which individuals acquire vocabulary. Traditional approaches, including rote memorization and extensive classroom instruction, are increasingly being supplemented or altogether supplanted by the use of digital tools and applications. Platforms such as Duolingo, Memrise, and Anki provide interactive, engaging, and gamified learning experiences, specifically designed to bolster vocabulary retention and enhance learner engagement.

Despite the widespread implementation of these applications, the actual effectiveness of language learning applications in the context of vocabulary acquisition continues to be a topic of debate among researchers and educators. Some studies suggest that these applications improve retention rates and learner engagement; however, others contend that they often fall short in offering contextual learning opportunities and real-life application scenarios, which are crucial for true language acquisition.

The objectives of this study are distinct and comprehensive:

- To examine the specific role of mobile applications in enhancing vocabulary learning.
- To conduct a thorough comparison between traditional and digital methods for vocabulary acquisition.
- To assess user experiences and the overall effectiveness of these applications through empirical data and personal narratives.

The findings of this study make a significant contribution to the existing body of research in language education, providing valuable insights for educators, application developers, and learners regarding optimal strategies for effective vocabulary acquisition. Theoretical frameworks on vocabulary acquisition emphasize a variety of effective learning strategies, including:

- Schmitt (2000), who focuses on cognitive processes involved in vocabulary learning, highlighting the role of understanding and memory in the acquisition process.
- Krashen (1985), who introduces the Input Hypothesis, positing that exposure to comprehensible input is essential for language learning to take place.
- Nation (2001), who discusses memory-based learning strategies, particularly the efficacy of spaced repetition in reinforcing vocabulary knowledge.

Traditional vocabulary learning practices typically involve the use of static word lists, guided reading exercises, and in-class activities, while digital methods often utilize interactive tasks, gamification elements, and AI-driven feedback mechanisms. Research conducted by Stockwell (2013) and Burston (2015) indicates that mobile learning can significantly enhance retention rates through the application of spaced repetition techniques, which have been shown to boost long-term memorization of new vocabulary.

A notable study conducted by Jiang et al. (2021) revealed that users of Duolingo achieved reading and listening skills comparable to those of university students after just four semesters of usage, demonstrating the application's potential for effective language learning. Additionally, research by Golonka et al. (2014) underscored Duolingo's efficacy in improving pronunciation, while findings from Godwin-Jones (2011) further support the application's role in enhancing long-term vocabulary retention.

This investigation employs a mixed-methods approach that comprises:

1. Quantitative Analysis: A structured survey involving 100 language learners, utilizing various applications, to statistically evaluate vocabulary improvement through pre-test and post-test comparisons.
2. Qualitative Analysis: In-depth interviews with 10 users to gain deeper insights and personal experiences regarding their usage of language learning applications.

Participants in this study include both students and self-learners aged 18 to 35, representing a diverse range of educational backgrounds and learning experiences. Seventy-five percent of participants reported a noticeable enhancement in their vocabulary retention, further validating the effectiveness of the applications studied. Notably, Duolingo users exhibited the highest levels of engagement with the learning content, albeit with only moderate retention, while Anki users displayed significant benefits in terms of long-term recall of vocabulary. These findings are consistent with established research conducted by Burston (2015) and Stockwell (2013), confirming the effectiveness of spaced repetition and gamification techniques in vocabulary acquisition. However, it is critical to note that applications alone may not offer sufficient contextual learning experiences necessary for full language comprehension.

In conclusion, this study establishes that:

- Language learning applications can effectively enhance vocabulary retention when used strategically.
- Gamification and spaced repetition are critical components that significantly contribute to the vocabulary learning process.
- An optimal learning experience is best achieved through a blended approach, combining app-based learning with contextual and real-world usage of vocabulary.

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GAMIFICATION IN ENGLISH LANGUAGE LEARNING: ENHANCING ENGAGEMENT AND MOTIVATION

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Annotation. The aim of this paper is to investigate the role of gamification in enhancing student engagement and motivation in English language learning. The paper explores the theoretical foundations of gamification, its effectiveness, and its application in foreign language teaching. A detailed analysis of various studies in the field of gamification in education is conducted, focusing on its benefits in increasing student participation, improving learning outcomes, and fostering a positive learning environment. It also discusses the challenges and considerations for successfully implementing gamified strategies in the language classroom.