

PECULARITIES OF TEACHING EFL WITH MODERN TECHNOLOGIES

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Annotation: The article examines key issues in teaching English by leveraging the opportunities offered by contemporary technologies. The author draws on the findings of scholars who have examined specific dimensions of this topic in depth. The study synthesizes theoretical and practical insights that clarify the benefits and potential limitations of integrating modern technological tools into foreign language instruction in higher education. In addition, the study illustrates through concrete examples how these approaches can be applied within the framework of an English course.

Keywords: EFL, English, technologies, educational process, interdisciplinary approaches, modern techniques, online technologies.

Introduction. The rapid advancement of contemporary technologies has led to the widespread availability of software solutions that enable real-time videoconferencing. In addition to supporting synchronous communication, these platforms provide tools for instant messaging and the immediate exchange of textual, visual, and video-based materials, thereby increasing the overall efficiency of the instructional process. Among users, platforms such as *Skype, Zoom, and Microsoft Teams* remain particularly prevalent. One of the notable advantages of Microsoft Teams in the instructional setting is the reduced need for instructors to dedicate time to maintaining classroom discipline. Specifically, the platform's functionality restricts student-to-student communication unless explicitly authorized by the teacher, which contributes to a more controlled learning environment. Drawing on the accumulated positive experience of using this platform, it is reasonable to assume that distance forms of education will remain an integral component of university education and continue to develop beyond the pandemic period.

At the same time, the expansion of digital technologies and the increasing digitalization of everyday life along with the resulting growth in online information volumes have contributed to

Nizamova Regina

the emergence of extensive audio and video resources on specialized internet platforms that support the teaching and learning of Business English. Of particular importance is the broad accessibility of authentic English-language materials, which instructors are now able to incorporate into academic practice more systematically.

Literature Review. Over the past two decades, the volume of online content that can function as an effective supplement to core textbooks has become virtually unlimited. When integrated into Business English instruction, such resources can enhance teaching quality and provide learners with additional motivation to engage actively in both classroom-based and independent learning tasks. Furthermore, exposure to authentic professional discourse allows students not only to develop language proficiency, but also to expand their communicative competence in business contexts by drawing on high-quality examples, many of which originate within Western educational and professional traditions.

Engagement with native-speaker texts and interaction with audio-visual recordings from English-speaking environments serve as strong motivational factors, facilitating deeper immersion and encouraging greater sensitivity to intercultural and pragmatic features of communication. In this regard, the careful selection of specific supplementary materials and their alignment with curriculum objectives and learners' language proficiency levels becomes a key pedagogical requirement. When this condition is met, authentic resources can serve as a coherent and meaningful extension of students' academic knowledge acquired through profile disciplines, thereby strengthening both linguistic and professional learning outcomes [3].

Methodology. In this context, it is important to highlight educational platforms such as Quizlet.com, Quizziz.com, and Kahoot.com, with the latter two being particularly characterized by their strong emphasis on game-based learning. It should also be noted that widely used tools such as *Google Forms* and *Microsoft Forms*—whose functionality extends far beyond instructional purposes—can nonetheless be applied effectively for designing assessment tasks. These tools enable teachers to implement activities in both interactive digital formats and print-based versions, depending on the instructional setting and learning objectives [1].

The pedagogical potential of such platforms is relatively extensive. For instance, instructors may process reading materials automatically, as some systems can generate comprehension-check questions without manual input. Additionally, a variety of interactive task formats can be

developed, including multiple-choice items, yes/no questions, short-answer prompts, and gap-filling exercises. These task types provide methodological flexibility and support systematic monitoring of learners' progress.

A separate category includes digital solutions designed specifically for lesson planning and instructional management, among which *Asana.com* and *Trello.com* can be considered particularly effective. These platforms contribute to the optimization of the organizational and methodological aspects of teaching, especially in cases where instructors manage multiple learner groups of different proficiency levels and follow diverse curricular frameworks. In such circumstances, planning tools allow for improved coordination, time management, and instructional consistency.

In addition, the platform *Culips.com* deserves attention due to its collection of topic-based podcasts accompanied by structured vocabulary and grammar work, as well as tasks intended to assess listening comprehension. A notable advantage of this resource lies in its content selection strategy: the audio materials are designed not only to enhance learners' English proficiency but also to provide culturally and intellectually informative input, enabling students to gain additional educational value alongside language development.

Another noteworthy resource is *Quill.org*, which is primarily focused on the development of academic writing skills. The platform offers a user-friendly interface for practicing text editing, while also supporting vocabulary and grammar learning and facilitating diagnostic assessment of students' performance. Overall, resources of this type significantly broaden the methodological toolkit available to language teachers, enabling wider thematic coverage, particularly in areas related to specialized or professionally oriented content.

In the teaching of *Business English* to upper-level university learners, the use of authentic English-language online resources addressing various aspects of professional and corporate life has demonstrated high instructional relevance. Students typically engage actively in independent learning tasks based on information acquired from such sources. An additional benefit is the learners' immersion into the target culture of professional communication: students gain closer exposure to the realities of Western business environments, deepen their understanding of corporate processes, and develop a clearer perception of their prospective professional roles. With appropriate scaffolding and due to the applied and practice-oriented nature of such tasks—often

perceived as less academically rigid—students tend to demonstrate a notably high level of interest and engagement.

From this perspective, platforms such as *TedTalks.com* can be positively evaluated, as they provide extensive audio and video content across diverse themes, including business-related topics, supplemented by transcripts. Similarly, *Breakingnewsenglish.com* offers current news materials in several audio formats, allowing learners to listen at different speeds (slow, natural, and fast) and with different pronunciation models (British and American accents), while also providing transcripts. The platform includes over 3,100 lessons distributed across seven proficiency levels, and each text is accompanied by a large set of supporting activities (up to 27 pages), covering grammar, vocabulary, speed reading, discussion tasks, and other skill areas [2]. These materials can be downloaded and printed for classroom use. For beginners, the website *newsinlevels.com* offers graded news texts organized into three levels and includes supplementary grammar exercises, making it a useful resource for foundational language development.

Research Discussion. It is important to recognize that the tools provided by emerging technologies should be viewed primarily as supportive instruments within higher education and cannot substitute for established, classical approaches to student instruction. At the same time, the well-informed and pedagogically grounded integration of contemporary technological solutions can significantly enhance the quality of learners' training and academic outcomes. However, the effective realization of this potential depends largely on the level of digital and computer literacy among university faculty and teaching staff, without which the educational benefits of technology-driven innovations remain limited.

A range of advantages associated with the use of digital educational platforms can be identified [4]. First, learning may be organized flexibly, allowing students to engage with educational content at any convenient time and without being constrained by geographical location. Second, the integration of contemporary technologies and multimedia resources enhances the clarity and accessibility of instructional materials, making them more engaging and easier to comprehend. Third, the use of digital platforms contributes to the development of learners' self-discipline and organizational skills, as it encourages structured independent work and consistent participation in educational activities.

Digital educational platforms can support multiple dimensions of the teaching–learning process. The use of multifunctional platforms enables instructors to present learning content from alternative perspectives, to integrate online resources partially or fully as supplementary materials, and to engage in continuous professional development by updating their own knowledge and skills. In translator education, such platforms are particularly valuable as they expand students’ background knowledge in adjacent subject domains, including economics, manufacturing, and contemporary technologies, thereby strengthening the interdisciplinary foundation required for professional translation practice.

Streaming platforms emerged as a practical solution for education systems during the pandemic. Beyond facilitating group-based online conferencing, they effectively mitigate geographical barriers, while the option to record sessions also helps address challenges related to time-zone differences [4]. Moreover, streaming environments provide a wide range of multimedia tools that increase classroom interactivity. Students can share their own materials directly from personal devices, simultaneously developing digital literacy and competence in technology-mediated communication. For instructors working with future translators, these platforms offer an important advantage: high-quality delivery of audio- and video-based resources. Students can adjust sound and visual settings according to individual needs, which supports systematic training in different modes of translation. In addition, such platforms make it possible to invite native speakers or subject-area specialists into online sessions, contributing positively to the authenticity and effectiveness of translator preparation.

Platform-based solutions designed for foreign language learning and translator training also provide extensive and up-to-date information about the target-language country and culture, serving as repositories of diverse exercises for practicing vocabulary, grammar, phonetics, and spoken communication. These platforms may additionally reduce instructor workload, as routine mechanical practice activities can be transferred to the online environment, allowing classroom time to focus on higher-order communicative and analytical tasks.

In relation to the anticipated social, economic, and digital development of contemporary societies, the next stage of the internet’s evolution is increasingly associated with the concept of the metaverse. The metaverse is commonly described as a real-time digital environment with

immersive virtual-spatial dimensions, offering potentially unlimited opportunities for online learning experiences.

However, the educational value of digital platforms depends primarily on the quality and relevance of the learning materials they deliver. Only carefully selected content that aligns with clearly defined instructional goals can ensure access to high-quality resources through well-structured online course platforms. Such platforms may support learners not only during their university studies but also as lifelong learning tools that facilitate the continuous development of essential competencies and skills.

Conclusion. Overall, this study has examined the peculiarities of teaching English as a Foreign Language (EFL) with modern technologies and has shown that digital tools are not merely supplementary resources, but influential factors shaping teaching practices, learner engagement, and language development. The integration of technology in EFL classrooms changes the organization of learning by expanding access to authentic materials, increasing opportunities for interaction, and enabling more individualized instruction through adaptive platforms and multimedia resources. Consequently, technology-enhanced learning environments support the development of core language skills listening, speaking, reading, and writing while also strengthening learners' digital literacy and autonomy, which are essential competences in contemporary education.

At the same time, the research highlights that the successful use of modern technologies in EFL instruction depends on pedagogical purpose rather than novelty. Technology becomes effective when it is aligned with lesson objectives, learner needs, and communicative outcomes, and when teachers employ it strategically to promote meaningful practice rather than passive consumption. Interactive applications, online collaboration tools, learning management systems, and AI-supported resources can facilitate formative assessment, immediate feedback, and differentiated learning paths; however, they require careful selection and thoughtful classroom management to prevent distraction and superficial learning.

Thus, such issues demonstrate that digital transformation in language education is not purely technical, but also social and methodological, demanding well-designed policies, continuous professional development, and ethical awareness. In conclusion, teaching EFL with modern technologies presents distinct advantages and pedagogical opportunities, but it also

introduces new responsibilities for educators and institutions. To maximize its benefits, technology should be integrated within evidence-based teaching frameworks, supported by systematic teacher preparation, and combined with communicative, learner-centered methodologies. Future research may focus on measuring long-term learning outcomes of technology-enhanced EFL instruction, exploring the role of artificial intelligence in feedback and assessment, and identifying effective strategies for ensuring equitable and sustainable access to digital learning tools across diverse educational contexts.

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