

## Modern Technologies in Teaching Young Learners

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**Abstract.** this research paper is based on Elementary level of young learners, characteristic of accepting vastly used English as a second language. The present article casts the light on the ICT tools that can help in the development of English language learning and teaching processes to show how technology affects second/foreign language education and how it can be used effectively in the secondary EFL (English as a Foreign Language) classroom.

**Key words:** Education, educational technology, innovative technology, information and communication technology, innovative model, native language.

The childhood stage is a stage from which parents need to learn to take the best possible advantage as the rapid learning that their children can have during this time becomes evident. It's clear that children learn to use technological devices very quickly, but that this happens doesn't indicate that it's best for them to use devices like these because such devices can generate some complications due to their misuse; To avoid any complications that may arise, parents should be very attentive to prioritize their children's use of technology, one of those priorities is education. The content that electronic devices offer can illustrate many dynamic ways to learn various things that our children can appreciate, instead of allowing them to play or see something that is not very useful, we can teach them to read through stories to children, creating drawings or landscapes from taking shapes that the device offers, learning new words, inventing stories with drawings, and many other things. It is important to consider the status of each child and adapt their capabilities to the use of technology so that more effective learning is generated.

Modern technology involves conducting research work by young learners, which helps them to develop skills in finding, processing and analyzing information, as well as the ability to formulate conclusions and express their own opinion based on the results of research. Intensive training involves the use of various methods and techniques to develop language skills in a short time, such as language immersion, situational dialogues, and language games.

ICT (Information and Communication Technologies) are widely used in modern education, allowing students to access a variety of educational resources, online courses, video materials, and interactive learning programs. Interactive approach and game technology

involve using various game elements and interactive exercises to make the learning process more engaging and motivating for students.

Overall, the use of various educational technologies can significantly increase the effectiveness of teaching foreign languages and help students develop important cognitive skills that will be useful in their future academic and professional life.

ICT plays the same role in our information and communication process and their outcomes, as played by other technologies in making our life comfortable and purposeful. ICT in education has tremendous potential to serve and help the people connected with the process and product of education in many ways.

Today information and communication technologies are the one thing and so the repertoire of technologies expands further to encompass computers and computer-related products, email, MMS, and other forms of communication (Finger et al., 2007).

Technology allows learners to access authentic materials such as news articles, videos, and podcasts in the target language. This exposure to real-life language use can improve language comprehension and help learners develop a more natural speaking and writing style.

**Interactive Activities:** Many language learning apps and software offer interactive activities that engage learners and provide immediate feedback on their progress. These activities can range from vocabulary drills to grammar exercises, and they can be tailored to the learner's level and interests.

**3. Communication Opportunities:** Technology enables learners to connect with native speakers or other language learners from around the world. This can provide valuable opportunities for conversation practice, cultural exchange, and collaboration on language projects.

**4. Personalisation:** Technology can be used to personalise the language learning experience based on the learner's needs, interests, and learning style. Apps and software can track progress, suggest activities, and provide targeted feedback to help learners achieve their language goals.

Some of our favourite language learning tools include Duolingo, Babbel, Rosetta Stone, Memrise, and Lingoda. These platforms offer a range of features such as interactive activities, personalised learning plans, and opportunities for communication with native speakers.

In conclusion, technology has revolutionised the way we learn languages, providing convenience, accessibility, and a range of innovative tools and resources to enhance the language learning experience. As language educators and learners, it is important to embrace these tools and incorporate them into our teaching and learning strategies for maximum benefit.

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to

support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady & Lockyer, 2013).

Warschauer (2000a) described two different views about how to integrate technology into the class. First, in the cognitive approach, learners get the opportunity to increase their exposure to language meaningfully and make their own knowledge. Second, in the social approach, learners must be given opportunities for authentic social interactions to practice real life skills. This objective can be obtained through the collaboration of learners in real activities.

Language development among the learners will be different, depended on age, cognitive, social, and motivation. The second-language learning success is influenced by those factors, in particular, one of the main factors is age. The enthusiasm of the quotation “the younger, the better” and CPH theory becomes reference for scholars, educators, teachers, or other stakeholders to propose second language especially English to be taught earlier. There are several advantages of an early start (Floris,F.D. 2014; Johnstone, 2009 as cited in Damar, Gursoy, & Korkmaz, 2013):

1. Young learners acquire languages with greater ease, especially the sound system, and develop implicit competence since they can rely on natural acquisition processes.
2. They are undeniably better at acquiring the sounds and rhythms of the target language. Then, they have lower affective filter than older learners do and they are also more intuitive and less anxious.
3. Moreover, they have more time to learn the target language and larger capacity to gain awareness about the potential intercultural identity.

In addition to listening, technological tools can also be used for reading and writing in a foreign language. Online dictionaries and translation tools can help students understand unfamiliar words and phrases, while language learning apps and software can provide interactive exercises and activities to improve reading and writing skills.

Speaking is another important aspect of language learning, and technology can be used to facilitate communication with native speakers or other language learners. Video conferencing tools like Skype or Zoom can allow students to practice speaking with a partner or teacher in real time, while language exchange websites or apps can connect learners with native speakers for conversation practice.

Overall, the use of technological tools can greatly enhance the language learning experience by providing access to authentic materials, interactive activities, and opportunities for communication and collaboration with others. It is important for language learners and educators to embrace these tools and incorporate them into their teaching and learning strategies.

Digital technologies are increasingly finding their way into young learner EFL classrooms worldwide. Research has identified many advantages for technology integration in this context, such as increasing learner motivation and emotional engagement, enhancing cultural awareness and autonomy, and providing opportunities for authentic target language use. A number of challenges and issues have also been identified in relation to integrating

technology in this context, including a lack of communicatively oriented teaching materials, limited teacher education in both technical and pedagogical domains, and the restricted linguistic resources of young EFL learners. The chapter begins with a review of the literature in computer-assisted language learning (CALL) on the advantages and challenges of employing a variety of new technologies (e.g., interactive whiteboards, tablets, telecollaboration) in the young learner classroom. We then focus on three aspects of classroom technology which have been identified in CALL research as key dimensions of technology integration: classroom interaction and digital interactivity, the design and implementation of teaching and learning tasks and the challenges of orchestrating complex technology-mediated interaction with young beginners.

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