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INGLIZ TILI SINFLARIGA TEXNOLOGIYANI INTEGRATSIYA QILISH

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INTEGRATING TECHNOLOGY IN ENGLISH CLASSROOMS

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ВНЕДРЕНИЕ ТЕХНОЛОГИЙ В УЧЕБНЫЕ ЗАНЯТИЯ ПО АНГЛИЙСКОМУ ЯЗЫКУ

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Annotatsiya. *ushbu amaliyotga asoslangan maqola ingliz tili sinflarida, xususan ingliz tilida chet Tili (EFL) kontekstlarida texnologiyaning rolini o'rganadi. Sinf tajribasidan kelib chiqib, audio-vizual vositalar, til o'rganish dasturlari, taqdimot dasturlari va onlayn ta'lim platformalari kabi raqamli vositalar talabalarning faolligini oshirishi va til ko'nikmalarini yaxshilashi ta'kidlangan. Maqolada nazariy modellarga e'tibor qaratish o'rniga, tinglash, gapirish, o'qish va yozish ko'nikmalarini qo'llab-quvvatlaydigan amaliy sinf strategiyalari ta'kidlangan.*

Kalit so'zlar: *qiyinchiliklar, texnologiya va takliflar, integratsiya, mazmunli ta'lim natijalari, maqsadli, o'quvchiga yo'naltirilgan muhit.*

Аннотация. *This practice-based article examines the role of technology in English language classrooms, particularly in English as a Foreign Language (EFL) contexts. Drawing from classroom experience, it highlights how digital tools such as audio-visual media, language learning applications, presentation software, and online learning platforms enhance student engagement and improve language skills. Rather than focusing on theoretical models, the article emphasizes practical classroom strategies that support listening, speaking, reading, and writing skills.*

Ключевые слова: *challenges, technology and suggests, integration, meaningful learning outcomes, purposefully, learner-centered environment.*

Annotation. *В этой статье, основанной на практике, рассматривается роль технологий на занятиях по английскому языку, особенно в контексте изучения английского языка как иностранного (EFL). Основываясь на опыте работы в классе, в статье рассказывается о том, как цифровые инструменты, такие как аудиовизуальные носители, приложения для изучения языка, программы для презентаций и платформы онлайн-обучения, повышают вовлеченность учащихся и улучшают языковые навыки. Вместо того, чтобы сосредотачиваться на теоретических моделях, в статье*

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рассматриваются практические стратегии в классе, которые поддерживают навыки аудирования, говорения, чтения и письма.

Keywords. *проблемы, технологии и рекомендации, интеграция, значимые результаты обучения, целенаправленно, личностно-ориентированная среда.*

INTRODUCTION

The rapid advancement of technology has transformed many aspects of education, including the teaching and learning of English. In contemporary classrooms, students are increasingly exposed to digital media in their daily lives, which has influenced their learning styles and expectations. Traditional teacher-centered approaches often fail to sustain learner interest, especially in EFL contexts where students have limited exposure to English outside the classroom. As a result, integrating technology into English language teaching has become both a necessity and an opportunity.

This article presents a practice-based approach to the use of technology in English classrooms. It focuses on real classroom practices rather than extensive theoretical discussion. The purpose is to show how commonly available technological tools can be effectively used to enhance language learning, increase student participation, and support communicative competence. The discussion is particularly relevant to EFL contexts such as private colleges, where practical teaching outcomes are highly valued.

METHODS AND LEVEL OF LEARNING

The practices described in this article are based on undergraduate English language classrooms consisting of non-native English speakers. Students come from diverse educational backgrounds and display varying levels of proficiency in English. Many students face challenges in speaking fluently, understanding spoken English, and expressing ideas clearly in writing. English is primarily used within the classroom, with limited opportunities for real-life practice.

Technology is introduced as a supportive tool to address these challenges. The aim is not to replace traditional teaching methods, but to complement them by creating an interactive and learner-centered environment. The availability of basic technological resources such as projectors, computers, mobile phones, and internet access makes it possible to integrate digital tools into daily teaching practices.

Audio-visual materials play a significant role in improving listening and speaking skills. Short videos, interviews, film clips, and recorded conversations expose students to authentic language use, including pronunciation, intonation, and contextual vocabulary. Videos are often used as warm-up activities or as part of comprehension exercises, followed by discussion and speaking tasks.

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Mobile applications such as vocabulary and grammar practice tools are used to reinforce classroom learning. These applications support self-paced learning and allow students to practice outside the classroom. Regular use of such tools helps learners improve accuracy and build confidence in language use. Online platforms such as learning management systems are used to share study materials, assignments, and feedback. These platforms promote blended learning by extending learning beyond classroom hours. Students benefit from easy access to resources and timely feedback, which supports independent learning.

Presentation software and interactive boards help teachers explain concepts clearly and visually. Grammar rules, vocabulary, and literary texts can be presented in an organized and engaging manner. Visual aids enhance comprehension and help students retain information more effectively. Technology provides learners with exposure to authentic spoken English, which is essential for developing listening and speaking skills. Regular listening activities using digital audio and video materials improve comprehension and pronunciation. Speaking tasks based on video content encourage students to express opinions and participate in discussions.

RESEARCH RESULTS

Digital texts, online articles, and interactive reading exercises support the development of reading skills. Students can access a wide range of materials suited to their proficiency levels. Online reading activities also promote skimming, scanning, and vocabulary development. Technology supports writing through digital assignments, collaborative writing tasks, and online feedback. Students can draft, edit, and revise their work more easily using digital tools. Peer feedback and teacher comments help learners improve clarity, structure, and accuracy in writing. One of the most noticeable benefits of using technology in English classrooms is increased student engagement. Interactive activities, multimedia content, and digital tasks make lessons more interesting and relevant. Students participate more actively and demonstrate greater confidence in using English. Technology also supports collaborative learning through group tasks and online discussions, fostering a positive learning environment.

Despite its advantages, the integration of technology presents certain challenges. Technical issues such as poor internet connectivity, limited access to devices, and lack of technical support can disrupt lessons. Additionally, teachers require adequate training to use digital tools effectively. Over-reliance on technology may also reduce direct interaction if not used carefully. Therefore, thoughtful planning and balanced use are essential.

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THE CONCLUSION

This practice-based article demonstrates that technology can play a vital role in enhancing English language teaching when used effectively. By supporting listening, speaking, reading, and writing skills, technology creates a more interactive and learner-centered classroom. However, successful integration depends on the teacher's ability to select appropriate tools and align them with learning objectives. Technology should be viewed as a supportive aid that enriches traditional teaching methods and improves learning outcomes in English classrooms.

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