

THE NECESSITY OF USING DIGITAL TECHNOLOGIES IN TEACHING ENGLISH

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ABSTRACT

Without doubt that technology has a role in children, teens, and adults' everyday lives. This has an immediate effect on how students and teachers interact. According to the statement above this article provides some arguments of beneficial features of utilizing digital tools at English lesson.

ANNOTATSIYA

Shubhasiz, texnologiya bolalar, o'smirlar va kattalarning kundalik hayotida muhim rol o'ynaydi. Bu talabalar va o'qituvchilarning o'zaro munosabatlariga darhol ta'sir qiladi. Yuqoridagi bayonotga ko'ra, ushbu maqolada ingliz tili darsida raqamli vositalardan foydalanishning foydali xususiyatlari haqida ba'zi ma'lumotlar keltirib o'tilgan.

АННОТАЦИЯ

Без сомнения, технологии играют роль в повседневной жизни детей, подростков и взрослых. Это оказывает непосредственное влияние на то, как студенты и преподаватели взаимодействуют между собой. Согласно заявлению выше, в этой статье приводятся некоторые аргументы в пользу преимуществ использования цифровых инструментов на уроке английского языка.

In contemporary world education requires a lot of changes and adaption to the environment, to begin with new methods of teaching a language till equipped classroom for the particular subject appropriately. At the current time using the digital technologies at classroom is one of the important priority of education system, due to the fact that, without them we cannot move forward in erudition of students come from the requirements of the 21st century. The age of digital technologies demands to use the equipment properly in order to develop pupils' imagination, critical thinking and knowledge in any sphere because of its useful features such as making the lesson more interactive as well as interesting. Besides, there are several facts that make clear of common view about digital technologies and their influence to learners' mind, simultaneously, it can prove that they have more advantages than we expected. But, first of all, we need to identify what digital



technologies means. Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Well known examples include social media, online games, multimedia and mobile games. Digital learning is any type of studying that uses technology. It can be happen across all curriculum learning areas.¹ According to statements above it can be surely said that digital equipment is one of the important component to develop literacy of students and increase the efficiency and effectiveness of education system by reason of its capability of integrating to any sphere. Take a multimedia tool (projector) as an example which is used in almost every subject due to its opportunities to show and demonstrate some visual changes, clips and short videos, in its turn, very useful to explain some topics. Here is the first importance of digital technology in teaching, namely its feature as visualization.

Visualization of information and its benefits

Visual aids- is a way of explaining topic through the vision which can help teacher deliver an information clearly to learners. According to this, as Gilbert Weaber and Elroy Bollinger give the definition to visual aids as “any specifically prepared drawing, illustration, model, motion picture, film strip, or other device that will expedite learning through the sense of vision”²

Besides, Yi-Hsun Lai mentions about application of visual aids in teaching and their effects to pupils’ mind “not only stimulate students’ learning interest, but students can also interact with these visual aids, and can relate them to their past experience or their daily life experience”.³ This enables us to affirm the fact that effectively utilizing visual aids in the teaching-learning process encourages students to engage and get familiar with their own experiences.

M. Jessa asserts that visual aids must be defined as they are “refer to graphs, maps, pictures etc. used as aids in learning” and these can be separable into four categories:

- NON-Projected 2D: wall board, roll-up board, picture, poster, chart, cartoon, cue sheet, flannel board, flash card
- NON-Projected 3D: cut-out, model, mock-up, puppet, marionette, diorama, vocabulary wheel, keyboard, teaching machine
- Projected 3D: slide, transparency sheet, film strip, microfilm, videocassette, CD

¹ <https://www.education.vic.gov.au/school/teachers/teachingresources/digital/Pages/teach.aspx>

² Weaver, G., Bollinger, E. (1949). *Visual aids: their construction and use*. Toronto, NY, London: D. Van Nostrand Company, INC.

³ Lai, Y. (2011). Teaching vocabulary with Visual aids. *Journal of Kao Ying Industrial & Commercial Vocational High School*.



- Verbal: text book, supplementary reader, workbook, magazine, document, duplicated materials, reference book, newspapers, and clippings.⁴ Regarding this classification, E. Callista makes suggestions for how visual aids might improve the teaching-learning process by emphasizing their first-class functionally “provide for the learner a concrete picture of the situation in question”.⁵ It is easier to grasp unclear circumstances when visual aids are used in conjunction with spoken communication. To give the pupils engaging educational experiences, the school and the instructor must also provide intriguing sources. E. Callista also asserts that “another significant value of visual aids is economy of time”.⁶ In order to spend the time when teaching in a way that is consistent with the lesson's objectives and the material being covered, it is important for teachers to manage each activity carefully and save as much time as they can. Besides the visual aids have to consider some features in order to get high efficiency such as:

- The illustrations, diagrams, maps and processes should be colorful and need to attract students attention.

- Words, Objects and pictures must be big enough and visible to be simply read and comprehend from the back of the classroom and for students who have eye problem.

- The figures, sentences and posters have to be more accurately spaced and planned.

By making the activities more appealing, visual aids may be engaging and entertaining instructional tools for the student. Additionally, visual aids provide pupils extra and essential tools, especially those who study visually. Visual aids are intended to boost student and teacher practices in the teaching and learning process, but in order to do this, it is crucial to understand how to create them while taking into account students' talents and learning preferences, among other factors. By increasing pupil's effectiveness via visualization of data it can step forward to another component namely listening comprehension.

Listening comprehension through usage of digital technologies

Listening comprehension is an interactive process of speaking as well as take the essential part of communication and defined as interlocutor's ability to understand spoken language at the discussion level which includes monologues, conversations, stories. It can involve the processes of extracting information, analyzing its meaning and comprehend it. Learning cannot be improved if input is not understood correctly.

⁴ (Jesa, M. (2008). *Efficient English Teaching*. S.B. Nangia. APH Publishing Corporation Kleinman, E., & Dwyer, F. (1999)

⁵ Callisa, E. (1938). *The Use of Visual Aids in Teaching*. University of Wisconsin. Madison

⁶ Callisa, E. (1938). *The Use of Visual Aids in Teaching*. University of Wisconsin. Madison



Additionally, communication is impossible without listening skills. In contrast to other language abilities, listening is perceived as being significantly more difficult by learners because it requires all the associated subskills of receiving, comprehending, remembering, assessing, and reacting that have already been discussed. The teaching and learning of listening, however, began to get greater attention with the introduction of communicative language instruction and the emphasis on competency. However, listening has to be given more focus in a language learning environment as it is still not fully incorporated into the curriculum. As a result, it may cause problems for listeners, such as a failure to make an attempt to comprehend every word as they are being spoken. Particularly when learning a second language, they struggle to transfer their native language abilities to the target one or are too lazy to progressively expand their vocabulary, which negatively affects their listening and makes them lose interest in learning the language. Sometimes, listeners who cling to one specific articulation may encounter different pronunciations and accents. To avoid such situations teachers need to pay attention to pupils' listening skills by playing audios, typescript, broadcast and so on to excel their listening comprehension.

J. Morley provides the following list of the four primary instructional models for listening and the associated learner objectives for each model:

Listening and repeating. Learner goals: to pattern-match; to listen and imitate; to memorize.

Listening and answering comprehension questions. Learner goals: to process discrete-point information; to listen and answer comprehension questions.

Task listening. Learner goals: to process spoken discourse for functional purposes; to listen and do something with the information.

Interactive listening. Learner goals: to develop aural/oral skills in semiformal interactive academic communication; to develop critical listening, critical thinking, and effective speaking abilities.⁷ Obviously, it is clear from the statements above that listening comprehension and visual aids take an essential part in teaching English. Besides, both approaches are needed to be used in proper manner at the current time requirements, namely by using digital technologies in order to get more achievement at lesson process. Digital tools make the lesson more interactive and may captivate students' attention due to their diversity and capability in usage everywhere. In other words all students have gadgets to access to internet, chat with

⁷ Morley, J. (2001). Aural comprehension instruction: Principles and practices. In M. Celce Murcia (Ed.), *Teaching English as a Second or Foreign Language*, (p.69-85).



classmates and peers in abroad, find appropriate information according to a theme immediately without any barriers. Thus teachers should use this opportunities wisely to direct students to correct way, for instance, create an environment for pupils to study, encourage them to use foreign language in particular circumstances by utilizing digital equipment as means of interactive techniques. Almost every student likes studying foreign language if teacher finds proper method to get it such as doing karaoke, watching short films and cartoons or writing the comments to celebrities posts. Of course, these sort of tasks are very unusual and make learners think extraordinary and that is why pupils love them, because exercises which are out of ordinary help students to gain real life experience and apply the target language, that is the main purpose of English teachers - students acquiring the language. However, there is appeared a global pandemic which is become the obstacle for many students to acquire the language and other subjects. Education sphere as well as other fields have been using digital technologies as more as possible last 2 years due to an issue which permeate everywhere. COVID-19 becomes the reason of people isolation and force them to work and study without leaving home. Appearing such a global problem makes government to reconstruct citizens daily activities and restrict some of them with an eye to isolate the virus. So lessons were had to upgrade and converted to online platform, which was convenient for all participants. The new platform was strange for students as well as teachers and inconvenient to them for using at the first sight, therefore it leads a suggestion of improving IT skills to all members. Incorrect using of digital technologies can be the reason of losing pupils attention, although they should be more interactive at lesson. Nowadays, everyone should know how utilize digital tools not only the fact that lockdown can be repeated, but also application of them is demanded almost everywhere field of our life.

Conclusion

In conclusion, it can be clearly seen that the necessity of using digital technologies at lesson may lead the positive effect to students, because it is easy to demonstrate the visual aids and listen authentic materials rather than adapted version. Besides, it also make an opportunity to study in abroad university on online platform without leaving home which creates possibilities to study and work to gain more experience.



References

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