

THE IMPORTANCE AND THE USE OF TECHNOLOGICAL DEVICES IN TEACHING FOREIGN LANGUAGES

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ANNOTATION: Technological devices have become an integral part of modern education, and their use in teaching foreign languages has become increasingly popular. The importance of technological devices in language teaching lies in their ability to enhance the learning experience and make it more interactive and engaging for students. This article gives information about some of the key benefits of using technological devices in foreign language teaching.

KEY WORDS: technology, class, system, online, language learning, platform, education, Internet

I. INTRODUCTION

Electronic communication tools such as computers, laptops, mobile phones, global communication system, Internet and other technologies such as video and audio conferencing, video telephony, webcasts and chat rooms have become an integral part of language teaching and learning from them. Widespread use is also increasing in other public spheres. Thus, technology-based education has emerged as a learning process with the help of electronic technologies and has greatly expanded language learning, which is no longer limited to the traditional school educational environment. It has tremendous learning potential both in and out of the classroom environment, as it allows students to easily access a variety of learning materials using a variety of learning platforms, including lessons from students' native speakers and learning facilitates familiarization with manuals and participation in various online courses. Technology-based learning experiences include the use of technology and the Internet, as well as audio-visual tools and equipment, to help students complete homework, practice exercises, and expand their knowledge of topics discussed in class by teachers. If students are carefully guided through the process and directed toward purposeful use of technology, they are well on their way to achieving learner independence and becoming autonomous and self-directed learners. Teachers play an important role in this process, influencing the intellectual, emotional and social development of students through their educational practices and role models. They should guide students to find the best approach to learning and create a positive environment among students when using technology.

The term technology-based learning encloses some related terms, such as “computer-assisted language learning” (CALL), “computer-mediated communication” (CMC), “information, communication and technology” (ICT), “technology-enabled active learning” (TEAL) or “electronic learning” (e-learning) and these terms have been used simultaneously and sometimes interchangeably. Still, the term “technology-based learning” or TBL will be maintained as a designation in the current research. [1-4]

II. METHODS

The use of technological devices in teaching foreign languages has become increasingly popular in today's world. With the rapid advancement of technology, educators have recognized the importance of incorporating these devices into their teaching practices to enhance the learning experience for students. In this article, we will explore the benefits of using technological devices in teaching foreign languages and their impact on language learning. Technological devices such as tablets, laptops, and smartphones have revolutionized the way language is taught. The use of multimedia elements such as videos, audio recordings, and images in lessons has made them more interesting and engaging for students. This has resulted in increased student participation and motivation, which is essential for language learning. For instance, teachers can use online resources such as YouTube videos and podcasts to supplement their lessons and provide students with authentic language input. Technological devices have also improved accessibility for students who may have difficulty accessing traditional classroom materials. For example, students with visual impairments can use screen readers to access digital texts, while those with hearing impairments can benefit from captioned videos. This ensures that all students have equal access to learning materials, regardless of their individual needs. Technological devices can be used to create personalized learning experiences for students. With the help of online tools and apps, teachers can create individualized learning plans that cater to each student's unique needs and abilities. For example, students who struggle with grammar can be provided with additional practice exercises, while those who excel in reading comprehension can be given more challenging texts. This not only helps students learn at their own pace but also ensures that they receive the support they need to succeed. Technological devices can facilitate collaboration between students and teachers. For example, online discussion forums and collaborative writing tools can be used to encourage students to work together and share ideas. This not only helps students develop their language skills but also fosters a sense of community and teamwork in the classroom. In addition, teachers can use online tools such as Google Docs to provide real-time feedback on student writing, allowing students to improve their work and learn from their mistakes. Technological devices can provide immediate feedback to students, allowing them to track their progress and identify areas where they need to improve. This can help students stay motivated and engaged in the learning process. For example, online quizzes and interactive exercises can provide instant feedback on student performance, allowing them to see where they need to focus their efforts. This not only helps students improve their language skills but also helps them develop a growth mindset, where they see mistakes as opportunities for learning.

The challenges teachers face in the digital age are many. First, teachers should have a general understanding of how information technology can be used in and outside the classroom for language learning, its advantages and disadvantages, and how it can be combined with traditional teaching methods. Using technology for a specific task requires careful planning and consideration by the teacher (when and how to incorporate technology

into lessons, whether its use will benefit students, what types of activities are appropriate for students, how they should be implemented, etc.). Except in situations that make face-to-face teaching impossible (for example, the Covid epidemic has shifted teaching to online classrooms), teachers have the freedom to decide whether or not to introduce technology in the classroom. Technology-mediated activities can lead to an overall positive learning experience if they meet the needs and expectations of students; therefore, teachers are encouraged to consider the factors that play a role in student motivation and how they can be linked to technology use. Task-based activities can be beneficial for students because they feel at home and can use their full potential (language skills as well as creativity and critical thinking) to learn. offers an environment.

Teachers should enable students to use language skills not only in class, but also in everyday life. Although the Internet and Web 2.0 technology contain valuable resources for learning, students may be unaware of them. Drawing students' attention to such databases and giving them tasks that involve the use of such resources can have a positive effect on language learning. In addition, teachers can encourage students to direct their knowledge and discover things for themselves, which can lead to incidental learning in an enjoyable and easy way. In general, teachers should take on the role of a mentor who motivates, guides and supports students in their learning. Next, an understanding of the main aspects of the teacher's role in teaching with the help of technology is given. They include learning about ways to use information technology in language learning, barriers to using technology in the classroom, advantages and disadvantages of technology-mediated tasks, and things to consider when planning to use technology. Information technologies (Internet, Web 2.0 technology, computer technologies, smartphones) can be used in language learning in various ways. Task-based learning activities that place students in real-life situations can be particularly effective for all ages and levels. Such activities are often held in small groups, so students work together on a given task, try to create something, discuss some topic or find a solution to a problem. They can be done in class or given as homework, depending on how long it takes to complete the given task. There are also tasks that are more suitable for individual work, giving language learners the opportunity for individual development.

An example of a task-based activity would be to watch a video (eg a TED video) on a specific topic and discuss it in pairs or small groups (3 to 4 students) and focus on some discussion points. Depending on the level of the students, the teacher may need to prepare a list of unknown words and phrases and introduce them to the students before the activity. Other tasks may involve students (working in pairs or small groups) using the Internet to search for information on a topic (each group searches for different information), then sharing this information with the class. possible In addition, they may be asked to evaluate information found on the Internet. Quizzes and games are also a great way to introduce students to a topic or test their knowledge of it: e.g. sad! team-based activities (students working in small groups sharing the same device) or googleforms are not only suitable for such activities, but they also lighten the mood of the classroom. Similarly, digital

flashcards (such as those created on quizlet.com) can be used for a variety of group activities involving the use of specific vocabulary (for example, asking students for specific words or phrases asking to write definitions or make flashcards). themselves on the discussed topic, etc.) and games (for example, charades, where groups play against each other and have to guess each other's cards; in this case, the teacher separates for each group may need to prepare cards).

Technology can also be used for tasks that require creative thinking and problem-solving skills. From giving a lecture on a given topic in front of the class to making a short film or poster on the given topic, showing students a silent short film and asking them to write a script for it, a particular product It can be up to writing an advertisement for. (for example, in a business English class) and so on. While these activities are more suitable for advanced learners as they already require a good command of English, there are other activities that may be interesting for lower level learners. have, for example, asking them to read. pictures related to a certain topic discussed in advance and present to their colleagues, watch a short film with subtitles in class and then have students reconstruct the story line in small groups, gives students a summary of the story , also includes some inconsistencies that students need. correction, asking to finish the story he read or watched in advance, etc. All these activities are best done in small groups, the time allocated to the task depends on the level of the students as well as the complexity of the given task. Learning a foreign language requires students to be in regular contact with the language outside of the classroom. There are several free reading and listening resources available online that can be used for individual language practice at home. There are many opportunities to use Web 2.0 technologies, so many websites offer different levels of reading and listening activities. These websites often have exercises that test students' use and understanding of the language, but creating tasks that engage students in a creative way (focusing on them and their experiences) is more appealing to them.

Despite being a widely debated topic in the last few decades, how technology affects language learning and whether teaching methods based on the use of such technologies are more effective than traditional methods there is no general agreement. Several studies have focused on the use of information technology in the classroom, looking at its possible advantages and disadvantages. shows. An advantage of technology-mediated tasks often mentioned in these studies is that they improve the performance of students, especially shy language learners who may be inhibited in traditional classroom settings. By offering familiar learning environments to students (as digital natives), digital technology gives students a greater degree of control over the way activities are carried out and makes them feel more in charge of the learning process. they can do. In addition, the technology offers flexibility in how and when to use it, and also encourages individualized language learning, allowing users to complete activities at their own pace and time.

III. RESULTS

It also creates a personalized learning opportunity where students can try a particular activity again and again without feeling pressured by their teacher or peers. Other

advantages of technology-based learning include that students have access to authentic materials and receive immediate feedback on their work (some learning platforms even have explanations for using specific constructs). An important disadvantage of technology-based learning is that it can distract students from the lesson, especially if the website interface is difficult to use (its design is not user-friendly) or if there are special visual and sound effects that are distracting. . This can lead to teachers and students becoming frustrated because they cannot complete the task properly, losing interest in the task at hand, and ultimately teaching technology instead of teaching with technology. To be effective, technology meditation tasks must be goal-oriented, communicative, and focused on the concept of learning by doing. They should also be suitable for the level and age of the students, sufficiently stimulating for them and attracting their attention; similarly, they relate to the lesson material (so that students can see how the task relates to what is being learned) and, last but not least, to group dynamics (some groups are more inclined to action and open to new experiences should be) others). Another aspect that teachers should consider is whether the use of a particular digital tool is more suitable for individual work or group work (or even whole class activity), or both. Regarding group work, it is important that the teacher allocates enough time to the activity (depending on the level of the group and the complexity of the task), and also that each student takes a certain task within the group and holds himself equally responsible. make it happen. Students often determine who does what within the group, and if they don't, teachers should ask them to do so, making sure that all students know what they are supposed to do and feel that their contribution is important. Technology-mediated tasks offer a language learning environment in which students focus more on a particular interface and the opportunities it provides than on the teacher. While this has the advantage of making students more engaged in a particular task, teachers need to get feedback from students to make sure they understand the assignment and that all their questions are answered.

IV. DISCUSSION

Modern language teaching and learning technologies include language labs, digitization, multimedia devices, mobile phones, audio/visual multimedia content, EdTech solutions, and social media that facilitate faster and more extensive language learning. For example, the use of multimedia content in the classroom can combine printed texts, video, educational games and the Internet to introduce students to the vocabulary and structure of the language or to practice pronunciation and speaking with native speakers. In a technology-based learning environment, flexible classrooms that incorporate connected devices, audiovisual aids, and purpose-built furniture facilitate positive student engagement and a mix of independent, small-group, and whole-class learning. student success. Compared to traditional language teaching methods that can make students passive and bored, modern language teaching strategies are primarily uses multimedia, communicative language teaching approaches, various available resources and educational games to meaningfully increase students' interest in the target language and allows you to create your own knowledge. Language teachers can use a wide range of digital resources

such as e-books, audio files, videos and online articles to supplement their teaching materials. These resources are flexible and can be easily updated, making them a valuable tool in language teaching.

Technologies such as videos, images and software solutions in the classroom allow teachers to bring the larger real world into the classroom. Turning theories into practical experience encourages students to practice and immerse themselves in language learning. Technology provides tools and platforms to help teachers plan, organize and share their lessons more effectively. Dedicated language teaching platforms such as Learning Management Systems (LMS) and Sanako Connect allow teachers to manage course content, assignments and assessments in a centralized online location. Online courses, educational videos, webinars, and e-conferences allow language teachers to continue their education and develop new skills related to educational technology and language teaching methodology.

Technology increases the opportunity for students to interact authentically with native speakers and other language learners on a variety of levels, inside or outside the classroom. Practice makes perfect, and learning a technology-rich language does just that. By moving from passive receivers to active learners, students can be more excited about language learning and motivated to practice more using devices that can practice language through features such as voice recognition and interactive multimedia exercises. Students are given more freedom in the classroom in how they approach the language and when and where they choose to learn outside of the classroom. Self-determination and individual responsibility encourage deeper and more enriched language learning.

Technology has made it possible to create flexible learning systems that can track student progress and adjust lessons accordingly. This helps provide a more personalized learning experience, making it easier for students to learn at their own pace and focusing on areas that need improvement.

V. CONCLUSION

The use of technological devices in teaching foreign languages is essential for creating a more engaging, interactive, and effective learning experience for students. By incorporating technology into their teaching practices, teachers can enhance accessibility, personalize learning, facilitate collaboration, and provide immediate feedback to students. In today's world, where technology is rapidly advancing, it is important for educators to embrace these tools and use them to their full potential. By doing so, they can help students develop the language skills they need to succeed in an increasingly globalized world.

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