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USING MODERN TECHNOLOGIES IN TEACHING AND LEARNING ENGLISH**Sadulloyeva Moxinur Sadullo qizi**

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Abstract: This article discusses about the appropriate use of modern technologies in learning and teaching English and the teacher's need to self-reflect, feel responsible, introduce innovations into lessons, and ensure that the lesson is interesting and lively.

Key words: innovation, technology, efficiency, specialization, telecommunication.

Аннотация. Данная статья написана о правильном использовании современных технологий в изучении и преподавании английского языка, поиске учителя себя, чувстве ответственности, привнесении в уроки нового, обеспечении того, чтобы урок был интересным и живым.

Ключевые слова: инновации, технологии, эффективность, специализация, телекоммуникации.

Annotatsiya: Ushbu maqolada ingliz tilini o'rganish va o'qitishda zamonaviy texnologiyalardan o'rinli foydalanish va o'qituvchining o'z ustida izlanishi, mas'uliyatni his etishi, darslarga yangiliklar kiritishi, darsning qiziqarli va jonli bo'lishini ta'minlashi haqida yozilgan.

Kalit so'zlar: innovatsiya, texnologiya, samaradorlik, ixtisoslashtirish, telekommunikatsiya.

Introduction. The new era imposes new tasks and a number of responsibilities on today's teachers. With the advent of modern technology, the tradition of teaching English has changed significantly.

Nowadays, the importance of learning English in Uzbekistan is becoming much higher than before. Several English language experts are implementing new methods and ways of learning English. This will certainly increase the effectiveness of teaching foreign languages.

Materials and Methods

This research employed a qualitative approach through classroom observations, teacher reflections, and the analysis of existing pedagogical practices. Materials included English language teaching resources such as multimedia programs, online platforms, audio-visual content (films, podcasts, songs), and digital learning applications. The study also relied on guidelines from the Common European Framework of Reference for Languages (CEFR).

The methods used were:

Comparative analysis – contrasting traditional and technology-based teaching practices.

Practical experimentation – using interactive whiteboards, multimedia, and computer-assisted language learning tools in selected lessons.

Technology is slowly replacing traditional teaching. In today's world, television programs regularly broadcast a variety of new programs and shows that help teach English. I would like to say that, new methods of using modern innovative technologies have been introduced in Uzbekistan to increase the efficiency of teaching. For example, a student who is learning a foreign language through multimedia has the opportunity to develop four skills, learn both visually and aurally through interesting materials. In addition to this, the student can guess the meaning of some words by watching live actions and try to understand it.

Of course, the use of modern technologies such as computers, radio, CDs, and DVDs in any foreign language lessons will further advance the educational process and allow the younger generation to learn foreign languages faster.

Results

The use of modern technologies produced several positive outcomes:

- 1. Increased motivation** – students showed higher enthusiasm and active participation during multimedia-supported lessons.
- 2. Improved four skills** – listening, speaking, reading, and writing developed more quickly when audio-visual input was integrated.
- 3. Collaborative learning** – technology fostered teamwork and peer-to-peer interaction, especially in group projects and discussions.
- 4. Accessibility** – online resources allowed students to continue learning outside the classroom.
- 5. Teacher effectiveness** – teachers who employed modern tools were able to diversify lesson content and sustain student interest.

Analysis

The lack of knowledge and use of technology by some teachers during English lessons leads to some boredom among students. For this reason, it is necessary to use technology, and at least a computer, during the lesson to keep students interested in the lesson. Educational materials tailored to the student's age, interests, abilities, and learning style will definitely help students. On the contrary, if teachers do not select teaching materials based on these requirements, if they show videos, songs, or texts with complex words to primary school students or show them through multimedia or computers, and if they show teaching materials with very simple texts to middle and upper school students or group students, the students' interest in learning the language will gradually fade and they will stop learning the lessons. This, in turn, can lead to a decrease in grades and a loss of respect for the teacher in the eyes of the students. Therefore, it follows that the main task

is not just to use technology during the lesson, but to be able to apply it in its place and ensure that the use of technology serves to increase student knowledge.

The integration of audio-visual input in language lessons significantly accelerated the development of the four key language skills: listening, speaking, reading, and writing. Through the use of videos, audio recordings, animations, and visual texts, students were exposed to rich, authentic language in context, which enhanced their comprehension and engagement. Listening skills improved as learners regularly heard native or fluent speakers in varied situations, helping them develop better pronunciation, intonation, and listening strategies. Speaking skills also advanced, as students were encouraged to respond to visual or auditory prompts, engage in dialogues, or participate in role-plays based on multimedia content. Reading became more effective when learners interacted with subtitles, onscreen texts, or visual stories that supported understanding and vocabulary acquisition. Additionally, writing activities tied to audio-visual materials—such as summarizing a video, describing a scene, or writing dialogues—motivated students to express themselves more clearly and creatively. Overall, the combination of sound, image, and text provided a multimodal learning experience that supported faster and more balanced language development across all four skills.

Moreover, technology played a crucial role in enhancing collaborative learning by encouraging teamwork and peer-to-peer interaction, particularly during group projects and class discussions. Digital tools such as online collaboration platforms, shared documents, interactive whiteboards, and communication apps enabled students to work together more efficiently, regardless of time or location. These tools allowed learners to share ideas, divide responsibilities, and contribute equally to tasks, promoting a sense of accountability and cooperation. In group settings, technology facilitated the exchange of diverse perspectives, helping students to develop communication skills, critical thinking, and problem-solving abilities. Furthermore, interactive classroom technologies encouraged students to engage in real-time discussions, peer feedback, and joint decision-making, which deepened their understanding of the subject matter. Teachers also reported increased participation from quieter students, who felt more comfortable expressing themselves through digital platforms. Overall, the integration of technology created a more inclusive, interactive, and student-centered environment where collaboration became a natural and effective part of the learning process.

Discussion

According to the current CEFR, the Common European Framework of Reference for Languages, it is important to use technology effectively and

appropriately during lessons on the four skills like writing, reading, listening, speaking. For instance, there are specific rules for playing audio texts in listening comprehension lessons. The main goal is for the learner to understand the audio material they are listening to and be able to analyze it without difficulty. To do this, first of all, prepare the environment for broadcasting audio material, in which the listeners should ensure a calm environment, the teacher should pay attention to the quality of the audio being played and the good functioning of the loudspeakers, and the exercises to be performed before and after broadcasting the audio should be ready, and the learners should be provided with handouts. Once all the requirements have been accomplished, the teacher can start playing the audio material to the learners. The audio should be played at least twice, otherwise the learners may not understand the topic and may not be able to correctly complete the exercises that are to be done after listening to the audio material.

In addition to this, in the process of teaching speaking and writing using technology, it is a very effective method to use multimedia to show videos, films, and clips to students and discuss them. This can include using vocabulary familiar to learners, providing explanations for new and complex words, and showing video material after completing exercises related to new words. To carry out this process, it is important to have a quiet, comfortable, and clean classroom, with everyone able to watch, and to check that the sound amplifiers are working. Before showing the video, the teacher should discuss the topic of the video to be shown with the students, conduct a question-and-answer session, and make sure that the students are really interested in the topic before showing the video. After the video is finished, the teacher should ask the students what they think about the video and do exercises. When these steps are carried out correctly, these lessons will definitely contribute greatly to the increase in students' interests and knowledge. It is appeared that, the role of modern technologies in further enriching lessons, engaging students, and enriching their knowledge is invaluable. And their correct and appropriate use is the main guarantee of our success.

So, the effective and appropriate use of modern and interactive methods in each process of teaching a foreign language increases the interest of students, encourages them to think independently and freely, seek innovations and work as a team. Moreover, any interactive methods teach students to think logically and express their thoughts clearly and confidently. If the teacher uses these methods appropriately and works in collaboration with students, both parties can achieve positive results.

Conclusion.

In conclusion, it can be said that in our time, when the need for learning foreign languages is high, the use of new and innovative technologies and methods determines the effectiveness of this process. Since our country has

set the goal of educating its education system as a great and well-rounded, mature and knowledgeable, capable of critical and creative thinking, we, the personnel working in the field of education, can contribute to the prosperity and development of our country by effectively and appropriately using modern methods to teach foreign languages to young people who are considered the future of the country.

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