

DOI: <https://doi.org/10.5281/zenodo.10900156>

THE IMPORTANCE OF MODERN TECHNOLOGY FOR TEACHING ENGLISH TO PRIMARY SCHOOL PUPILS

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ABSTRACT

The purpose of this research is to determine the importance of using modern technologies in teaching English to primary school students. In order to facilitate the process of learning for young learners and provide them with more convenient opportunities, it is necessary to first investigate the environment in which they learn quickly and the factors that help them achieve quicker and more effective results in learning English.

Conducting research related to this topic, alongside gathering information from other relevant studies, demonstrates that integrating modern technologies in teaching enhances students' understanding and retention of new topics, significantly boosts their interest and enthusiasm for learning English and attending classes. The aim of using qualitative methods in this research is to identify how it influences primary school students. In this scenario, a class consisting of 15 students was divided into two groups based on a topic relevant to their grade level, and two different types of lessons were conducted. In the first lesson, traditional methods were used without any modern technologies.

English language cartoons, videos, podcasts, and audios help students immerse themselves in the English atmosphere and pay closer attention in class. In conclusion, modern technologies facilitate students' learning processes, make learning the English language easier, and transform this process into an engaging experience.

Key words: *Modern technologies, teaching English, primary school students, learning process, traditional methods, digital tools, qualitative research.*

INTRODUCTION

English is widely used all around the globe. It is obvious that with the assistance of technology English teaching process will be noticeably effective and productive. Teachers now have access to a variety of digital tools to enhance traditional teaching methods in the classroom. Educational technologies are very essential for learning English effectively, especially for primary school pupils. These technologies are mainly speakers, TVs, radios, electronic dictionaries, and electronic boards. They allow teachers to provide educational and interesting videos, cartoons, audios to students, and also have many other convenient features.

The purpose of this study is to examine basic effects of technology toward teaching English. The data was collected by using mixed research method, using questionnaire with pupils and observation in the classroom. Clearly, a study of this type is inevitably restricted by various constraints, notably the size of the pupils sample, and this was limited to pupils of primary school.

The paper is structured as follows. The first section presents an analysis of relevant research, focusing on tasks could contribute to make learning process easier for pupils using technology. The second part presents the methodology of the survey and an analysis of the findings, and the final section considers the implications of the technology to the productivity of the learning in terms of results of survey.

The evolving productivity of a teacher is largely associated with the in-classroom usage and the positive effect of multimedia technology on the learning process (Shyamlee & Phill, 2012).

LITERATURE REVIEW

For many years, English teaching methods in many countries are characterized by the traditional one-way teaching mode, known as test-oriented teaching methods. Words, expressions, and collocations are learned by memorization, which constitutes a heavy burden for learning (Wang & Dostal 2017, pp. 3814-3820). As for English education, modern technologies such as computers and networks are now being used in classrooms for instruction in composition, literature, decoding, reading comprehension, spelling, vocabulary, grammar, usage, punctuation, capitalization, brainstorming, planning, reasoning, outlining, reference use, study skills, rhetoric, handwriting, drama, in short, for every area of language arts (Bruce & Levin, 2001). Many studies conducted in recent years have indicated that modern technology can improve English teaching and learning (Wang, Teng and Chen, 2015, pp, 100-104).

Couvaneiro and Pedro (2015) researched the use of tablets in teaching English as a foreign language. 53 Portuguese 8th-grade students and two teachers were involved in the study. The result indicated the positive effects of the tablets on the

teaching-learning process, which were proved by the development of English oral competence of students. Explaining the increase in technological engagement, rightly indicates towards students get more motivated while working on computers and using modern devices than working with textbooks (Cutter, 2015). Media, for quite a long time, has been a part of teaching English (Shyamlee & Phill, 2012). Media such as Books, Newspapers, TV and Radio offer learners and teachers practical and creative ideas (Nawaila & Bicen, 2018). It, as a device, may be utilized by instructors to enhance the listening, speaking, analyzing and writing talents of their college students (Cox et. al, 1999b).

METHODOLOGY

Qualitative method was used to determine the impact and importance of modern technology on the process of learning English for students. There were a total of 15 students, who first had traditional lessons, meaning no use of videos, electronic boards or speakers. The topics were explained by the teacher on the board and the vocabulary was memorized through regular repetition. Handouts were used for doing exercises during the lesson. Another different lesson was held with the students, and in this lesson, modern technologies were more effectively utilized than in the first lesson. The teacher used an electronic whiteboard to make the topic more understandable to the students during the process of teaching English, and through it, the teacher uploaded videos related to the lesson topic for the students. In the video, the new grammar topic, which was explained in the lesson through an interesting cartoon, was better learned, and examples of how to use the newly learned vocabulary in sentences were also demonstrated. Additionally, by utilizing a speaker, the opportunity to listen to the speech of native speakers was created for the students. In addition to further enhancing the reliability of the research findings; a questionnaire was conducted among 50 students to delve more deeply into the relevance of modern technologies to them and to better understand their impact on students. The following is the complete list of questions in the questionnaire:

1. How do you memorize new words?
2. Do you find it helpful to learn new topics through PowerPoint presentations?
3. Do you find topics presented on the blackboard interesting?
4. What do you think about watching animated movies related to the subject?
5. What are convenient ways for you to improve pronunciation?
6. Do you enjoy listening to podcasts?
7. Do educational video games help you learn English effectively?
8. How do you feel about receiving homework assignments from teachers?
9. How do you usually find the translation of new words?

10. How do you learn the pronunciation of new words?

Through these questions, it is quite easy to grasp the relationship of students with modern technologies. Moreover, this questionnaire holds significant importance in enhancing the precision of the research, as it allows not only to gather opinions on students' perceptions regarding modern technologies but also to investigate the most effective methods for learning English and how they find it convenient to learn.

RESULT

It is hard to argue against the use of technology in English training in a society where the internet controls everything. Other forms of technology and media, such as websites, applications, podcasts, workbooks, e-learning, and videos, are helpful. One of the most difficult aspects of teaching a second language is getting students to learn English; there are many factors that go into making this effort successful. To succeed, educators must invest a great deal of time and effort in figuring out the most fulfilling, applicable, and effective teaching strategies.

Listening

In a traditional way, during a lesson without modern technology, students might be deprived of the opportunity to hear the pronunciation and speaking style of native speakers. Therefore, in the conducted lesson, students faced some difficulty in memorizing new vocabulary, which affected their engagement in class. Certainly, the teacher taught the pronunciation of new words to the students, and the students repeatedly practiced these new words to better retain them in their memory, playing interactive games to reinforce their memorization. However, none of these methods replaced the importance of listening to audio recordings of native speakers and analyzing them. Hence, in the first test lesson, 70% of the students were marked as successful in learning to pronounce new words correctly and remember them well through a question-answer session. This implies that out of a total of 15 students, if 10 of them successfully internalized both new words and their pronunciation correctly, it was evident that the remaining 5 students experienced challenges in pronouncing the words accurately.

In contrast, during the second lesson where students listened to audio recordings of native speakers, they were very pleased and this helped them to be more attentive and focused in class, aiding them in learning new vocabulary faster and more effectively. Furthermore, some students who found it challenging to internalize certain new words through conventional methods, upon listening to the conversations of native speakers, discovered a keen interest in the class and realized that learning new words without difficulties and obstacles was achievable. Listening to the audio recordings of native speakers allowed students to envision how real English speakers converse, and

it provided valuable assistance in their learning process towards mastering correct pronunciation.

Grammar

When a new grammar topic was introduced in a traditional manner, students did not display any noticeable reluctance or disinterest in the verb activities. They performed various exercises related to the new topic, aiding them in better understanding the topic. However, when the same topic was presented through modern technologies and utilized effectively, the indicators of students' understanding of the new topic and the results obtained from question-answer sessions were significantly higher than before. In this scenario, students were introduced to the new grammar topic using an electronic whiteboard and benefited from various colorful clusters and other interesting schemes, enhancing their curiosity towards the topic. Additionally, the presentation of an engaging animated film related to the topic created a favorable environment for students to retain the topic better and deepen their understanding.

At the end of the first test lesson, where a test was conducted based on the lesson learned, if out of 15 students, 4 students scored 100% and 4 students scored less than 50%, in the second test lesson conducted using modern technologies, out of 15 students, 6 students scored 100%, and 2 students scored less than 50%. This clearly indicates the critical role of modern technologies in teaching English; with their utilization, teachers can structure lessons in a more effective and engaging way.

According to the questionnaire results, it became apparent that 70% of students prefer preparing for lessons using modern technologies. For example, out of 50 students, 20 students responded to question 1, regarding how they learn new words, by stating that they watch English videos and animations, while 15 students indicated that they learn through listening to English audio, and the remaining 15 students mentioned revising and studying through reading texts. Furthermore, 80% of the students provided positive responses to questions related to modern technologies. For instance, nearly 90% of the students believed that listening to English music, movies, animations, and podcasts is a highly effective method for improving pronunciation. This indicates that modern technologies have already become an indispensable part of English language learning for primary school students. Another reason for this is that they provide convenience and accessibility to students. In conclusion, based on the final summary from the questionnaire, it is evident that modern technologies are crucial tools that 70% of students rely on in learning the English language.

DISCUSSION

Most young students have extensive access to information through the Internet, providing teachers with a wide array of tools to encourage and improve various

language abilities. In Turkey, a quasi-experimental study was conducted by Isik and Yilmaz (2011) to evaluate the effectiveness of computer-assisted listening instruction on listening comprehension of 21 students. The results showed that the experimental group which received multimedia-aided instruction scored significantly higher than the control group which received traditional language instruction. Vacca (2008) suggests that when the students are guided, supported and provided with the necessary materials, they become more responsible for their learning, more motivated, and more successful.

It is known that modern technologies have finally gained a significant place in learning the English language, but it is essential to maintain a balance between traditional education and the use of modern technologies in teaching to avoid potential challenges that may arise. Spending too much time on the computer from an early age can negatively affect academic success due to the low concentration, lack of attention and disorganization, undeveloped language skills, creativity, and imagination seen in children as a result of excess computer use (Cordes & Miller, 2000; Palmer, 2015).

A consistent increment in the utilize of computerized innovation at domestic and in school situations has been detailed to cause an increment in musculoskeletal issues (Harris & Straker, 2000; Kelly, Dockrell, & Galvin, 2009). In expansion to mental variables such as observing uneasiness and physical complaints (migraine and stomach torment) (Harris, Straker, Pollock, & Smith, 2015), musculoskeletal clutters are related with such physical variables as sex, age, body mass record (BMI), and introduction to inactive exercises. Innovation is seen as a solid apparatus for positive alter but it must be displayed in the right ways (Muir-Herzig, 2003).

Therefore, teachers should refrain from using the electronic board or computer throughout the entire lesson. Continuous staring at the screen can have a negative impact on students' eyesight. Consequently, striking a balance between traditional methods and the use of modern technologies in teaching is crucial. According to research findings, the role of the teacher in maintaining this balance between traditional and modern methods is significant.

If we look at the conclusions drawn from the research, the widespread encouragement of using modern technologies in teaching primary school pupils helps enhance students' knowledge levels and boosts the speed of learning in a highly effective manner. In addition, teachers should pay attention to the content, relevance to the students' age, and significant emotional states when using various cartoons, videos, or audios for educational purposes in order to focus on the main meaning. Concern should also be paid to the cognitive and emotional effects that these technologies have on the development of children (Brown, 2011).

CONCLUSION

The use of new technology allows students to be much more creative and participative in the classroom. They prepare a basis of knowledge outside the classroom engaging with all the content in the course, when they arrive to the classroom they share this knowledge with the rest of the students and the teacher to demonstrate what they have learnt and reinforce it in a coordinated way. Educational technology allows students to be much better prepared for class, and provides teachers with attractive resources to make their classes much more human and sociable, where all students have the opportunity to participate regardless of their level.

When teachers use modern technologies in their lessons to allow students to demonstrate their abilities and knowledge, it is their responsibility to maintain order during the lesson and monitor the proper use of modern technologies. In this case, the teacher's task is to demonstrate to students how to effectively and efficiently utilize modern technologies, as well as to serve as an example in their proper use. If it is not possible to avoid using modern technologies, teachers should strive to deliver engaging lessons to students by making effective use of them.

Additionally, based on research results, it is evident that a significant portion of students show a positive attitude towards utilizing modern technologies during lessons, and they actively support and encourage this usage. Moreover, employing these technologies positively impacts students' learning levels, particularly for primary school pupils who find lessons with modern technologies such as cartoons, various animations, and videos to be very engaging, stimulating, inspiring, and enhancing their desire to learn.

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