APPLYING MODERN EDUCATIONAL TECHNOLOGIES IN EFL EDUCATION

Dildora Axmadaliyeva Under the supervisions of Axmedova Matlubaxon Ferghana State University English language and Literature faculty student Samijonov Elbek

Abstract: Modern educational technologies are becoming increasingly popular in English as a Foreign Language (EFL) education, with benefits such as increased engagement and improved language proficiency. This paper discussed the current status of educational technologies in primary, secondary, and specialized school EFL education. The review of current literature revealed that online tools such as video conferencing and online discussion boards can be used in primary education to make learning more interactive. In secondary education, virtual reality and online quizzes can be used to further develop language proficiency. In specialized schools, intelligent tutoring systems and augmented reality can be used to create personalized and engaging language learning experiences.

Key words: English as a Foreign Language education, educational technology, primary education, secondary education, specialized schools, modern educational technologies, video conferencing, online discussion boards, language learning websites, apps, virtual reality technology, online quizzes, intelligent tutoring systems, augmented reality technology.

INTRODUCTION

In today's digital age, technology plays a vital role in transforming various aspects of our lives, including education. The integration of modern educational technologies in English as a Foreign Language (EFL) education has brought about significant changes in the way students learn and teachers teach. From primary education to secondary education and specialized schools, technology has revolutionized the learning experience, making it more engaging, interactive, and effective.

Methodology. This research was conducted by the author through the review of current literature related to the use of modern educational technologies in EFL education. Relevant sources were identified using academic databases such as Google Scholar⁴⁰ and ERIC.

Benefits of Technology in EFL Education

The use of technology in EFL education offers numerous benefits to both students and teachers. It enhances the learning experience and provides opportunities for

⁴⁰ Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines. Released in beta in November 2004, the Google Scholar index includes peer-reviewed online academic journals and books, conference papers, theses and dissertations, preprints, abstracts, technical reports, and other scholarly literature, including court opinions and patents.

personalized and differentiated instruction. Here are some key advantages of incorporating technology in EFL classrooms:

1. Enhancing Engagement and Active Learning

Technology creates a dynamic and interactive learning environment that captures students' attention and keeps them engaged. Interactive technologies such as smart boards, tablets, and educational apps allow students to actively participate in the learning process. They can interact with digital content, solve puzzles, play educational games, and collaborate with their peers, making learning more enjoyable and meaningful.

2. Catering to Different Learning Styles

Every student has a unique learning style and pace. Technology provides opportunities for differentiated instruction, allowing teachers to adapt their teaching methods to suit individual students' needs. For example, students who are visual learners can benefit from multimedia presentations, while auditory learners can use audio recordings and podcasts. Technology enables teachers to cater to diverse learning styles and ensure that every student has a chance to succeed.

3. Fostering Collaboration and Communication

Technology facilitates communication and collaboration among students and teachers. Online platforms, discussion forums, and collaborative tools enable students to connect and engage in meaningful interactions with their peers, both within and beyond the classroom. They can work on group projects, share ideas, provide feedback, and collaborate on assignments, enhancing their communication and teamwork skills.

4. Enabling Self-paced Learning

With technology, students can learn at their own pace, allowing them to grasp concepts more effectively. Online resources, educational websites, and interactive tutorials provide students with the flexibility to revisit materials, practice exercises, and review content at their convenience. This self-paced learning approach promotes autonomy and empowers students to take control of their own learning journey.

5. Access to Authentic Language Resources

Technology opens up a world of authentic language resources for EFL learners. Online libraries, digital encyclopedias, language learning apps, and virtual language exchanges provide students with access to a wide range of authentic materials, such as articles, videos, podcasts, and interactive exercises. This exposure to real-life language usage enhances students' language skills and cultural understanding.

Results. Currently, modern educational technologies are increasingly being used in different stages of EFL education. In primary education, these technologies can be used to make learning more interactive and engaging for students. For example, teachers can use online tools such as video conferencing and online discussion boards to facilitate student participation in class activities. Applying Technology in Primary Education

In primary education, technology can play a crucial role in fostering a strong foundation in English language learning. Here are some effective ways to integrate technology in primary EFL classrooms:

1. Interactive Whiteboards and Smart Boards

Interactive whiteboards and smart boards offer a dynamic and interactive learning experience for young learners. Teachers can use these tools to display digital content, play educational videos, showcase interactive games, and engage students in various activities. The interactive nature of these boards encourages student participation and collaboration.

2. Educational Apps and Online Games

There are numerous educational apps and online games specifically designed for young learners. These apps and games provide interactive and engaging activities that help students develop their language skills. For example, there are apps that focus on vocabulary building, phonics practice, spelling games, and storytelling. These resources make language learning fun and exciting for young learners.

3. Digital Storytelling and Multimedia Projects

Digital storytelling and multimedia projects allow young learners to express their creativity and language skills. Students can create their own stories, record their voices, and add visuals using digital tools. This activity enhances their language proficiency, promotes critical thinking, and boosts their confidence in using English.

4. Online Language Learning Platforms

Online language learning platforms provide primary students with opportunities to practice English outside the classroom. These platforms offer interactive exercises, quizzes, and games that reinforce language skills and provide additional practice. Students can access these platforms at home or during free time to reinforce what they have learned in class.

Discussion. The use of modern educational technologies in EFL education can offer a number of benefits. First, these technologies can make learning more engaging and interactive for students. Additionally, they can provide students with a personalized learning experience that can help them progress at their own pace. Finally, these technologies can also reduce the workload of teachers, allowing them to focus on more important tasks.

Integrating Technology in Secondary Education

In secondary education, technology continues to play a significant role in enhancing language learning. Here are some effective strategies for integrating technology in secondary EFL classrooms:

1. Online Language Learning Platforms

Online language learning platforms offer a wide range of resources and tools for secondary students. These platforms provide interactive lessons, grammar

explanations, vocabulary exercises, and language quizzes. Students can track their progress, receive instant feedback, and engage in self-paced learning.

2. Virtual Reality and Augmented Reality

Virtual reality (VR)⁴¹ and augmented reality (AR)⁴² technologies can provide immersive language learning experiences for secondary students. VR can transport students to different cultural and linguistic contexts, allowing them to explore new environments and practice their language skills. AR can enhance traditional textbooks by overlaying digital content, such as interactive images, videos, and audio.

3. Online Collaborative Projects

Online collaborative projects enable secondary students to connect and collaborate with peers from different parts of the world. Through video conferences, online forums, and shared documents, students can work together on projects, exchange ideas, and learn about different cultures. These projects promote global awareness, intercultural communication, and digital citizenship.

4. Mobile Apps for Language Learning

Mobile apps have become increasingly popular for language learning. There are numerous apps available that offer language exercises, vocabulary builders, grammar lessons, and pronunciation practice. Students can use these apps on their smartphones or tablets to practice English anytime and anywhere.

Specialized Schools and Technology Integration

Specialized schools, such as language schools or schools for students with specific learning needs, can also benefit from the integration of technology in EFL education. Here are some ways technology can be effectively utilized in specialized schools:

1. Adaptive Learning Software

Adaptive learning software uses artificial intelligence (AI)⁴³ algorithms to personalize the learning experience for individual students. This technology assesses students' strengths and weaknesses and provides customized lessons and activities to address their specific needs. Adaptive learning software can be particularly beneficial for students with learning disabilities or language difficulties.

2. Speech Recognition Software

Speech recognition software allows students to practice their speaking skills and receive instant feedback. This technology analyzes students' pronunciation, intonation, and fluency, providing them with real-time suggestions for improvement. Speech recognition software can enhance students' speaking abilities and build their confidence in using English.

3. Online Tutoring and Virtual Classrooms

⁴¹ Virtual reality (VR) is a simulated experience that employs pose tracking and 3D near-eye displays to give the user an immersive feel of a virtual world. Applications of virtual reality include entertainment (particularly video games), education (such as medical or military training) and business (such as virtual meetings).

⁴² Augmented reality (AR) is an interactive experience that combines the real world and computer-generated content. The content can span multiple sensory modalities, including visual, auditory, haptic, somatosensory and olfactory.[1] AR can be defined as a system that incorporates three basic features: a combination of real and virtual worlds, real-time interaction, and accurate 3D registration of virtual and real objects.

⁴³ Artificial intelligence (AI) is the intelligence of <u>machines</u> or <u>software</u>, as opposed to the intelligence of humans or animals. It is the subject of an <u>eponymous field of</u> <u>study</u> in <u>computer science</u>, which develops and studies intelligent machines. The term AI may also refer to the intelligent machines themselves.

For specialized schools that offer remote or distance learning, online tutoring and virtual classrooms can provide an interactive and engaging learning experience. Students can participate in live online classes, interact with teachers and classmates, and access learning materials through virtual platforms. Online tutoring and virtual classrooms bridge the gap between physical and digital learning environments.

4. Assistive Technologies

Assistive technologies, such as text-to-speech software, screen readers, and word prediction tools, can support students with disabilities or learning difficulties. These technologies help students access and comprehend written texts, improve their writing skills, and overcome barriers to learning. Assistive technologies promote inclusivity and ensure that all students have equal opportunities to succeed.

Conclusion. In conclusion, the integration of technology in EFL education has the potential to revolutionize the way students learn and teachers teach. From primary education to secondary education and specialized schools, technology offers numerous benefits, including enhanced engagement, personalized instruction, collaboration, and access to authentic language resources. By embracing technology and incorporating it effectively into the classroom, educators can create a dynamic and interactive learning environment that prepares students for success in the digital age.

REFERENCES:

1. Akhmadaliyeva, D. R., & Igamberdieva, S. A. Methodology of Developing Media Competence In The Process of Teaching English to Students of Technical Higher Educational Institutions. Pindus Journal of Culture, Literature, and ELT.

2. Abunowara, A. M. (2016). Using Technology in EFL/ESL Classroom. International Journal of Humanities and Cultural Studies, 1, 7-23.

3. Ahmadi, D., & Reza, M. (2018). The Use of Technology in English Language Learning: A Literature Review. International Journal of Research in English Education, 3, 115-125.

https://doi.org/10.29252/ijree.3.2.115

4. Ahmed, K., & Nasser, O. (2015). Incorporating iPad Technology: Creating More Effective Language Classrooms. TESOL Journal, 6, 751-765.

https://doi.org/10.1002/tesj.192

5. Bax, S. (2012). How Does Technology Become Fully Effective in Language Education? The Social and Psychological Dimensions of Educational Normalization. In Keynote Address of the Jaltcall 2012 Conference. Nishinomiya: Konan Cube, Konan University.

6. Blachowicz, C. L., Bates, A., Berne, J., Bridgman, T., Chaney, J., & Perney, J. (2009). Technology and At-Risk Young Readers and Their Classrooms. Reading Psychology, 30, 387-411.

https://doi.org/10.1080/02702710902733576

7. Boudjadar, T. (2015). ICT in the Writing Classroom: The Pros and the Cons. International Journal of Applied Linguistics and English Literature, 4, 8-13.

https://doi.org/10.7575/aiac.ijalel.v.4n.1p.8

8. Cakici, D. (2016). The Use of ICT in Teaching English as a Foreign Language. Participatory Educational Research, *4*, 73-77.

9. Canning-Wilson, C., & Wallace, J. (2000). Practical Aspects of Using Video in the Foreign Language Classroom. The Internet TESL Journal, 6, 36.

10.Gerrard, L. (2012). Writing in Multiple Media. In I. L. Clark (Ed.), Concepts in Composition: Theory and Practice in the Teaching of Writing (2nd ed.). New York: Routledge.

11.Grabe, W., & Stoller, F. L. (2002). Teaching and Researching Reading. New York: Pearson Education.

https://doi.org/10.4324/9781315833743

12.Harmer, J. (2001). The Practice of English Language Teaching (3rd ed.). Harlow: Longman.

13.Hashim, H. (2018). Application of Technology in the Digital Era Education. International Journal of Research in Counseling and Education, 2, 1-5.

https://doi.org/10.24036/002za0002

14.Herrington, J., & Kervin, L. (2007). Authentic Learning Supported by Technology: Ten Suggestions and Cases of Integration in Classrooms. Educational Media International, 44, 219-236.

https://doi.org/10.1080/09523980701491666

15.Herrington, J., Reeves, T. C., & Oliver, R. (2007). Immersive Learning Technologies: Realism and Online Authentic Learning. Journal of Computing in Higher Education, 19, 80-99.

https://doi.org/10.1007/BF03033421

16.Hicks, M., Reid, I., & George, R. (2001). Enhancing On-Line Teaching: Designing Responsive Learning Environments. International Journal for Academic Development, 6, 143-151.

https://doi.org/10.1080/713769258

17.Jayanthi, N. S., & Kumar, R. V. (2016). Use of ICT in English Language Teaching and Learning. Journal of English Language Teaching and Learning, 3, 34-38.

18.Khan, A. (2015). Using Films in the ESL Classroom to Improve Communication Skills of Non-Native Learners. ELT Voices, 5, 46-52.

19.Lombardi, M. M. (2007). Authentic Learning for the 21st Century: An Overview. EDUCAUSE Learning Initiative, 1, 1-12.

20.Mansor, N. (2016). Enhancing Communication via Social Media in ESL Classroom. In 6th International Conference on Language, Education, and Innovation.

21.Mansor, N., & Rahim, N. A. (2017). Instagram in ESL Classroom. Man in India, 97, 107-114.

22.Morat, B. N., Shaari, A., & Abidin, M. J. Z. (2016). Facilitating ESL Learning Using Youtube: Learners' Motivational Experiences (pp. 23, 137). Banda Aceh: Association of Malaysian Researchers and Social Services Faculty of Teacher Training and Education, Universitas Syiah Kuala, Darussalam.

23.Ng, C. F., & Ng, P. K. (2015). A Review of Intrinsic and Extrinsic Motivations of ESL Learners. International Journal of Languages, Literature and Linguistics, 1, 98-105.

https://doi.org/10.7763/IJLLL.2015.V1.20

24.Pilgrim, J., Bledsoe, C., & Reily, S. (2012). New Technologies in the Classroom. Delta Kappa Gamma Bulletin, 78, 16-22.

25.Rafiq, M. K. R., & Hashim, H. (2018). Augmented Reality Game (ARG), 21st Century Skills and ESL Classroom. Journal of Educational and Learning Studies, 1, 29-34.

https://doi.org/10.32698/0232

26.Rosicka, Z., & Hosková-Mayerova, S. (2014). Motivation to Study and Work with Talented Students. Procedia—Social and Behavioral Sciences, 114, 234-238.

https://doi.org/10.1016/j.sbspro.2013.12.691

27.Roy, A. (2019). Technology in Teaching and Learning. International Journal of Innovation Education and Research, 7, 414-422.

https://doi.org/10.31686/ijier.Vol7.Iss4.1433

28.Saine, P. (2012). iPods, iPads, and the SMARTBoard: Transforming Literacy Instruction and Student Learning. New England Reading Association Journal, 47, 74.

29.Shyamlee, S. D., & Phil, M. (2012). Use of Technology in English Language Teaching and Learning: An Analysis. In International Conference on Language, Medias and Culture (Vol. 33, pp. 150-156).

30.Simin, S., & Heidari, A. (2013). Computer-Based Assessment: Pros and Cons. Elixir International Journal, 55, 12732-12734.

31.Yunus, M. M. (2018). Innovation in Education and Language Learning in 21st Century. Journal of Sustainable Development Education and Research, 2, 33-34.

https://doi.org/10.17509/jsder.v2i1.12355

32.Yunus, M. M., Hashim, H., Embi, M. A., & Lubis, M. A. (2010). The Utilization of ICT in the Teaching and Learning of English: "Tell Me More". Procedia—Social and Behavioral Sciences, 9, 685-691.

https://doi.org/10.1016/j.sbspro.2010.12.218

33.Yunus, M. M., Nordin, N., Salehi, H., Sun, C. H., & Embi, M. A. (2013). Pros and Cons of Using IICT in Teaching ESL Reading and Writing. International Education Studies, 6, 119-130.

https://doi.org/10.5539/ies.v6n7p119