

ANALYZING DEVELOPMENT OF AN AUTOMATED SYSTEM FOR THE ACTIVITY OF THE LANGUAGE LEARNING CENTER**Ibragimov U.M.**

Docent, PhD, Bukhara engineering technological institute

Safoev N.N.

Master`s student, Bukhara engineering technological institute

Annotation: In today's globalized world, the demand for language learning has never been greater. As a result, language learning centers are facing an increasing need to modernize and streamline their operations to efficiently cater to the diverse requirements of language learners. The integration of technology in education has brought about significant advancements, and the development of an automated system tailored to the needs of language learning centers has become imperative. This article delves into the crucial aspects of developing an automated system to enhance the activity of language learning centers. Technology in language learning transforms students from passive recipients to active learners and allows more profound and enriching linguistic immersion. Students can study their English course using a variety of comprehensive apps which are able to synchronize even without the internet. Computer-assisted learning is to convey a vast amount of information in a very short period of time. It is a powerful method of reinforcing concepts and topics first introduced to you through your textbook, and discussion in the classroom.

Key words: Automated system, human resources, learning styles, proficiency assessments, learning objectives.

Introduction. One of the primary objectives of implementing an automated system is to enhance administrative efficiency. This involves the development of software that facilitates the management of student information, registration processes, scheduling, and resource allocation. An automated system can streamline these administrative tasks, enabling language learning centers to allocate their human resources more effectively and dedicate more time to student interaction and teaching. Personalization is key in language learning, as students often have unique goals, learning styles, and proficiency levels. An automated system can be designed to customize learning paths based on individual student attributes, such as proficiency assessments, learning objectives, and preferences. Furthermore, the system can track students' progress over time, providing valuable insights into their strengths, weaknesses, and areas for improvement. By leveraging this data, language learning centers can tailor their teaching methods and resources to better meet the needs of their students. Incorporating multimedia learning resources is essential in modern language education. An automated system can include features for integrating multimedia content such as interactive exercises, audiovisual materials, and online libraries. This not only diversifies the learning experience but also caters to different learning styles, thereby enhancing the overall effectiveness of the language learning process. Effective communication between students, teachers, and administrative staff is vital for the smooth functioning of a language learning center. An automated system can incorporate communication and collaboration tools, such as messaging platforms, discussion forums, and virtual classrooms. These features facilitate seamless interaction, feedback exchange, and collaborative learning,

creating a more engaging and connected learning environment. Data-driven insights play a pivotal role in refining the operational strategies of language learning centers. An automated system can collect and analyze various data points, ranging from student performance metrics to resource utilization patterns. By generating comprehensive reports and analytics, language learning centers can make informed decisions regarding curriculum development, resource allocation, and overall strategic planning. When developing an automated system for language learning centers, it is paramount to address security and privacy concerns associated with handling sensitive student data. Robust data encryption, access control mechanisms, and compliance with privacy regulations should be integral components of the system to ensure the confidentiality and integrity of student information.

Computer-assisted language learning has been applied in schools and colleges for many years. With the introduction of new, powerful mobile phones, a large number of tasks are now performed by mobile devices, that were previously performed on desktop PCs. Mobile phones and smartphones and their extensive applications (apps) have grown significantly among business and engineering students. In today's colleges, most students use modern digital devices to enhance and enrich their learning and attain higher professional career achievement [1]. Mobile technology is changing the nature of learning by allowing flexible and instant access to rich digital content. Mobile technology enabled learning apps can also play a significant role in language learning. Globalization has opened the door to professionals being able to pursue their careers across countries. Language learning has become vital for students to achieve their professional aspirations. Mobile assisted language learning (MALL) is a relatively new education and training technology that appears to be becoming more popular than traditional e-learning [2]. Despite the importance of mobile learning (m-learning) apps, little study has been undertaken on the factors that influence their acceptability for students in higher education.

However, research on the use of mobile phones in Indian higher education institutions is still limited and scarce. There is a need for more research into how students use their mobile phones to aid their language learning. This paper asks: (a) what are students' perceptions toward mobile assisted language learning and its usefulness in their academic outcomes, and, (b) how do students use mobile assisted language learning to support their different academic and professional aspirations. The objective of this research is to analyze the attitudes, perceptions, experiences and viability of MALL among students of higher education. The study will also assess the factors affecting students to adopt MALL and its different applications in an academic context, and assess the factors of MALL and its impact on student readiness, motivation and student performance in language learning. Lastly, the study will examine whether students' readiness and level of motivation mediates the relationship between adoption of MALL and perceived outcomes. After designing the survey instrument, a pilot survey was carried out on 55 students chosen conveniently over seven days. The results of the pilot test revealed no concerns with the students' comprehension of the survey questions. To ensure content validity, a group of five specialists (two professors of humanities, English literature, and education; and three students) evaluated and validated the original questionnaire. Cronbach's alpha (α) for the entire construct of the study was found to be 0.853 for the pretest, and 0.943 for the entire survey. This indicated that the questionnaire was reliable. The data were collected using convenience and snowball sampling approaches. The online questionnaire, produced with Google forms, was distributed to those prospective students, and further students were invited to distribute it to their known fellow students.

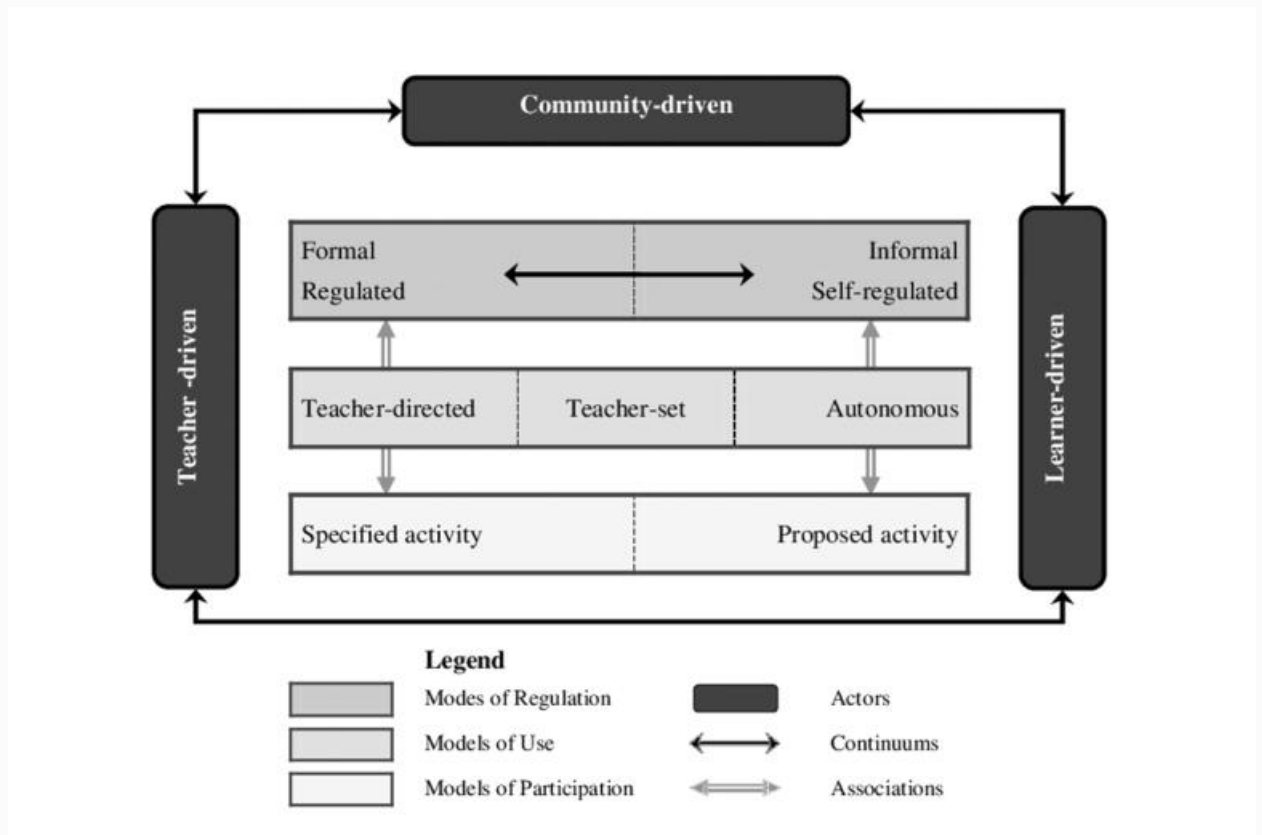


Figure 1. Continuum and associations between modes of regulation and models of use & participation in a MALL environment

The second section comprised a writing and speaking task, which were evaluated using two rubrics: one based on writing performance and the other based on oral production. The assessment of writing and speaking, by its nature, is not limited to one correct answer. [4,5] Considering the main criteria of analytic rubrics, two initial rubrics were designed to categorize students' performance in writing and speaking. Upon revision of the first versions of the rubrics, based on a pilot study and the opinion of experts, the rubrics took their final forms. The rubric for oral production skills consisted of five categories: pronunciation, vocabulary, sentence structure, fluency and comprehension. The writing rubric also comprised five categories, namely, clarity, vocabulary, language control, punctuation and organization.

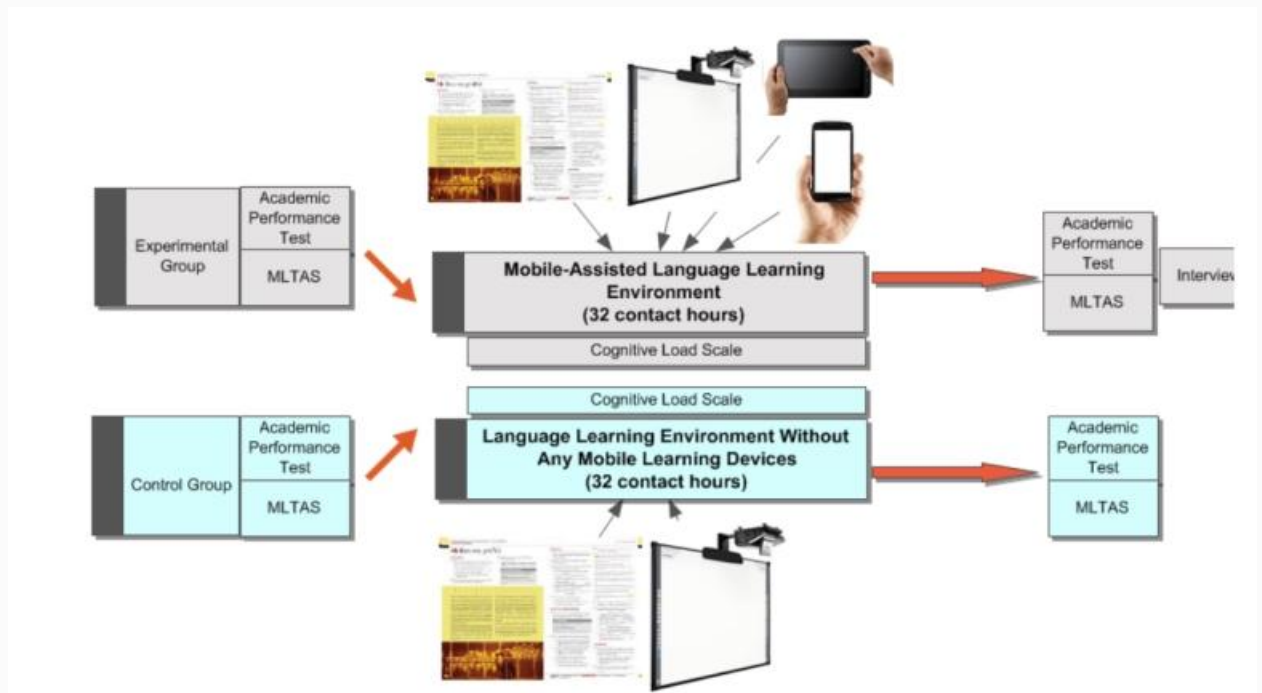


Figure 2. Intervention Process

To sum up, mobile learning technologies have clear benefits for language learning. A profound understanding of the nature of motivation and acceptance of technology in a mobile-assisted language learning environment can be used to enhance academic achievement. It is reasoned that the mobile-assisted learning environment has a positive effect on students' acceptance, cognitive load and academic performance. When students enjoy using mobile learning tools, they tend to keep using them; and, the more students use these tools, the more likely they are to experience academic gains [6]. As long as the language learning environment offers equal access to every student regardless of ability and flexible learning opportunities, students are expected to perform better academically. Consequently, germane cognitive load increases since students are more motivated to participate in activities and as it is easier for the teacher to provide feedback via mobile learning tools. The findings of this study are helpful to those teachers who intend to design a mobile-assisted language learning environment and to those researchers who have been working on the effects of mobile learning tools on foreign language learning. In the meantime, since this study focuses primarily on how EFL university students' language skills are affected in a mobile-assisted learning environment, it is worth investigating the effects of similar learning environments on other subjects with younger age groups [7].

In conclusion, the development of an automated system tailored to the activity of language learning centers presents a transformative opportunity to revolutionize the way language education is delivered and managed. By leveraging technology to optimize administrative processes, personalize learning experiences, foster communication, and harness actionable insights, language learning centers can elevate their capabilities and provide a more impactful and enriching educational experience for their students. As the demand for language education

continues to grow, embracing automation is not merely an option but a strategic imperative for language learning centers striving to stay at the forefront of contemporary education.

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