DIGITAL TECHNOLOGY INTEGRATION FOR IMPROVING FOREIGN LANGUAGE LEARNING

Khalilova Laylo Ravshanovna
Husan Ravshanov Abdiqul o'g'li
Xudayberdiyev Rustamjon Xasanovich
Gulistan State University, 120100, Syrdarya region, Gulistan-4.
To'rakulova Gulshanoy Savar qizi
Gulistan davlat universieti, texnalogik ta'lim yo'nalishi, 1-19 guruh talabasi

ABSTRACT

The investigation focuses on the function of digital tools in the teaching of foreign languages. It evaluates the combinations of different digital technologies and their effects on language acquisition, providing pedagogical consequences and insights into their effectiveness. With the use of digital learning tools, students are encouraged to participate in role-playing, interactive activities, and multimedia learning. For example, instant feedback is provided by real-time speaking and listening exercises in language learning programmes, which increases user engagement. Offer a range of multimedia materials, such as podcasts, videos, and online articles, to accommodate different learning styles. By exposing students to language use in real-world situations, these resources aid in their development as more adept comprehension learners and culturally aware individuals. With the quick evaluation and feedback that digital tools offer, teachers can monitor their pupils' progress with efficiency. This quick feedback loop speeds up language acquisition by assisting students in identifying and fixing errors early on.

Introduction: Digital technology has brought about a fundamental shift in the way that education is delivered, especially in the area of foreign language instruction. This article will examine how digital technology is used, how it affects language learning, what advantages and disadvantages it has, and how language instruction is changing.

Objects and research methods

Language Learning Applications and Software: Explore and assess the effectiveness of specific language learning applications or software such as Duolingo, Babbel, Rosetta Stone, or language-specific apps that focus on vocabulary, grammar, speaking, and listening skills. Online Language Platforms: Investigate comprehensive online language learning platforms that offer a range of courses, interactive exercises, assessments, and cultural insights. Examples include Coursera, edX, or platforms specific to language learning like iTalki.

Digital Learning Resources: Evaluate multimedia resources such as videos, podcasts, e-books, interactive tutorials, and online articles tailored to language learning. Analyze how these resources impact listening, reading, and comprehension skills. Adaptive Learning Systems: Research adaptive systems that customize learning paths, exercises, and content based on individual learner proficiency, preferences, and progress. Examples include platforms using artificial intelligence to adapt to learner needs. Virtual Reality (VR) and Augmented Reality (AR) Tools: Explore language learning experiences through VR or AR that simulate real-world scenarios, conversations, or cultural immersion. Analyze applications like language-based VR simulations or AR-enhanced language exercises.

Research Methods: Quantitative Analysis: Conduct quantitative studies assessing the impact of digital technology on language learning outcomes. Use methods such as pre/post-tests, surveys, and standardized proficiency tests to measure improvements in vocabulary, grammar, speaking, or listening skills. Qualitative Research: Employ qualitative methods like interviews, focus groups, or ethnographic studies to understand learners' experiences, preferences, and challenges in using digital tools for language learning.

Explore their motivations, engagement, and perceptions of effectiveness. Comparative Studies: Compare the effectiveness of different digital tools or approaches in language learning. Design studies that evaluate and compare outcomes, user experiences, and engagement levels across various platforms or tools.

Longitudinal Studies: Conduct longitudinal research to track the progress of language learners using digital technology over an extended period. Assess the sustainability of learning gains, retention rates, and changes in proficiency levels. Experimental Designs: Implement experimental designs to test specific interventions or features within digital tools. Utilize control groups to evaluate the efficacy of certain technology-based language learning methods. Surveys and Questionnaires: Administer surveys or questionnaires to gather insights on learner preferences, satisfaction levels, usage patterns, and perceived usefulness of digital language learning tools. Learning Analytics: Utilize learning analytics tools provided by digital platforms to gather data on learner behavior, engagement, and interactions within the platform. Analyze this data to identify usage patterns and areas for improvement.

Review of the Literature: Historical Angles: Follow the development of digital technology in language instruction over time, emphasising significant turning points and methodological changes.

Early Stages (1950–1970s). Early Computers and Mainframes: The foundation for language teaching was established by the 1950s with the advent of computers. Exercises in language and basic programming were made possible by restricted access to mainframes. Language Research Centres: Language labs using reel-to-reel tape recorders and, later, cassette cassettes, were common in the 1960s. These labs enabled audio-based drills and exercises for language acquisition.

Personal computers first appeared in the 1980s and 1990s. Software Development: Language learning software for personal computers was created in the 1980s. Interactive activities and lessons were available through programmes like Rosetta Stone and language-specific CD-ROMs. Internet & Multimedia: As the internet grew in popularity in the late 1990s,

multimedia components were added to language instruction. Interactive exercises, audio excerpts, and movies were available on websites and CD-ROMs.

Developments in the twenty-first century. Online Resources and Apps: The 2000s saw a boom in the use of online resources for language learning, such as Memrise, Babbel, and Duolingo. These resources provided flexible, device-accessible learning environments.

Mobile Technology: The introduction of smartphones transformed language learning by enabling mobile access to resources and applications. Virtual classrooms and teleconferencing: Live virtual classrooms were made possible by web-based systems such as Zoom and Skype, which allowed teachers and students all over the world to communicate in real time. AI & Personalization: AI-driven technologies that tailor learning experiences to each student's requirements and preferences have been integrated in recent years.

References:

1.   Khalilova, L. (2023). GRAMMATICAL GENDER IN LINGUISTICS IS A REFLECTION OF NATURAL GENDER. Oriental renaissance: Innovative, educational, natural and social sciences, 3(2), 328-331.

2.   Xalilova, L. R. (2022). Interaction Between The Field Of Gender And Linguistics. Development and innovations in science, 1(1), 67-72.

3.   Khalilova, L. R. (2023). LEXICAL GENDER IN WRITTEN BUSINESS ENGLISH: A CORPUS-BASED APPROACH. GOLDEN BRAIN, 1(4), 196-199.

4.   Guliston, L. K. (2021, February). GAINING PRACTICAL COMMUNICATION SKILLS WITH INTERACTIVE METHODS FOR ESP GROUPS. In Archive of Conferences (Vol. 16, No. 1, pp. 7-8).

5.   Xalilova, L., Turgunboeva, M., Shoxsanam, B., & Tojiev, X. (2021). Interactive Methods in English Classes. European Scholar Journal, 2(2), 48-50.

6.   Khalilova, L. R. (2019). Interactive teaching methods at a higher education institution. Молодой ученый, (36), 63-64.

7.   Xalilova, L., & Xasanov, B. (2023). THE REAL PURPOSE IN GENDERED LANGUAGES. ZAMONAVIY TARAQQIYOTDA ILM-FAN VA MADANIYATNING O 'RNI, 2(3), 19-22.

8.   Ravshanovna, K. L. (2022). The Grammatical Gender of Uzbek Nouns. Miasto Przyszłości, 30, 286-287.

9.   Khalilova, L. R. (2022). SEMANTIC FEATURES OF GENDER LEXICAL UNITS OF ENGLISH. CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES, 3(01), 31-35.

10.   KHALILOVA, L. (2020). ИНТЕРАКТИВНЫЕ МЕТОДЫ В АНГЛИЙСКИХ КЛАССАХ. O 'ZBEKISTON MILLIY UNIVERSITETI XABARLARI, 2020,[1/2] ISSN 2181-7324.

11.   Ravshanovna, K. L., & Kysilkova, E. (2023). A SYNCHRONIC AND DIACHRONIC STUDY OF GENDER-RELATED LEXICAL UNITS. British Journal of Global Ecology and Sustainable Development, 16, 171-174.

12.   Khalilova, L., Allayarov, A., & Kysilkova, E. (2023). UNRAVELING THE TAPESTRY OF GENDER: EXPLORING GENDER-RELATED LEXICAL UNITS. THE ROLE OF SCIENCE AND INNOVATION IN THE MODERN WORLD, 2(5), 112-114.

13.   Rakhmatov, O., Tukhtamishev, S. S., Khudoiberdiev, R. K., Adilov, A. A., & Rahmatov, F. O. (2023, April). Experimental and theoretical studies of the modulus of elasticity and Poisson's

ratio for vegetable and melon crops. In International Conference on Digital Transformation: Informatics, Economics, and Education (DTIEE2023) (Vol. 12637, pp. 291-297). SPIE.

14.   Xudayberdiyev, R. X., To'xtamishev, S. S., & Saydullayeva, S. D. S. (2022). AMALIY MASHG 'ULOT DARSI VA UNING O 'QUV JARAYONIDA TUTGAN O 'RNI. RESEARCH AND EDUCATION, 1(3), 72-76.

15.   Хужақулов, Ф. М., Худойбердиев, Р. Ҳ., & Тўрақулова, О. М. Қ. (2022). ТОКНИНГ ЗАМБУРУҒЛИ КАСАЛЛИКЛАРИ ВА УНГА ҚАРШИ САМАРАЛИКИМЁВИЙ КУРАШ ЧОРАЛАРИ. Academic research in educational sciences, 3(Speical Issue 1), 410-412.

16.   Эгамбердиев, П., Худойбердиев, Р., & Нуралиева, Ф. (2023). УЗУМНИНГ ХЎРАКИ ХУСАЙНЕ БЕЛЫЙ НАВИНИ ҲОСИЛДОРЛИК КЎРСАТКИЧИ ВА ҲОСИЛ СИФАТИГА ХОМТОК ҚИЛИШНИ БОҒЛИҚЛИГИ. Евразийский журнал академических исследований, 3(3), 40-43.

17.   Abdiqul o'g'li, R. H. (2023). ZAMONAVIY TA'LIM TIZIMIDA XALQARO BAHOLASH DASTURLARINING AHAMIYATI. Journal of new century innovations, 20(4), 65-68.

18.   Khalilova , L., Allayarov , A. ., Ravshanov , H. ., Karimova , Z. ., & Yusupov , A. . (2024). LANGUAGE AND SOCIAL CONSTRUCTS IN GENDER-RELATED LEXICAL UNITS. Евразийский журнал технологий и инноваций, 2(1), 164–169. извлечено от https://in-academy.uz/index.php/ejti/article/view/25633

19.   Allayorov, A. I., Islikov, S. H., & Turdikulova, B. T. (2021). XXI CENTURY-THE CENTURY OF INTELLECTUAL YOUTH. Экономика и социум, (2-1 (81)), 56-62.

20.   Khalilovich, I. S. (2022). General Objectives of Teaching Students Using Modern Methods in Pedagogy. The Peerian Journal, 13, 60-63.