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# Using Digital Learning Tools in English Lessons as Foreign Language

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*Jurayeva Gulmira Zufarjonovna*  
*English teacher of Fergana State University*

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**Abstract:** In the article were benefits of using digital learning environments in English lessons as foreign language analyzed.

**Keywords:** learning environments web-quest, benefit, teaching, English, foreign language, digital.

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## INTRODUCTION

Pupil orientation and especially independent learning as well as cognitive activation are today school pedagogical desiderata for contemporary teaching. This also applies to school officials Perspective: The school ministry's reference framework for school quality is based on teaching in which the learners acquire competencies and knowledge independently in different contexts work out. And the frame of reference even devotes itself to the design of cognitively activating learning processes revealing statements. Even before the turn of the last millennium, the status of conventional was more cognitive learning theories for the explanation of (school) learning against a moderately constructivist understanding of learning, according to which learning is understood as a process in which learners construct their knowledge (their own viable reality) themselves. In its moderate form, a constructivist understanding of learning also includes forms for opening the teaching and the so-called new learning culture, which was around the turn of the millennium gained an important position in the school-pedagogical discussion.

## MAIN PART

By an at their learning needs-oriented learning arrangements should be as self-organized as possible select learning content according to their learning interests, their learning processes themselves if possible and decide for themselves about the social interaction in the learning group. The teacher should are more likely to take on tasks of learning guidance and support. Such learning is on spatial, personnel and material requirements. So it needs something more differentiated materials and assignments to give learners a choice of learning opportunities based on their interests and to offer learning requirements and thus a certain degree of self-control and enable self-organization of their learning processes. To see all of the requirements for the term learning environment is used to describe a successful open lesson used.

Learning environments enable learning that takes precedence over the learner's own activity the teacher's control, prefers the situatedness of knowledge to its trans-situational consistency, and promotes social interaction for learning. The latter is indispensable since cognitive development is linked to the social environment.

Accordingly, learning environments are characterized by realistic learning contexts in that they create authenticity and situatedness through concrete examples and tasks that encourage active learning. In order not to tie learning to a single context and thus run the risk of becoming inert to impart knowledge, learning environments should have multiple contexts so

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that the learners look at problems from as many different perspectives as possible. To achieve this, should according to the cognitive flexibility theory, a specific case presentation or problem different contexts and with different objectives.

Furthermore, learning environments should have social contexts that initiate social exchange and enable and promote cooperative and collaborative learning and working. In this way active communication should also be initiated, which includes reflection on one's own learning.

Finally, as part of a learning environment, the learning opportunities must be designed in such a way that they adapt to orientate towards the interests of the learners, motivate them by setting objectives that are appropriate for the learner

differentiate. One of the most important learning environments is digital learning environment.

### **Digital learning environments**

The above information on learning environments also applies to digital learning environments with the proviso that that instead of analogue devices and tools such as projectors and blackboards, hardware (devices for data input and output as well as electronic processing of digital data) and analogue ones media through files (text, video, audio) and (computer) programs (mostly standard software and didactic apps) are replaced.

As with the analogue learning environment, the reality in the digital learning environment is mediated, which means that it is particularly didactically accessible, for example through the ability to visualize, simulate, modelability or e.g. by time delay (slow motion) or time acceleration (time lapse) excerpts of reality represented by the media (processes, phenomena, etc.) are allowed.

In addition, however, digital learning environments offer extended didactic potential compared to analogue learning environments, which is due to the possibilities of networking and the interactivity and adaptability result, the latter initially only being possible in terms of programming on a single computer or in a local network, from about 2004 then with the possibilities of Web 2.0 (Social Web) also for Internet-based communication and cooperation. In addition, the increasing possibilities of virtual learning environments, which always are also digital.

In a digital learning environment (e.g. when using a learning platform), all communication and work processes can be designed digitally. For the mediation cognitive hierarchically graded knowledge, the materials can be structured accordingly and with this structure the sequence of define learning steps. In this case, the digital Web-Quest would be an expository learning environment.

Such a digital Web-Quest can offer differentiation and thus certain possibilities the flexible learning control can be supplemented by, for example, the task, the materials or the process instructions can be varied according to interests, degree of difficulty or need for support.

The digital learning environment can also have a stringent sequence of tasks to a certain extent allow for self-control through so-called learning paths.

Learners can choose from given deviate from paths, for example by working on additional or in-depth tasks via corresponding links, receiving further information on processing, etc. By corresponding Links ensure that the basic sequence of the learning steps remains in view.

**DISCUSSION**

Variably designed digital learning environments through the use of supporting software for the design of explorative and collaborative digital learning environments is now available a variety of tools such as MS Teams or the digital pinboard Padlet. Using such tools digital Web-Quests can also be implemented, but the tools also allow networking Posts linkable. And location-independent real-time collaboration is also possible with tools such as Padlet, SharePoint or Google Docs possible, although in terms of data protection (GDPR or BDSG) attention is required any information units. For example, padlet posts can be expanded at will or with others.

**CONCLUSION**

It is likely in the future, that digital learning environment will remain a key component of almost everything we do. As such, language teachers and learners should keep themselves fully abreast of how digital technology can benefit language teaching and educational outcomes, more generally.

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