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## TEACHING INTEGRATING DIGITAL INSTRUMENTS INTO ELT

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### Abstract

With the development of ICT, a large number of instructional programs and educational platforms have been created. When technology and English teaching are combined, students have the most engaging and productive language learning experience. The best method for gaining proficiency and fluency is through the use of technology in language acquisition. This article explores the benefits of using digital resources in university courses that teach English as a second language.

**Keywords:** Higher education, pupils, English teaching, learning platforms, digital tools, and ICT

### Introduction

Recent research indicates that digital teaching tools and information technologies for foreign languages are becoming increasingly popular and used in higher education institutions worldwide, including Uzbekistan [1,]. Teachers and students are believed to require digital technologies in order to improve their learning skills, modify the structure of their classes, and support any instructional and methodological tools, whether they are used inside or outside of the classroom, in order to effectively teach foreign languages while taking into consideration institutional needs, the variety of the student population, and specific courses [7]. Existing national and international education policies suggest ways to make better use of the the potential of information and communication technologies in education and in assisting all stakeholders in the



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educational process in acquiring digital skills necessary for success in a digital world.

**Using ICT** to teach and learn foreign languages has transformed the area by making more information available to all students, regardless of where they live. urban or rural environments. The use of ICT in ELT benefits students since it facilitates learning and fosters the growth of their conceptual and perceptual skills. ICT provides energy, but it also empowers students to take charge of their own development [6]. The use of ICT in foreign languages When teaching foreign languages in the classroom, we place a high value on collaboration, which is encouraged through language instruction. A student may choose to engage with by speaking with a native speaker via chat, forums, email, or by going to a key cultural nexus.

By going to a major cultural link or by interacting with a native, a learner may practice the essential skills of speaking and writing without barriers. through email, discussion boards, chat, and other means. When a learner is able to cite, they feel better, reinforce what they have learned, revitalize their memories, and feel like they are engaging in a genuine conversation with the outside world. It is true that the use of ICT in learning and teaching foreign languages, as well as the Internet itself, can help students overcome obstacles they may encounter along the way. The usage of multimedia is becoming increasingly popular among teachers of foreign languages. He or she uses a variety of technologies related to specific media, such as images from books, writing, and words [3]. The majority of studies on the digitization of foreign language instruction have so far focused on outlining the characteristics, taxonomy, and implementation strategies of different teaching aids. The majority of this literature highlights the advantages of employing digital technologies and data and communication media, with only a few sporadic drawbacks [4]. For instance, ICT in education does not ensure its efficient use, and if ICT is not used properly in instruction, it may even have negative consequences [5]. The educational environment has undergone a dramatic transformation because of ICT, and as we can see, there have been advancements in the way that students are taught and learn. A wide range of technology tools are used by both students and teachers of English as a foreign language (EFL) to facilitate learning. Teachers must be able to utilize



technology and smart devices effectively when employing ICT in the classroom. The newest fad in English instruction and learning, which is utilized in modern classrooms nowadays, is the use of so-called Ed-tech tools. These tools are used in the following [6] ways: (1) An "electronic diary" of sorts, made, completed, and sent to students by the Google Forms, which provide live data on attendance and progress. The university's LMS system is able to monitor intermediate and final grades, but it lacks the ability to track attendance and accumulate data. MS OneDrive as a cloud storage for all kinds of educational and noneducational materials; MS OneNote Class Notebooks as, of course, grades in real time); MS Teams for online courses, conversations, consultations, and student interaction, as well as a repository for course content and assignments [7] (1) a single software platform; (2) classroom learning aids: these are software tools used by teachers to present, study, practice, and review curriculum-based course materials (e. g. , offline). or interactive multimeter presentations, online PowerPoint presentations, offline audio and video textbook supplements, and online audio and video content like BBC Learning English, TED Talks, Educational platforms Learning Apps, Quizlet, Kahoot! , Padlet; all classrooms should have projectors, sound speakers, and instructors' workstations; students have National Geographic Learning [7], which is a great resource. (3) Out-of-class learning tools: (1) for required, graded homework (interactive workbooks, programs for practicing listening, speaking, and speaking) (3) access to high-speed Wi-Fi on laptops, smartphones, and tablets; (3) grammar, vocabulary); (2) for further, optional, ungraded practice of the English language (e. g. , television shows, various audio and video podcasts in a foreign language). followed by more time spent in the classroom in which they are further summarized and explained).

## **Results and Discussion**

Actually, ELT instructors may utilize computer tools to teach any kind of communicative skill, including speaking, listening, reading, and writing. Additionally, By employing digital technologies, the instructor may continuously enhance his knowledge and abilities while also keeping an eye on how well his pupils' communication abilities are developing. The students The



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employment of ICT in the process of teaching a foreign language is intended to accomplish a variety of goals, as outlined by Zimina and Lyulyaeva [7]. solve:

- 1) boost the desire for knowledge;
- 2) aid in the development of pupils' cognitive abilities;
- 3) enhance the procedures used by the Central Asian Journal of Literature, Philosophy, and Culture in 2024,
- 4) keep an eye on the outcomes of training and education in a timely manner;
- 5) organize and arrange your task;
- 6) utilize as a method of self-education;
- 7) plan an event or lesson with speed and efficiency. The increasing use of ICT by students themselves during extracurricular hours is becoming more and more important. Deja [6] emphasizes several of the following crucial considerations:
  - 1) even the most bashful individuals may learn to speak another language through web chat;
  - 2) The Internet is a wealth of easily accessible primary source materials;
  - 3) Social networks allow for interaction with actual native speakers from various cultural backgrounds;
  - 4) Previously used as a means of entertainment and communication, all types of mobile devices are now evolving into a potent learning tool [20].

**To sum up.** Both teachers and students should be knowledgeable about technology and utilize it for instructional purposes, but they should also be careful not to misuse it. They should remember to combine content from novels and the Internet, listen to files from the CD room as well as the Internet, and produce essays. interact with native speakers and chat in real time. To aid in language acquisition, foreign language instructors should encourage their pupils to make use of their own laptops, iPods, MP3 players, and smartphones. Teachers of foreign languages should maintain an eye on their students' participation and improve their teaching methods.



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