PEDAGOGIK TADQIQOTLAR JURNALI
ISSN: 3060-4923 Impact Factor –7,212

USING INFORMATION TECHNOLOGY TOOLS IN TEACHING ENGLISH

Jurakulova Zilola Shavkatovna
Termez State University, Lecturer at
the Interfaculty Department of Foreign Languages
smillozy@gmail.com
https://doi.org/10.5281/zenodo.24347914

Abstract. This article examines the role and effectiveness of information technology tools in teaching English in modern educational environments. It focuses on the integration of digital resources, interactive platforms, multimedia materials, and online learning applications into English language instruction. Particular attention is paid to the development of students' listening, speaking, reading, and writing skills through technology-enhanced learning activities. The article also analyzes the advantages and challenges of using information technology in foreign language education.

Keywords: information technology, English language teaching, digital learning, educational technology, interactive platforms, multimedia resources, language skills, online learning, digital competence, learner autonomy.

Introduction. In the modern educational environment, information technology has become an essential component of the teaching and learning process. The rapid development of digital technologies has significantly influenced educational approaches, creating new opportunities for improving the quality and effectiveness of foreign language instruction. In particular, teaching English through information technology tools provides learners with access to authentic language materials, interactive activities, and various forms of digital communication.

English is widely recognized as an international language of communication, science, education, business, and technology. Therefore, developing students' English language proficiency has become an important objective of higher education institutions. Traditional teaching methods remain valuable; however, they can be complemented by modern technological solutions that make the learning process more interactive, flexible, and student-centred.

Information technology tools allow teachers to organize lessons according to students' individual needs and language proficiency levels. Through educational websites, mobile applications, electronic dictionaries, video materials, and online communication platforms, students can practise English both inside and outside the classroom.

The purpose of this article is to investigate the educational potential of information technology tools in English language teaching and identify effective ways of integrating digital resources into foreign language education.

Literature Review. The use of technology in language education has been widely discussed in contemporary pedagogical and methodological research. The development of Computer-Assisted Language Learning (CALL) has created new opportunities for integrating computers and digital resources into foreign language instruction.

Warschauer and Healey (1998) emphasize the importance of computer-assisted language learning and describe how technological developments have influenced language teaching methodologies. Their research demonstrates the gradual transition from computer-based exercises to more communicative and interactive learning environments.

Chapelle (2001) highlights the significance of evaluating technology-based language learning activities from pedagogical and linguistic perspectives. According to her approach, technological tools should support meaningful language acquisition rather than simply replace traditional classroom activities.

Mayer (2009), in his research on multimedia learning, explains how the combination of visual and verbal information can facilitate understanding and knowledge acquisition. This principle is particularly relevant to English language teaching, where videos, images, audio recordings, and interactive presentations can support vocabulary development and comprehension.

Hockly (2015) discusses the role of digital technologies in language education and emphasizes the importance of teachers' digital competence. The effective integration of technology requires not only access to digital resources but also appropriate pedagogical planning.

These studies demonstrate that information technology should be considered an educational instrument that supports communication, interaction, learner autonomy, and the development of language competencies.

Research methodology. The research is based on theoretical analysis, comparative analysis, pedagogical observation, and generalization of relevant scientific literature concerning the application of information technology in English language teaching.

The theoretical analysis method was used to examine scientific approaches to digital learning and technology-enhanced language education.

The comparative analysis method helped identify the differences between traditional teaching approaches and technology-supported English language instruction.

The pedagogical observation method was considered in relation to students' participation, motivation, and engagement in digital learning activities [3: 185].

The generalization method was applied to formulate recommendations concerning the effective use of information technology tools in foreign language classrooms.

The research focuses on four major language skills: listening, speaking, reading, and writing.

Analysis and results. Information technology tools provide a wide range of opportunities for improving English language teaching. Their educational value is determined by their ability to create interactive learning environments, provide immediate feedback, and encourage students to participate actively in the learning process.

Digital learning platforms play an important role in organizing modern English language lessons. Platforms such as Google Classroom, Moodle, Quizlet, and Kahoot! provide opportunities for presenting learning materials, assigning tasks, conducting interactive activities, and monitoring students' progress.

For example, Quizlet can be used to develop students' vocabulary through digital flashcards, matching activities, and pronunciation exercises. Kahoot! enables teachers to organize interactive classroom activities that encourage participation and reinforce previously learned material.

Google Classroom and Moodle allow teachers to distribute learning materials, collect assignments, provide feedback, and organize independent learning activities.

The application of these platforms makes the educational process more flexible and supports continuous interaction between teachers and students.

Multimedia resources are particularly effective in developing students' listening and speaking skills. Audio recordings, educational videos, podcasts, and online interviews expose learners to authentic English pronunciation, vocabulary, and different communication situations.

Advantages and challenges of using information technology

The integration of information technology into English language teaching offers several pedagogical advantages:

✓ **Increased motivation:** Interactive activities and multimedia materials make lessons more engaging.

✓ **Individualized learning:** Students can select learning materials according to their needs and language levels.

✓ **Immediate feedback:** Digital platforms provide opportunities to identify and correct mistakes.

✓ **Independent learning:** Students can practise English beyond classroom hours.

✓ **Authentic communication:** Online resources expose learners to real-life language use.

✓ **Collaboration:** Digital platforms support group projects and communication among students.

Despite these advantages, several challenges should also be considered. Unequal access to technological devices and stable internet connections may limit students' participation. Excessive dependence on digital resources can reduce direct classroom interaction. In addition, teachers need sufficient digital competence to select and apply technological tools effectively.

Therefore, successful technology integration requires a balanced combination of traditional pedagogical methods and modern digital approaches.

Discussion. The analysis demonstrates that information technology tools can substantially enrich English language teaching when they are selected according to clear pedagogical objectives. Their effectiveness does not depend solely on the number of digital applications used during lessons but rather on the quality of their integration into the teaching process.

Technology-supported instruction creates opportunities for combining individual, collaborative, and independent learning activities. It also enables teachers to provide differentiated tasks and support students with different levels of language proficiency.

At the same time, digital technologies cannot completely replace the teacher's pedagogical role. Effective language acquisition requires guidance, communication, motivation, and systematic feedback. Consequently, the most appropriate approach is to combine traditional teaching methods with innovative technological resources.

Conclusion. In conclusion, information technology tools have become an important component of contemporary English language teaching. Their effective application contributes to the development of students' communicative competence, language skills, digital literacy, and independent learning abilities.

Digital platforms, multimedia resources, educational applications, and artificial intelligence-based tools create additional opportunities for organizing interactive and student-centred learning environments. They make it possible to combine different teaching methods and provide students with access to authentic language materials.

Nevertheless, the successful integration of technology requires appropriate pedagogical planning, teachers' digital competence, reliable technological infrastructure, and continuous assessment of learning outcomes.

It can therefore be concluded that information technology should not be regarded merely as an additional teaching instrument but as an important element of an integrated methodological system for improving the quality of English language education.

References:

1. Babaniyazova Nargiza Polatovna, & Sarsenbaev Ramazan Janabay Uli (2020). THE IMPORTANCE OF INFORMATION TECHNOLOGIES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE. Евразийский Союз Ученых, (11-1 (80)), 4-8.
2. Fakhriddinovna, K. B. (2019). THE USE OF INTERACTIVE METHODS FOR TEACHING ENGLISH LANGUAGE THE AGES OF 5-6. European Journal of Research and Reflection in Educational Sciences, 7.
3. Jumanazarova A. THE USE OF INFORMATION TECHNOLOGY IN TEACHING ENGLISH . (2025). Лучшие интеллектуальные исследования, 39(3), 184-187. https://doi.org/10.71337/inlibrary.uz.tbir.99826
4. Karshieva, B. F. (2017). Professional competence of the teacher. Vesnik of modern science: Scientific and theoretical journal.