

The Addiction of Using Mobile Phones by Pupils during the Lessons in Schools of Urgut District

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ABSTRACT

This paper answers the question - should pupils use mobile phones during the lessons or not? Technological advancements can be used successfully in education even they have some drawbacks. The etiquette and benefits of them express to users in order to get positive results.

Introduction

Technology can play critical and important role in science, engineering and of course, every-day life. We cannot image life without using any automatic which help us making, collecting or knowing about something important with quick and easy way. The earliest known technology is the stone tool, used during prehistory time followed by the control of the fire, which contributed to the growth of the human brain and the development of language during Ice age. The invention of the wheel for example, in the bronze age allowed greater travel and creation of more complex machines. More recent technological inventions including internet such as the telephones are stimulating one of the most important technological revolutions in human history. There are more mobile phones in use today than there are people, especially among youngsters this become popular.

According to Keith Miller "Technology in the classroom opens more doors, introduces new experiments, and creates more opportunities for self-discovery. The positive aspects that occur with school integration typically outweigh any of the issues that a district might encounter." [1] Arun Padmanabhan believes that, nowadays in different fields technology are used, when it comes to education, useful skills can be learned through it as teachers have also benefits. Students get the subject better when teachers effectively put technologies into subjects, the teaching and learning process make more expressive as well as fun. [2]

The aim of the study is learning, analysing and get the data about how the technologies affect to the children, learning process and teachers if pupils bring mobile phones to the school.

Methods and Materials

The instruments used in this study's quantitative research methods are questionnaires. The quantitative data is gathered and analysed by the researchers. A general grasp of the study topic is provided by the quantitative data and the analysis that follows.

Subjects of the study

The participants of this research were 25 teachers from two types of schools – State school №54 and specialized school №1 and 10th grade students of specialized school. All schools were located in the centre of Urgut district, Samarkand region.

Data collection

On 25th February we went to the school №54 in the afternoon. We entered to the room which belonged to the teachers. After first hour some teachers came in and 14 of them filled the questionnaires form according to our request. Another day on 4th March 11 teachers of Specialized school №1 attended to the questionnaires, as we asked to fill the form. On the same day we entered randomly one of the classes and asked to fulfil the questionnaires which was not the same with the questions taken the teachers. That class was 10th A grade with 20 students. Filling out the questionnaires taken approximately 6 minutes for both teachers and students.

Results

Diagram 1. Data of the consequent problems of bringing phones to school is illustrated according to both teachers and students.

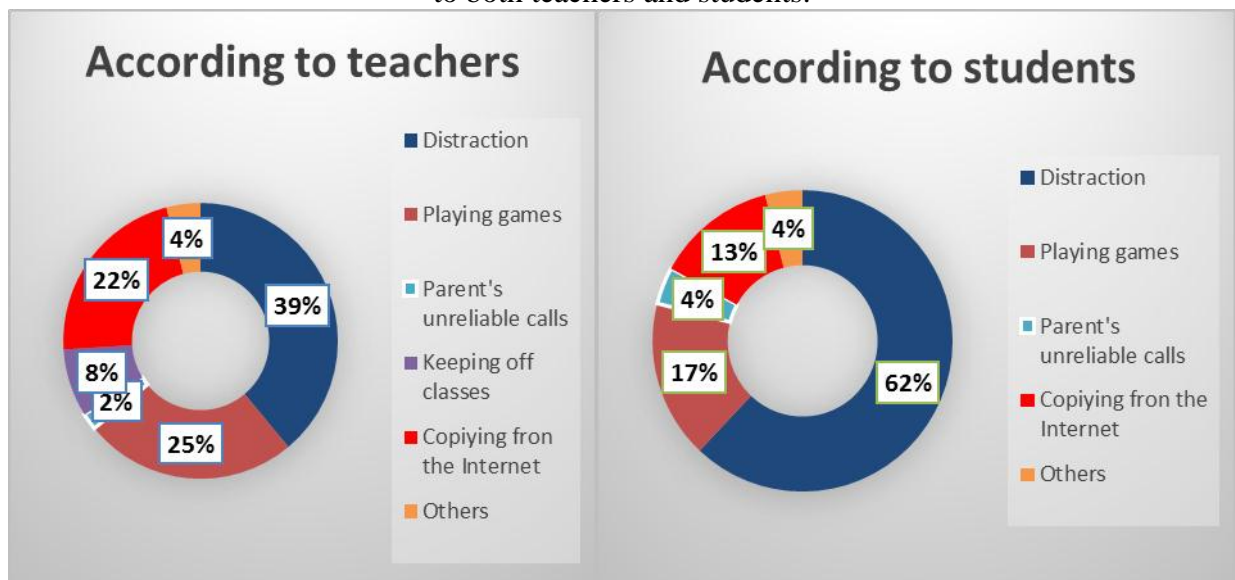


Diagram 2. The reasons of bringing mobile phones to the school

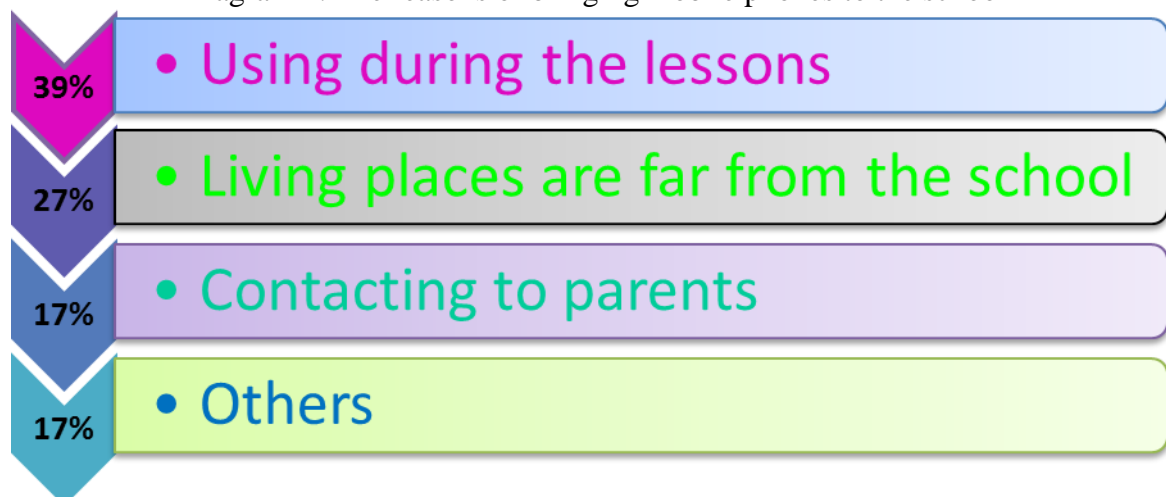
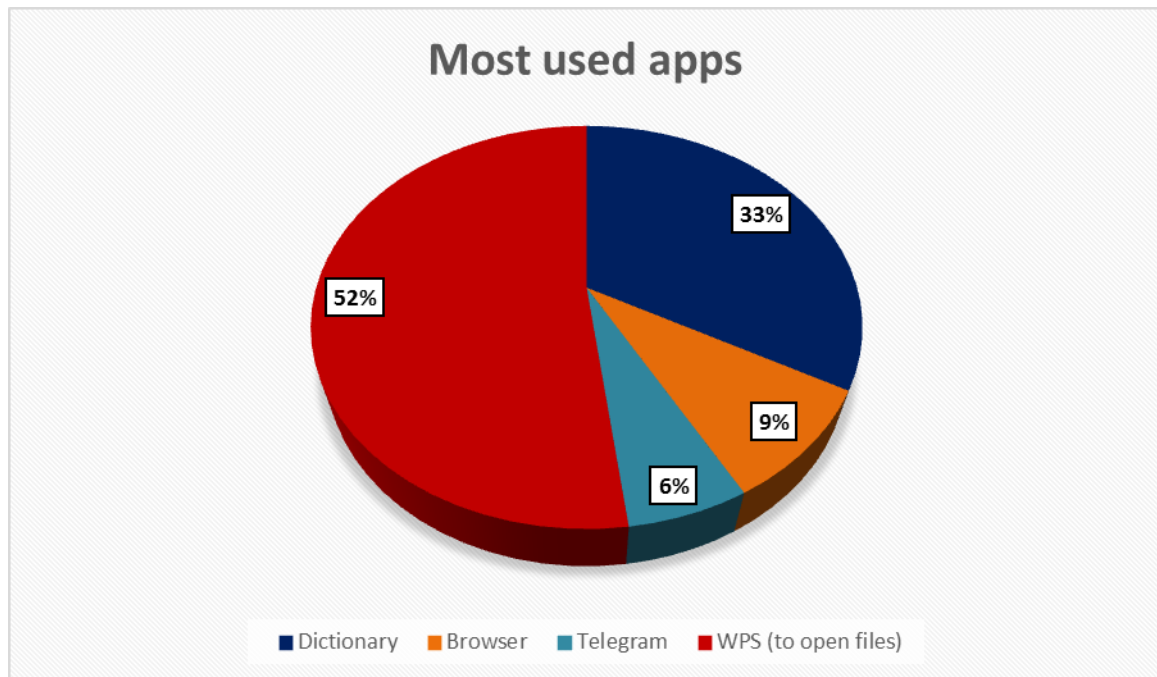


Diagram 3. The most common used apps by students.



Discussion

According to most the information 80% of students who were being taught had phones although 84% of teachers said using phones were not allowed at school. 18 teachers answered to the questions of using themselves during the lessons for activities - "Yes", however, for the question "In the future will you use phones as a teaching tool? 13 teacher said "No". Most teachers thought mobile phones should not be allowed at schools because many of them believed that there was no usefulness and also they had situations with distractions with cell phones.

The distraction to lessons and student's concentration was given the biggest problem for both pie charts, but students did not think that the keeping off the classes was not the problem among them. (Diagram 1)

If we look at the questionnaire of students, 65% of them brought phones to school and average using period of this gadgets were 1-2 hours. By the reason of their bringing students commented that the textbooks from literature were not given, thereby they had to use the phones. The diagram below shows the reasons of their taking cell phones. Students mostly bring their mobile phones because of using its features, location of their homes, calling their parents and other factors (39%, 27%, 17%, 17% respectively). (Diagram 2)

As we interested that the most common used features of phones they answered main 4 apps during the lessons. The biggest portion shows that the WPS was the popular to open files especially their textbooks. When the smaller one illustrates dictionary, students browsed the Internet 9%. We can see that they also use social network as Telegram with the smallest proportion. (Diagram 3)

This study shows that technologies can be implemented into subjects as we can see above the pupils who the questionnaires were taken, used effectively mobile phones during the literature lessons instead of textbooks. Our hypothesises about the positive effects on learning progress like it motivates all students and helps to work collaboratively did not support themselves because majority of the teachers thought that the mobile phones are unbeneficial and should be banned during the lessons.

Although it can be more beneficial and easy to keep in touch and know information about their current situations where they are, it come also some negative effects. The most common ones are

headaches, dizziness, fatigue, neck pain and eyestrain. These problems can be caused by the electromagnetic radiation emitted by phones. Students need to focus on their studies. But it can be difficult to concentrate if they are constantly using their phones.

On the other hand, students can improve their studies with various benefits of mobile phones which can help them to understand topic based on subject very easy and clearly. Students can explore new things in an enjoyable manner rather than going through whole books to find the desired information. Moreover, they can get access to any book or educational site within seconds and at any time of the day.

The etiquette of using gadgets during the lessons should be taught for both students and teachers, then there will be positive results.

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