

## THE EFFECT OF NEW TECHNOLOGIES IN THE PROCESS OF LANGUAGE TEACHING

**S.Sodiqova**

**GulSU**

New technologies offer exciting possibilities for enhancing English language teaching and learning. In the ever-changing landscape of English language teaching, technology has emerged as a powerful ally for educators and learners alike. From mobile applications to virtual reality, technology has not only enhanced the teaching experience but also made language learning more engaging and accessible to people around the globe. New technologies being introduced into education serve the increasing of the quality of the scholastic process and lead to positive results. The use of the technologies raises students' interest to studying foreign language, forms their individual, creative abilities and corresponding skills. Each student reveals his\her creative potential, skills and gifts for work on his\her own.

Why use computer technology in English. There are two kinds of reasons for using computer technology in English. First there are the benefits to teachers and student from including computer technology in any learning area:

For students technology can:

- be very motivational
- be the source of a significant amount of reading material
- be fun and when it's fun you learn!
- help students to produce excellent published work.

For teachers technology can:

-allow for the easy production, storage and retrieval of prepared materials such as certificates and work required sheets.

-free up communication with other teacher.

-help teachers to find information easily.

-assist good teaching but not replace it!

Secondly, there are the challenges and opportunities presented by computer technology that make it an increasingly important part of English in particular. These includes: -the emergence of new kinds of texts and the consequent need to teach students to create use these texts effectively.

-changing social practices associated with communicating via computers and the consequent need to teach students how to make judgments about appropriate use of different avenues of communication

-the pervasiveness and power of texts created through computer technology of the consequent need to teach students to be critical readers and viewers of such texts.

1. Creating and using new kinds of texts.

-such as hyper-texts, web-pages, e-mail communications, and multi media texts.

Many of these texts blend written, spoken and visual, so students can express ideas in exciting and powerful ways. The choices available to the creators and users of texts are expanding rapidly so English teachers need to start helping students to make informed choices. Multi-media texts challenge readers and viewers to integrate information and ideas in new ways. Making meaning from the interplay of words, sound and vision involves a sophisticated set of skills, skills that not necessarily been highly valued in the past:...for hundreds of years Western culture has privileged the verbal (print and oral) as the pre-eminent mode, of conveying meaning and producing knowledge. However, with the arrival of the new communication and information technologies, the reign of the verbal has been at least interrupted, if not overthrown. Hypertext heralds a different way of accessing texts since, even more than with

traditional print or screen texts, the reader or viewer actively creates an individual text through choices made. We can choose to jump from link to link in different ways, creating many possible texts from one set of material. Adults often comment ironically on the almost irresistible lure of hypertext links that invite us to flit from site to site, searching to the better, brighter site that surely, waits just one screen away. We need to explore the same issue with students to ask what effect this has on our understanding and how we judge when it is better to resist or go with the lure

2. Judging the appropriate use of new kinds of texts. When we use computer technology to make and access texts, we operate in changing social contexts. E-mail, discussion groups and chat rooms create qualitatively different contexts from communication. Teachers often comment that the kinds of relationships they and their students establish through these kinds of channels are unlike others they are familiar with. For example, with no status cues such as paper quality, handwriting or letterhead, e-mail is potentially a great leveler. While this has possible advantages, we also need to establish new way of judging authenticity and credibility. As clamor, for better Netiquette suggests, there is a need for everyone to make judgments about the appropriate use of new texts. Students need to weigh up the relative advantages of e-mail, letter, fax or phone call in any particular situation as all will become increasingly available other questions arise such as:

- what are the pros and pitfalls of computer chat?
- what is appropriate information to include on a personal home page?
- if e-mailing someone we don't know what is an appropriate tone to use?
- does layout matter?
- what are the social and personal implications of not having access to computer technology to communicate?

3. Critically reading and viewing computer-based texts. While teachers have been busy learning to use computer technology, the emphasis has understandably been on

practical applications rather than critical analysis. Now that critical literacy is recognized as a significant part of English, teachers are starting to develop a critical approach to computer technology. The same kinds of questions that we ask of other texts can be asked:

- who is privileged in this text?
- who might this text exclude or marginalize?
- what attitudes and values are implied in this text?

Just as students increase their personal power when they improve their traditional literacy skills, they also gain significant social power through competent, critically-aware use of new communication technology. English teacher are in a powerful position to help student develop this new dimension of literacy.

Issues involved in using computer technology in the classroom. -Developing a whole school approach. This involves considering how students will be taught basic skills; What kinds of priority will be given to students in accessing computers; security and privacy implications of the use of computer technology; intranet development and use.

-The teaching strategies needed to accommodate the computers. As students' access to information improves so that can go beyond what the teacher or school provide, and can locate information much closer to its source, the relationship between teacher and student inevitably changes.

Before discussing the advantages of using technology for learning languages, it is important not to refer to technology as if we were dealing with a single, homogeneous tool, as if all technology were same. Different technologically based tools render different advantages for learning a second language .There is not one technology best suited language study, but rather an array of technological tools that can be harnessed to that end, although the tools themselves will continue to change very rapidly. More specifically, there are three important technological platform that provide tools to



assist language learning, in order of increasing interactivity. The Web ,CD-ROM applications, and network-based communication (i.e. multi-user, user groups, chat rooms, and MOOs [ i.e, multi-user domain, object oriented)

The Web offers a variety of authentic target language resources. More importantly the Web gives all peoples of the world a channel to express their own voice and promote their own notions of self, which is reason alone for why language students should be reading these Web pages. This sense of authenticity on the Web provides endless topics for cross-cultural analysis and discussions in a content based classroom.

Teachers are beginning to use Web pages, both original and adapted, to serve as the students' primary-source materials, especially in content-based language courses. In this type of course, students work through the tasks and activities presented them and only gradually have recourse to learn the grammar (for a technologically supported, content-based approach.) The Web pages serve to provide content stimulation and a means for further inquiry. Given the richness of non-English Web materials, the class can move in new directions at any point or deepen their knowledge of any topic. For the experienced teacher who knows to take advantage of these obvious communicative opportunities, a web-based, content-driver, approach is a dream come true-and the students respond in kind. Something like this type of Web-based course might eventually displace the notion a static a textbook, web copyright problems not with standing.

Resistance aside, computer technology will remain a key component to most everything we do in the 21<sup>st</sup> century, the so-called "information age". Language professionals need to capitalize on its advantages and strengths wherever consistent with the best teaching practices which in turn should also informed by second language acquisition theory. Language teachers who wish to remain competitive in the profession should observe and contemplate instances where technology can assist good teaching practices; today's language professionals must educate themselves to adapt these techniques to the needs of their own respective classrooms.

The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction.

Scholars and teachers agree that computer technology is crucial in language teaching. The way to arouse students interest can be achieved by using something extra-ordinary and new. Especially among teenagers and young adults, computers can be used efficiently for this purpose. Making a conclusion to above said matter, using new technologies in the learning process can make the lessons very interesting, productive and effective.

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