

---

# The Use of Digital Technologies in Teaching Foreign Languages (On the Material of Educational Websites)

---

*Mokhinur Ernazarova Anvarjon kizi*

*Lector at the Department of World Languages at the Kokand University*

---

**Abstract:** The relevance of this study is due to the fact that in recent years it is impossible to imagine teaching foreign languages without the use of digital technologies, and the pedagogical community needs to follow new trends in their development.

The purpose of this study is to analyze the literature on the stated topic and identify current trends in the use of digital technologies in teaching foreign languages using websites. The author of the study analyzed the content of a number of learning sites in order to identify the latest trends in their development that affect the teaching of foreign languages

**Keywords:** foreign languages, learning websites, education, digital technologies.

---

## INTRODUCTION

The relevance of this study is due to the fact that in recent years it is impossible to imagine teaching foreign languages (hereinafter - FL) without the use of digital technologies (hereinafter - DT), and the pedagogical community needs to follow new trends in their development. Today, a large number of training sites and CD-ROMs are offered to help teachers to develop receptive (reading, listening) and productive (writing, speaking) competencies. Their use is an undeniable advantage in mastering a foreign language.

The purpose of this study is to analyze the literature on the stated topic and identify the latest trends in the use of digital technologies in teaching a foreign language using educational websites.

This article will be useful for teachers of foreign languages, as it reflects the latest changes in the content and methods of using digital technology in teaching a foreign language, as well as for young scientists who are just starting their dissertation research.

## REVIEW OF LITERATURE

Undoubtedly, the impact of digital technology on all areas of human life is felt quite strongly. Digital technologies provide innovative means not only for the dissemination of knowledge, but also for the acquisition of strategies for the teaching of disciplines in general and the teaching of foreign languages in particular: access to information, messaging, access to documentary resources, communication and exchange in real time, interactivity and multimedia.

The idea that digital technologies can help in the development and development of some cognitive approaches is not new in itself. Authors such as D. H. Jonassen, R. B. Kozma, R. D. Pea, and G. Salomon have made a great contribution to the promotion of digital technologies in education, especially with the aim of showing how students using the above technologies can handle concepts and models [3].

---

A study conducted by Becta in the UK (British Agency for Information and Communication Technologies in Education) highlights the role of teachers in the use of digital technologies in teaching and their impact on student achievement [5].

M. Goos, D. Johnson and R. Johnson in their works focused on the effectiveness of work in small groups when conducting classes using digital transformation [8,9].

M. Connell investigated the effectiveness of teaching by comparing traditional style classes with digital technology classes. According to the results of the study, which lasted several months, learning with the use of digital technologies showed significantly greater progress? This led the author to think about the real cognitive potential of digital technology [3].

R. Gregoire, R. Bracewell, T. Laferrière believed that digital transformations make it possible to diversify the goals, methods and learning outcomes [2]. Approaches to teaching foreign languages using digital technology are as rich as numerous authentic audio and video materials are inexhaustible on the World Wide Web.

On the other hand, Internet resources are effective because they can be updated, which allows access to really up-to-date information, in contrast to quickly outdated paper educational and methodological complexes.

Digital technologies in communication accelerate the development of social competencies in the target language. Email, Whatsapp, Facebook, U-tube, Tweeter, etc. offer a platform for real communication between students, teachers, students and teachers for administrative and pedagogical purposes. Despite the fact that emails remain private communications, discussion chats allow everyone to participate in the discussion and respond within the stated topic [1].

According to the scientific views of such researchers as K. Depower, T. Karsenty, V. Komis, digital technologies provide an opportunity to rethink and transfer into space and time the exchange between teachers and students and, thus, create new opportunities for learning and / or professional training. Technology also represents a significant potential for innovation in education and a virtually endless reservoir of new methods for teachers and for the entire education system.

Some studies show that students are more motivated to engage in learning activities using digital technologies than to traditional classroom approaches, and this interest is due to the fact that these technologies allow diversification of goals, methods, materials, projects and learning outcomes [1].

Digital technologies allow students and teachers not only to provide and receive information knowledge using various media formats, but also to explore, produce, communicate, analyze and transform them. However, there is an opinion that today many educators use digital technologies mainly or even exclusively as a means of providing information, which limits the potential for pedagogical changes that the use of digital technologies in teaching foreign languages can contribute to.

In the pedagogical and psychological literature, many scientists have dealt with the use of digital technology in education. I. G. Zakharova developed a gradation of special training software from the standpoint of didactics. The author analyzed the possibilities of integrating digital technologies into the educational process. Based on her research, practical recommendations were given on the use of hypertext technology to create hypertext electronic textbooks and author's educational websites [9].

Agreeing with the advantages of using digital technology over traditional teaching methods, L. A. Podoprigrorova considered it appropriate to proceed from the contradictions of the course of study, due to the shortcomings of the traditional approach: collective learning -

individual learning; the constancy of the direct connection - the inconsistency of the feedback; a huge amount of information - the time limit of the lesson [5]. The possibilities for using digital technology are enormous. The global network creates conditions for finding any necessary information: material about the culture of the country of the language being studied, news, publications, and literature of artistic and scientific nature. Students can participate in tests, quizzes, competitions and Olympiads held online. However, the introduction of the above digital technologies into the educational process does not exclude traditional ways and methods of teaching. They should be combined with the use of digital technology at all stages of the educational process, which can greatly increase the effectiveness of learning, push students to self-improvement and help them learn to navigate freely in the information space [1].

The potential of using digital technology in teaching foreign languages, especially non-linguistic ones at a university, which allows increasing student motivation for learning, improving the development of skills for independent study of foreign languages and lowering the level of anxiety, was considered in their scientific works by N. L. Shamne and A. N. Shovgenin [7]. In particular, the authors analyzed the problems and prospects for the use of educational technologies based on digital and mobile applications.

Through the use of modern digital technologies, students are provided with more and more opportunities for the development of reflective thinking associated with the study and use of foreign languages (an email message or a message posted on the forum). As a result of this activity, students are able to more fully apply learning strategies, as well as expand and improve their learning skills.

## ANALYSIS AND DISCUSSION

In this work, digital technologies are understood as methods used in the processing and transmission of information, primarily the Internet and telecommunications. It should be noted that the emergence of digital technology is due, in particular, to the convergence of telecommunications and audiovisual technologies.

The role of learning websites in teaching foreign languages has increased tremendously in recent years as a result of the rapid development of learning technologies. The sites contain well-designed, pedagogically valuable material and offer virtually unlimited learning opportunities. This is a chance for foreign language learners to improve their grammar, vocabulary and communication skills in a real environment.

Due to the constant improvement of educational websites and the need for the pedagogical community to follow new trends in the development of these sites, the assessment of their organizational, pedagogical and methodological components seems relevant to us.

The author of the study analyzed the content of websites used to teach English and French at Kokand University in order to identify the latest trends in their development that affect the teaching of foreign languages:

- *Polar FLE - Apprendre le français avec l'inspecteur Roger Duflair* <http://www.planete-education.com>. This website, containing educational software and digital didactic resources, is used to teach students French as a second foreign language.
- *Apprendre le français avec TV5* <https://apprendre.tv5monde.com/fr>. This is a free and interactive site for learning French using videos, TV programs and news reports. The site provides over 2,000 online exercises to improve your understanding of French from beginner to advanced.

- *Bonjour de France* <http://www.bonjourdefrance.com>. This is a free "online magazine" containing exercises, tests and games for learning French, as well as method cards for teachers of French as a foreign language (FLE).
- *BBC Learning English* <http://www.bbc.co.uk/learningenglish>. A site for teaching English for students and teachers, containing tasks for the development of grammar, vocabulary and pronunciation skills. The site also provides a variety of training courses and quizzes.
- *Real English* <https://www.real-english.com>. The English lessons on this site combine state-of-the-art interactivity with unique multimedia features, including a video for each exercise, as well as audio files to help students with listening comprehension. The site is provided with many photos, which allows students to find the answers to each test on their own.
- *Tune into English* <http://www.tuneintoenglish.com>. The creators of this site have combined their passion for music and teaching. Students are impressed by the fact that at the end of each lesson they will be rewarded with their favorite song, and they note that this is the most motivating moment of the lesson.
- The use of the above websites in teaching a foreign language has a number of advantages for both students and teachers:
  - students get the opportunity to operate with real documents that reflect the culture of the living and used language (we are no longer talking about learning a foreign book language);
  - the blackboard, which often paralyzes students regardless of age and forces them to be passive observers, fades into the background;
  - there is an integration of the entertainment component and learning, which removes the language barrier, the fear of making a mistake disappears (by joining the game, the student moves from site to site and discovers new aspects of a foreign language, mastering new lexical, grammatical and cultural competencies);
  - the cultural discovery of the language becomes an occasion for language practice (websites and documents posted on their pages allow students to learn the language in the unity of its linguistic and cultural components);
  - there is no need to use a notebook, book, pen, as any exercise is performed on the computer screen;
  - there is an opportunity to work on grammatical or lexical exercises, where the chance to see your work checked immediately after completing the exercises, without waiting for the teacher to correct the mistakes, is maximum.

The author of the study came to the conclusion that among the latest trends in the use of websites in teaching a foreign language, the following can be distinguished:

1) Transition from knowledge to skill:

Most of the considered digital content for teaching foreign languages today offer materials that serve as the basis for developing competencies. Due to the fact that reading sites imposes certain specific strategies, sites and applications aimed at online resource consulting techniques have recently gained momentum.

2) Transformation of tasks: from closed to (semi)open:

Classic sites and applications for teaching foreign languages using digital technologies contain mostly closed-type tasks that are built around a single, obviously correct answer. We

are talking about “multiple choice” tasks, exercises with gaps, substitutions, placement in the correct order and their many variants. Today, open-ended tasks are gaining popularity. These are tasks like editing an answer, writing an essay. This type of exercise does not contain an obvious ready-made answer to the question posed and cannot be automatically checked. The task is either sent to the teacher for verification, or contains a model according to which the student can resort to self-checking.

3) Increase interactivity:

When using digital technology in teaching foreign languages, there is a trend today when students interact with computers and with each other using a computer. To refer to the interaction between a human and a computer, one speaks of "technical interaction". The term "human interaction" characterizes the interaction between people through machines.

4) Progressive integration of automatic language and speech processing:

The term "automatic language processing" implies a set of methods and techniques that allow analyzing natural language in an automatic manner. Among the most common techniques on websites, one should highlight the analysis of the totality of the studied texts, information search or spelling and grammatical correction. Moreover, now it becomes possible to generate exercises on websites not only on the basis of certain words or grammatical categories, but also on the basis of certain syntactic constructions. The presented text array will be useful before performing linguistic tasks, during their implementation (as support or part of the task) or after (as a feedback element).

5) Transition from offline applications to online applications:

The era of most stand-alone foreign language learning applications, that is, those that operate on a personal computer that is not connected to a single network, has ended. Such applications were supported by floppy disks, CDs, and DVD-ROMs. It was necessary to install the application on the hard drive of your computer. Today, completely independent online sources are ubiquitous, providing many benefits: the ability to study at any time convenient for the user and cost savings, since websites with content for learning a foreign language are mostly free.

6) Increasing the degree of integration:

This is about integrating classroom learning and e-learning in terms of the didactic materials provided. The first steps in this direction have been taken since the creation of electronic textbooks. Today, many foreign language teachers create their own electronic content, becoming the so-called electronic trainers. In most educational institutions, the two environments, learning and e-learning are closely linked. These are the so-called multimedia language labs.

7) The transition in the concept of learning from behaviorism to socio-constructivism:

The concepts of learning have undergone significant changes. In the model of classical behaviorism, learning was viewed as an external process in which the learner processes the data received at the input and generates knowledge at the output. Today, learning is seen as a process that takes place in an autonomous and active way on the part of the learner and requires a powerful learning environment. Instead of absorbing knowledge, the student builds it, transforming information into effective knowledge. This explains the predominance of tasks on electronic resources that come from the needs of the student himself, and not from the needs of the learning process. Genuine learning is based on the principle of interactivity. Hence there has been an increased interest in collaborative learning and project pedagogy. Virtual missions, where students interact with each other, once again prove this principle.

## CONCLUSION

Undoubtedly, digital technologies occupy a paramount place in today's life of people in general and in education in particular. In fact, the dominance of digital technologies is felt in all disciplines, whether it be social, religious, medical or other fields. Foreign languages do not stand alone in this matter.

Today it is impossible to talk about learning a foreign language without the use of digital technologies, which provide an advantage for teaching and the teacher. Therefore, it should be emphasized that the teacher needs to make the most of this exciting and effective tool in order to motivate his students, making the lessons livelier and more varied.

This is due to the request for the training and education of foreign language teachers in the field of digital technologies. However, due to insufficient training, many teachers do not dare to fully integrate digital communication technologies into their teaching practice. The integration of digital technologies into foreign language teaching is a complex pedagogical innovation. It requires changes in several aspects: the habits of teachers: increasing the efficiency of using a computer tool, revising traditional pedagogical methods: student-centered pedagogy; redefining the role of the teacher and teaching tools.

In conclusion, it should be noted that the considered features of the use of digital technologies in teaching a foreign language on the material of educational websites contribute to a better understanding of the needs of students and allow teachers to competently build a learning line in accordance with the tasks set.

## REFERENCE

1. Akhmedova, M. (2022). Formation of creative self-expression in students of non-philological higher education institutions.
2. Akhmedova M. M. Problems of teaching the grammatical aspect of the Russian language //Problems and prospects of the development of philological science at the present stage: Int. conf.(Navoi, 2018). Navoi. – 2018. – C. 45-48.
3. Jonassen D. H. Computers in the Classroom: Mind tools for Critical Thinking. - Englewood Cliffs, NJ, Prentice-Hall, 1996. - 291 p.
4. Kozma R. B. Will media influence learning? Reframing the debate // Educational Technology Research and Development. - 1994. - 42(2). - P. 7-19.
5. Pea R.D. Beyond amplification: Using the computer to reorganize mental functioning // Educational Psychologist. -1985. - 20(4). - P. 67-182.
6. Salomon G. New information technologies in education // Encyclopedia of Educational Research (Sixth Edition) / Ed. M. C. Alkin. - New York: Macmillan, 1992. - P. 892-903.
7. Becta. Impact 2, Coventry, British Educational Communications and Technology Agency // ICT in Schools Research and Evaluation Series. - 2002. - № 7. - 92 p.
8. Goos M. Promoting collaborative inquiry in technology enriched mathematics classrooms // Annual Meeting of the American Educational Research Association. - Seattle, 2001. - 13 p.
9. Johnson D. W., Johnson R. T. Learning Together and Alone: Cooperative, Competitive, and Individualistic. - 3-e éd. -Englewood Cliffs, NJ, Prentice Hall, 1991. - 242 p