INNOVATIVE TECHNOLOGIES IN TEACHING AND LEARNING ENGLISH

Qalandarova Safiya Toxirovna
Phd dotsent.
safiyaxontoxirovna@gmail.com
Matchanova Fazilat Shikhnazar qizi
fazilatmatchanova_2020@mail_ru
Tashkent University of Applied Sciences
https://doi.org/10.5281/zenodo.14829977

ARTICLE INFO

ABSTRACT

In the modern era, the integration of advanced technologies into English language teaching and learning has significantly improved both instructional methodologies and student engagement. This article explores various technological tools, including artificial intelligence, interactive applications, and online platforms that facilitate language acquisition. The study highlights the benefits and challenges associated with digital learning, emphasizing the role of gamification, virtual reality, and adaptive learning systems. By leveraging these modern resources, educators can enhance the efficiency of language instruction and provide learners with a more interactive and personalized experience.

Introduction

The rapid advancement of digital technologies has revolutionized education, making language learning more accessible and engaging. With the integration of modern tools such as artificial intelligence (AI), virtual reality (VR), and gamified learning, English teaching has become more effective and interactive. The new era assigns new tasks and a number of responsibilities to today's teachers. With the advent of modern technology, the tradition of teaching English has changed significantly. On December 10, 2012, I.A. Karimov issued the Presidential Decree No. PQ-1875, titled "On Measures to Further Improve the System of Learning Foreign Languages." According to this decree, foreign language teachers were entrusted with the responsibility of implementing advanced teaching methods using modern pedagogical and information-communication technologies, as well as preparing the younger generation to communicate fluently in foreign languages.

The decree consists of several clauses, with the ninth clause specifically addressing the use of innovative technologies. According to this clause, the National Television and Radio Company of Uzbekistan, the State Committee for Communications, Informatization, and Telecommunication Technologies, the Press and Information Agency of Uzbekistan, and the National Information Agency of Uzbekistan are required to ensure the following, taking into account the interests and preferences of children and youth:

Television, including local TV channels, should prepare and broadcast programs aimed

at teaching foreign languages to children and teenagers. Additionally, they should regularly show popular science programs, foreign feature films, and animated movies dedicated to the history and culture of other nations, as well as global science and technology, with Uzbek subtitles.

Furthermore, the **"ZiyoNet" network** should significantly expand access to international educational resources for educational institutions. Its resource center should be enriched with multimedia resources, applications for personal computers and mobile devices, as well as educational and fiction literature in English. Additionally, newspapers and magazines featuring specialized illustrations should be published, including dedicated sections and supplements.

Due to these initiatives, all English language teachers are beginning to recognize the necessity of integrating technology into their lessons to make the learning process more engaging and effective.

The Role of Technology in Language Learning

Artificial Intelligence (AI): AI-powered language assistants, such as chatbots and virtual tutors, provide personalized learning experiences and immediate feedback. Gamification: Language learning apps incorporate game elements to boost motivation and retention. Virtual Reality (VR) & Augmented Reality (AR): These technologies create immersive environments for practicing real-life language scenarios. Online Learning Platforms: Websites and mobile applications, such as Duolingo, BBC Learning English, and Coursera, offer structured and flexible courses.

DISCUSSION AND RESULTS

Currently, the importance of learning English in Uzbekistan is significantly higher than before. Many English language specialists are implementing new methods and approaches to facilitate English learning. This, in turn, enhances the effectiveness of foreign language teaching.

Using technology in education has several unique advantages. In addition, it significantly improves the efficiency of the teaching system and helps language learners stay in tune with modern advancements, encouraging them to move forward. Technology is gradually replacing traditional teaching methods.

Nowadays, various television programs that assist in learning English are regularly broadcast. It is also worth mentioning that new modern innovative teaching methods have been introduced in Uzbekistan to increase the effectiveness of education.

For example, multimedia-based language learning allows students to develop all four language skills while engaging with interesting materials through both visual and auditory means. Furthermore, by observing live actions, learners can infer the meanings of certain words and strive to understand them.

Conclusion

Integrating modern technology in English language teaching has proven to be highly beneficial. However, to maximize its potential, educators must be trained in digital tools, and students should have equitable access to these technologies. Future research should focus on refining adaptive learning systems and ensuring an inclusive digital learning environment. According to the current **CEFR (Common European Framework of Reference for Languages)** standards, it is essential to effectively and appropriately use technology in

lessons focusing on the four main language competencies: **writing, reading, listening, and speaking**.

For example, in **listening comprehension lessons**, playing audio texts for students has its own set of rules and principles. The primary goal is for learners to understand the audio material they are listening to and analyze it without difficulty.

To achieve this, the environment must first be prepared for listening activities. Learners should have a quiet and distraction-free atmosphere, while the teacher must ensure that the audio quality is clear and that the speakers or sound system are functioning properly. Additionally, pre- and post-listening exercises should be prepared in advance, and students must be provided with necessary handouts and supplementary materials.

Once these requirements are met, the teacher can proceed with playing the audio material for the students. The listening session should be conducted at least **twice**; otherwise, learners might struggle to understand the content and may not be able to complete follow-up exercises accurately.

References:

1. Dudeney, G., Hockly, N., & Pegrum, M. (2013). Digital Literacies: Research and Resources in Language Teaching. Pearson Education.
2. Warschauer, M., & Matuchniak, T. (2010). New Technology and Digital Worlds: Analyzing Evidence of Equity in Access, Use, and Outcomes. Review of Research in Education, 34(1), 179–225.
3. Prensky, M. (2001). Digital Game-Based Learning. McGraw-Hill.
4. Chapelle, C. A. (2001). Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing and Research. Cambridge University Press.
5. Godwin-Jones, R. (2018). Second Language Acquisition: The Interface Between Theory and Practice. Language Learning & Technology, 22(3), 1-15.