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# THE ROLE OF MOBILE APPLICATIONS IN ENHANCING ENGAGEMENT AMONG STUDENTS WITH DYSLEXIA WITHIN ENGLISH LANGUAGE INSTRUCTION

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## Abstract

This paper examines strategies to address dyslexia in primary English education within Uzbekistan's modernization agenda. Drawing on inclusive pedagogy, multisensory methods, ICT, and speech-therapy support, we outline early screening criteria and classroom routines that build letter recognition, accurate writing, and pronunciation. We contextualize bilingual challenges (Uzbek–English), typical phoneme-grapheme confusions, and teacher principles for integration, continuity, interactivity, and resource efficiency. Evidence from trials in general schools and alignment with national 2030 objectives indicate improved speech competence and learner motivation. We propose a practical model combining family–kindergarten–school collaboration, data-informed monitoring, and authentic tasks to reduce barriers and scale effective interventions, nationwide adoption.

**Keywords:** Dyslexia, primary-education, bilingualism, ICT, multisensory, inclusive-pedagogy, speech-therapy, early-screening, pronunciation

## INTRODUCTION

Comprehensive work is being carried out to increase the effectiveness of ongoing consistent reforms aimed at modernizing foreign language teaching. In this regard, a number of measures are being implemented to address dyslexia problems in children, guide them properly in life, and enable them to acquire



knowledge and skills in favorable conditions. Since dyslexia cannot be eliminated in a single day or within the scope of one class, it requires a deeper approach to the problem. In this complex process, certain aspects of children's speech disorders and mental and emotional strain also become evident. At present, practical research on the problems of children with dyslexia has been conducted on a trial basis in general secondary schools. As we noted above, the following signs are mainly observed in children with dyslexia:

1. Illegible and messy handwriting.
2. Gross distortions of letters in writing.
3. Failure to adhere to established norms in pronouncing letters and sounds.
4. Omission of words during repeated pronunciation.
5. Short duration of the skill of retaining information in memory.

## **METHODOLOGY**

Dyslexia and bilingualism. The increase in school-aged children's interest in pets, the beauties of nature, entertainments, and technological tools is a proven phenomenon that requires special attention. An experimental method aimed at preventing dyslexia in children consists of directing them to pronounce the names of pets in English, while they know these names in Uzbek (their mother tongue):

1. Mushuk – /mu'fuk/ musuk, 2. Sichqon – /sitʃ'qon/ sishqon, 3. Tuyaqush – /tu'jəquʃ/ tuyaquish, 4. Eshak – /e'ʃak/ esak.

When translating the following words from Uzbek into English, the teacher-pedagogue can conduct individual sessions with each student who has deficiencies as an experiment to eliminate dyslexia.

It has been observed that children with dyslexia may mispronounce the names of the pets in this picture, but they can be corrected using only the “x” sound. There are many such examples. In textbooks, taking into account children's interests, one can find numerous illustrations, pictures, and examples aimed at developing their thinking and logical worldview. At the same time, children can complete question-and-answer tasks independently:

Let us consider one of the examples given in the 3rd-grade textbook. For instance, in a manual prepared in cooperation with Cambridge University Press and adapted to our national system, recommendations are provided to help students



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master lessons effectively. In the “Welcome” section of the textbook, a poetic text is given. Naturally, the question arises as to how to teach students with dyslexia to memorize and pronounce the poem entitled “Questions, questions.” For this, first, by observing the correct pronunciation of typically developing students, it is necessary to increase speech competence, and then the teacher should identify and analyze the weak points of children with dyslexia. The shortcomings in the child’s speech should be eliminated within the scope of a single poem. In this, it is important that the child first reads the poem and recognizes the sounds in it that are difficult to read and write:

Since it is important to present concepts in a simple, clear, and concise form for students with dyslexia, the most important features of technologies can be highlighted using clusters or similar methods. “Each of the teacher’s scientific views also gradually stabilizes. It should be noted that the intensity of the dialectical relationship between teacher and student can eliminate dyslexic stresses. There is a need to use mechanisms of psychological influence in the educational process wisely to increase the learner’s activity. For example, creating a state of identification (the ability to feel others’ conditions) in students during the lesson forms a proper conscious attitude toward the content of education and the teacher’s activity. Likewise, the student himself/herself becomes an active participant in the situation. This, in turn, requires the successful and effective use of a number of achievements of other subjects within each subject.” At the same time, this type of education emphasizes the importance of increasing students’ collective activity and effectively eliminating dyslexia.

## **RESULTS**

For example, in modern smart textbooks, it is necessary to pay serious attention to saving time, using it efficiently, and allocating it correctly at the same time. If we can ensure the methodological convenience of this principle, we will have fulfilled the responsible tasks facing primary school English teachers. Consequently, this principle can help children effectively adapt to socio-cultural life. The integrity of the family, kindergarten, and school helps us prevent dyslexia, as well as mental and physical underdevelopment. Each of these real-life problems emerges with its own optimal solution. Thus, revising standards will



undoubtedly make it possible to find solutions to speech-therapy and other deficiencies. Today, modern psycholinguistics plays an important role in learning foreign languages. Scientific research in this field offers various strategies for mastering foreign languages. In particular, it has been proven that there are methods that fully respond to strategies for preventing language problems. Therefore, any effective method should be aimed at perfectly forming and developing language skills in English, taking into account not only the psychological-pedagogical characteristics of learners, but also the pluralistic structure of the person, that is, various intellectual abilities and functional characteristics.

In general education schools, each school has its own interpretive subject. Although the standards in them are the same, the mechanism for organizing the lesson differs fundamentally from each other in structural-conceptual, psychological, and didactic terms. Especially in primary grades, an integrative approach is more often observed in English language teaching technology. At the same time, this approach has a number of effective aspects aimed at the correct pronunciation of schemes for perceiving life.

“Today, priority is given to issues such as communication, interactivity, authenticity of communication, learning a language in a cultural context, autonomy, and the humanization of education. These principles make it possible to develop intercultural competence as a component of communicative ability. The ultimate goal of teaching foreign languages is to teach one to navigate freely in a foreign language environment and to respond adequately in various situations, that is, to carry out communication. Today, new methods using Internet resources are being contrasted with traditional teaching of foreign languages. To teach communication in a foreign language, it is necessary to create real, authentic life situations that encourage the study of material and develop appropriate behavior (what is called the principle of authenticity of communication). New technologies, in particular the Internet, are trying to solve this problem. The communicative approach is a strategy that simulates communication aimed at creating psychological and linguistic readiness for communication, and methods for consciously understanding and working with material. For the user, implementing the communicative approach on the Internet



does not pose much difficulty.” Indeed, we can see that there are various types of methods in the educational process. But the question arises as to how beneficial they are for developing speech, ensuring correct pronunciation, and writing letters, words, and sentences neatly.

## **DISCUSSION**

Developing bilingual speech is aimed at eliminating problems within the structure of both the mother tongue and English. When speaking about the phenomenon of bilingualism, there will inevitably be shortcomings in a child’s speech, whether we like it or not. A child who can write correctly may not be able to pronounce correctly. In this process, it is advisable to develop methods for improving skills in differentiating words. “In Europe, in 2010–2011, large-scale research was conducted within the framework of the ELLIE (Early Language Learning in Europe) project on organizing foreign language teaching from an early age. Under the leadership of the project director, Professor Janet Enever of Umeå University in Sweden, specialists studied foreign language learning from ages 7–8 in eight countries, including England, Italy, the Netherlands, Poland, Spain, Sweden, and Croatia. This research continued until primary school students graduated. A total of 1,200 students, 48 teachers, and 48 principals participated. Within this study, the process of learning foreign languages from an early age was comprehensively analyzed and conclusions were drawn. These recommendations and conclusions helped to improve existing requirements and methodology for teaching foreign languages.” Indeed, identifying the roots of the existing problem is aimed at jointly improving the understanding of dyslexia and its mechanisms. It should be noted that moving from simple to complex in learning English naturally has a positive effect on the methodology of eliminating dyslexia in speech. Now, let us take the following exercise from the 3rd-grade English textbook as a basis and, using the cluster method, try to determine children’s concepts and thinking. In general, it becomes clear that establishing systematic interaction in completing exercises and tasks by children with dyslexia is important. The most optimal options in global education standards, of course, serve to further accelerate the development of society, but it is more worthy than ever to think about the system itself that helps children receive quality education. Because similar





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methodological technical tools mainly provide primary school English teachers with a degree of freedom. A person with psychophysical and speech-therapy defects may be of limited talent. Nevertheless, it is necessary to cover children with individualized education and develop them on the basis of inclusive effectiveness. The family-kindergarten-school triad is an environment of experience and skills. Based on the teacher's active and intensive efforts, the unique dynamics of children's assimilation of exercises and tasks, assignments and recommendations, strengthens and increases. Children are very smart. It would not be an exaggeration to say that their messy handwriting, poor pronunciation, inactivity, and laziness are the most fundamental problems of education and upbringing. That is why children always live with joy. By providing them with systematic support in terms of taste and aesthetics, the mechanism of bilingual instruction stabilizes on its own. Their speech is connected with both the mother tongue and English. The unity of orderliness and experience indicates the structure of the situation and guides the teacher. In the educational methods adopted from the world's advanced countries, one thing is clearly manifested: they are aimed at realizing the child's ability to broadly express their own creative energy.

## **CONCLUSION**

Mechanism and methodology require harmony. No matter how convenient new mobile applications are for the teacher, if the problem of dyslexia is not sufficiently interpreted and not applied in the pilot-experimental process, the expected result will have certain shortcomings. This is because even if a subject teacher is provided with all multisensory tools and ICT, if they are not used effectively and efficiently, it creates difficulties in achieving the intended goal. The close interconnection between cause and effect is aimed at solving any problem. In particular, a modern teacher who teaches or imparts knowledge in primary education must take steps with every action to eliminate dyslexia. This requires working with the child taking into account all psychophysiological aspects, including his or her perceptions of the world. It should not be forgotten that underlying these actions lies a harmony of a number of spiritual pursuits that



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will contribute to the development of New Uzbekistan and become even more vividly manifested.

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