## THE POWER OF TECHNOLOGY TO EFFECTIVELY TEACH FOREIGN LANGUAGES FOR EFL LEARNERS

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**Annotation:**According to the research, learning a foreign language would be faster and more interesting in schools with the appropriate methodology and instructional materials. If teachers want to attain the desired results, they must develop themselves by learning new methods for teaching languages.
**Keywords**: modern technology, classroom language learners, various disciplines system, innovative platforms

**Аннотация:**В статье исследовано, что изучение иностранного языка будет проходить быстрее и интереснее в школах с соответствующей методикой и учебными материалами. Если учителя хотят достичь желаемых результатов, они должны развиваться, изучая новые методы преподавания языков.
**Ключевые слова:** современные технологии, изучающие язык в классе, система различных дисциплин, инновационные платформы.

**Annotatsiya:**Maqolada chet tilini o'rganish tegishli metodika va o'quv materiallariga ega bo'lgan maktablarda tezroq va qiziqarliroq bo'lishi tadqiq etilgan. Agar o'qituvchilar kerakli natijalarga erishmoqchi bo'lsalar, ular tillarni o'qitishning yangi usullarini o'rganish orqali o'zlarini rivojlantirishlari kerak.
 **Kalit so'zlar:** zamonaviy texnologiyalar, sinfda til o'rganuvchilar, turli fanlar tizimi, innovatsion platformalar

It is known that the usage of modern technology in teaching English helps to encompass an innovative application of methods, tools, materials, devices, systems, and strategies that are directly relevant to English language teaching. It also leads to the achievement of the desired goals of the teaching process. That is why, while technology is now generally accepted as an important educational tool across a wide range of teaching and learning contexts, it is particularly true of English language teaching since it affords several potential opportunities to improve both the content and delivery of the pedagogies typically associated with traditional English language teaching. This is primarily achieved by enabling the student and teacher to reveal problematic content daily until it is fully understood and assimilated. The concept of using modern technology is not only limited to the use of modern appliances and devices, but also it obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning progress.

According to several modern pedagogical theories, in utilizing the learning potential of technology students are better and easier able to acquire and hone their language skills. The use of technology in teaching English consolidates the integrated view of the modern means system and association with other components which benefits students by achieving the desired results. The use of modern technology in English language teaching has become indispensable, especially in the wake of unprecedented developments across various disciplines. It is vital for

the teaching process that the educational sector keep apace of the global technological revolution by adopting modern technological means such as computerization, multimedia devices, mobile phones, applications, and social media, websites to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way. The Internet provides us with easy, immediate, and virtually unlimited access to software, applications, and a host of innovative platforms and materials that can expedite English teaching and learning. While these affordances may be widely available to all, it is a fact that teachers play an essential role in conducting the different tools and modern teaching methods. Moreover, many such programs regarding game-based applications and websites are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

The early usage of technology for educational purposes goes back to the 20th century with the introduction of educational films. According to Grace and Kenny (2003), the concept of visual instruction was established at the beginning of 1920. The University of Pennsylvania used the first electronic computer in 1946. Then, computer-based education was influenced throughout the world after 14 years. At that time, the learners could access resources through the use of linked computer terminals that the University of Illinois launched in language classrooms. That was done while listening to the lecture that was recorded by linked devices like a television or audio device. After ten years, the mouse, hypertext, and groupware were invented by Engelbart who created also hypermedia, multiple-window screens, and an electronic mail system. Between the 1970's and 1980 microprocessors and electronic books have also been introduced to the world. Personal computers (Ps), video cassette recorders, and CDs were available at that time. Multimedia tools and audio-visual aids are used at schools. Later, digitalized communication took place in schools. Institutions started to use computer networking to make distance learning courses easier. In 2005, laptop computers and network textbooks were introduced in education. The internet is accessed through wireless and pocket computers. Later, many technological devices were available in schools, colleges, and universities. Educational technology refers to various materials used to improve the learning process and make teaching enjoyable. It facilitates learning by employing appropriate technological processes and resources.

However, the introduction of technology in Uzbek education system goes back to the 2002 year. The resolution of the Cabinet of Ministers, "On measures for further development of computerization and introduction of information and communication technologies" dated June 6, 2002, determined the implementation of information and communication technologies in the educational process and the long-term plan for their performance. The official websites of all universities are connected to the Internet to meet the needs of students and teachers. At the initiative of the President of the Republic of Uzbekistan, a project of the "National Network of e-education" has been realized, and a network based on fiber-optic communication lines, that is connected to all universities of the country, has been created. These lines are also equipped for video conferencing. Regular video lectures, training seminars, and courses of remote training of teaching and managerial personnel of higher education institutions are being organized based on an electronic network. As a result of this project, nearly 80 university facilities were connected to the network in 2011. Next year, 84 facilities of secondary special and professional education will be connected to an "e-education" single corporate network. The Centre for the Implementation of E-learning in Educational Institutions at the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan is equipped with technologies. It

was established by the Resolution of the Cabinet of Ministers of 25 July 2012. Since that year, it has been developing day by day.

 Educational technology is a field that is involved in the facilitation of human learning. It concerns the development, organization, and utilization of learning resources. Technology can easily satisfy the visual and auditory senses of language learners. Educational technologies consider three main aspects concerning the levels of students, the interests and training of the teacher, and the goals of the lesson. With this modern way of teaching, schools are connected to the internet to enhance the learning process more effectively. Moreover, activities such as video conferencing make it possible to bring a creative atmosphere into the classroom. Thanks to the globalization process, English has become a universal language that is used in different domains. For this reason, it is taught in all countries either as a second language or a foreign language. First, we have to clarify the notion of teaching English as a foreign language (EFL). It means teaching English in countries where English is not the first language. The English language can be taught to any person besides one's age. This language can be learned for specific or academic purposes. EFL teachers can be native and non-native speakers of the English language. Technology has influenced the methods of EFL teaching. It makes not only the learning process interesting, but also teaching more productive. An EFL classroom is in a particular country where English is not a dominant language. Students may share the same language and culture. The teacher may be the only native English speaker they have exposure to learn. Outside of the classroom, students have few opportunities to speak in English. For other learners, learning English may not have any obvious practical benefit. Students have limited exposure to English-speaking culture in their daily lives, most often through a distorted lens like TV or music. Based on these facts, there are important distinctions in the student population. Effective lesson planning must consider them first. Educational technology supports EFL teaching by presenting real situations and contexts. Furthermore, technological materials such as computers, language labs, projectors, and other audio-visual aids are useful for the EFL teaching and learning process. Technology helps the teacher to assist his teaching well. In addition, its use may lead the students to be more motivated and active. The use of technological materials is an essential instrument for instructors in EFL classes. It makes the learning process interesting and teaching more productive. Educational technology can be used as a tool of creativity. It can provide many devices which make the teaching and learning process more effective. Technology can help students to learn the language faster if technology is used properly. Not all technology can be useful, so English Language instructors need to be aware of which technology to use and how to use it and evaluate the outcomes of the used technology. Eady and Lockyer (2013) state that not all the information in multimedia can support language learning. According to the authors, for learning to occur the resources themselves need to be designed using sound educational principles and need to be well-integrated into the learning experience by the teacher. Educational theory provides direction for both the effective design of the resources and how a teacher can best use those resources with language learners. Cognitive load theory, developed by Sweller (1988), states that learning resources must be designed to reduce the load on our working memory to be able to construct schema. Effectively designed digital learning resources should include the following features:

-        Exclude information and activities that are not directly related to schema construction.

-        Focus on information and activities that directly relate to schema construction.

- 	identify the complexity of learning materials and the experience of the learner.

These principles guide teachers in evaluating the digital learning resources that they might want to use in their classes. Teachers can assess resources for how directly they cover the topic being taught, how clearly the information is conveyed, and how directly activities within the resources support student learning progress. Teachers can ensure that the lessons they design using these resources are focused on the topic and take their students' abilities and experience into consideration. Eady and Lockyer (2013) state that teachers use digital resources for a variety of purposes or ways, including:

- 	As a way to introduce students to a topic;

- 	As part of a teacher lecture or demonstration;

- 	As a stimulus to group or whole-class discussion;

- 	To provide students with access to different text types;

- 	To engage students in activities that are not possible in the classroom;

- 	To allow students to work at their own pace as a review or extension activity

It is essential not to use technology for its sake, but rather to embed technology appropriately. Here what can be seen that teachers draw upon their expertise and experience in what to teach and how to teach it. A teacher has many considerations and influences in designing learning experiences for learners, and the appropriate use of technology is only one of those considerations. It is the fact that as teachers keep up to date with curriculum developments, new educational policies, and advances in the art and science of teaching practice, they need to keep up to date with the technological tools that are available to them. That means that sometimes experimentation and trial and error are just as important as experience in what influences teachers' lesson plans.

Teachers may face various challenges in teaching learners via modern technologies regarding resource limitations, teacher knowledge and skills, and teacher attitudes and beliefs. Hew and Brush (2007) said that resource barriers are being overcome with the help of an increasing number of computers and software applications and faster, more reliable networks in schools. However, instructors tend not to use technology if they become frustrated when it does not work properly or when there is a lack of technical support in their school. Teachers also report having limited time to review and learn about new technology tools that they can use in their lessons. A teacher's knowledge of technology is important in the teaching process. Lack of specific technological skills is a common reason teachers give for not using technology (Hew & Brush, 2007).

However, those teachers who take the opportunity to get skills through professional development activities are much more likely to integrate technology into their classroom than those who do not. Teachers may easily realize that the knowledge and skills they need to be able to use technology in the classroom go beyond understanding what functions are under the focus item and what buttons to press. Using technology effectively to promote student motivation means thinking about innovative learning strategies and effective classroom management. Teachers might face challenges and barriers at any time. The role of technology

in society causes teachers to consider various implications for them in their role as educators and as lifelong learners themselves. What is the main challenge for teachers who draw upon their continually developing knowledge and skills about what to teach and how to teach?

Internet usage enhances the motivation level of students. Students can use technology in their learning processes via computers and the internet to learn effectively. It helps learners to develop a higher level of thinking skills when they are utilizing technology. It is very important to draw the attention of learners to English languages, the true combination of multimedia and teaching methodology. Warschauer (2000) described two different perspectives on how technology can be integrated into a classroom. At first, with the cognitive approach, students have the opportunity to maximize their language exposure and build their knowledge in a meaningful setting. Text reconstruction software and multimedia simulation software are examples of these types of technologies. Multimedia simulation software enables learners to enter computerized microworlds in a meaningful audio-visual context, with a focus on a particular language and culture. The programs may allow learners to control and interact so that their linguistic input can better be manipulated. Secondly, the social approach underlines the social dimension of language learning, where linguistic learning is seen as a socialization process. In context, learners need to be able to practice real-life skills through genuine social interactions. This can be done through authentic tasks and projects in collaboration with students.

A key element of language learning is the pronunciation of certain words. However, it is difficult to provide helpful feedback. A teacher who may or may not be good at first assessing the student's statement frequently provides comments and modeling in traditional instructional contexts. To give simple feedback students should repeat the pronunciation or explain how the sound should be produced abstractly. The feedback can be received in more efficient ways by advancing speech recognition technology (Zhoa, 2013). The use of technology in English as a foreign language classrooms can provide an innovative and attractive approach to linguistic study. It motivates the students and makes it easier to talk, read, listen, and write. However, technology is not enough to teach learners alone. It needs a teacher with clear targets, who knows the curriculum and effective education strategies and can provide children with learning experiences to increase and encounter previous knowledge. Lin and Yang (2011) investigated research with a Wiki page. The study revealed that Wiki technology can improve the written skills of students. At first, to conduct the research, the students were invited to join a Wiki page to write passages. Then they read and answered their classmates' passages. Learners agreed that using this kind of technology might benefit the immediate feedback they received. Additionally, students learned vocabulary, spelling, and sentences by reading their classmates' work. A research work of Peregoy and Boyle (2012) demonstrated that using technology in language classes can improve the reading and writing skills of learners. According to the results of this study, the tools used in technology enhance the ability of learners to write and read, because they are user-friendly. Moreover, another result of this research was that learners learn more efficiently by using technology tools instead of traditional teaching methods because the Internet provided a conducive learning environment for learners and provided a new platform for students who can conveniently access learning lessons. Technology assists students and teachers in their quick access to course materials. Technological advances have an essential role to play in preparing students for what they learn to find their way into the global workforce in any subject. Technology facilitates learning for learners and serves as a real learning tool. Zhao's work (2013) can be given as an example. He conducted a study to assess the potential of

technology for improving language education. The research has found that existing literature on the effectiveness of technology use in language education is very limited in four aspects:

- the number of systematic, well-designed empirical evaluative studies of the effects of technology use in language learning is very small;

- the settings of instruction where the studies were conducted were limited to higher education and adult learners;

- the languages studied were limited to common foreign languages and English as a foreign or second language;

- the experiments were often short-term and focused on one or two aspects of language learning (e.g., vocabulary or grammar).

Nevertheless, the limited number of studies indicates a pattern of positive effects.

Feruz Akobirov (2004) investigated the influence of technology on language learning. He tested the motivation levels to learn the English language between Uzbek EFL learners and United States ESL learners. He wrote that teaching English.
The language in Uzbekistan is different than it is in the United States. Students learn English as a Foreign Language rather than an L2. There is no social interaction outside of the classroom. People speak two different languages in Uzbekistan, but not the English language. Uzbek students do not have exposure to English outside of the classroom unless they go to the English Club or the English Language Center. The only means that students use is technology such as TV and the Internet. It is considered that TV as a kind of mass media technology can provide language learners with authentic materials.

In Uzbekistan, most people have a minimal need to speak English daily, so English is instructed as a foreign language (EFL), and learning happens without any immediate opportunity to use English for actual communicative functions. In addition, EFL teachers in Uzbekistan continue to use outdated lecture and memorization methodologies. These environments generally do not include meaningful interactions with native speakers of English or authentic materials that relate to the target culture. The result is that students are often not internally motivated to pursue their study of English, resulting in lower proficiency. The motivation of the students to use technology is also considered the other important factor. Many of the students in the English Department have accounts on Facebook, LinkedIn, Twitter, and YouTube. Using these social media accounts, students prepare their homework, interact in the English language, and create short presentations. The interest in using a particular type of technology in language learning is convenient and effective nowadays. The university requires that both teachers and students use educational technology while preparing for their class assignments, proposal defenses, and oral presentations. Just six or seven years ago, technology integration was not required at the university, but with the emergence of the Internet and other software materials, it has become important that students use these means. The environment of education in the United States differs from Uzbekistan. The researcher chose Kansas College learners for his experiment. He described that ESOL, English for speakers of other languages, classes at Kansas City College are designed primarily for students who need to improve their English skills to study at a college or university. Many of the students will begin their academic study at that college when they have fulfilled the ESOL requirement. Students in advanced-

level ESOL classes can take college classes during the same semester in Kansas City. Other students are attending ESOL classes to strengthen their English skills for personal or professional reasons. At the end of the research, he concluded that there is a big difference between Uzbek EFL and United States ESL learners' motivation levels. The study proved that using technologies in the teaching and learning process can increase learners' motivation level to learn.

The use of technology in teaching concepts has found that there has been a significant increase in the motivation of students. Before students had internet access at school, they were confined to social studies in classroom books and those that could be found in the school library. Open Internet access offers students the tools for research today and for deeper learning (Gustad, 2014). It also changed the teaching methods of English considerably by offering so many options for the advancement of education to be interesting and productive. The use of multimedia texts in class helps learners to learn the language structure and vocabulary. It also develops students' linguistic knowledge by using printed texts, films, and the Internet. The use of print, film, and the Internet allows students to get information and offers various materials for language analysis and interpretation as well as contexts (Arifah, 2014).

Technologies in education are not limited only to the space of the classroom but can reach beyond the walls of the classroom and change many free-time activities into educational activities. Last but not least, they provide the option to use one's time more efficiently because we can carry our small classroom anywhere we go on our mobile devices. The use of the internet enhances the motivation of learners. Using film in teaching helps students to understand and develop their knowledge with enthusiasm. Learners can learn vocabulary easily when technology is used through computers and the internet in the process of learning. It helps students develop their higher-quality thinking skills when they learn technology.

 In conclusion, it can be concluded that technology is very important for students to focus on English learning through the real combination of multimedia and teaching methodologies.

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