



THE ROLE OF TECHNOLOGY IN TEACHING ENGLISH AS A SECOND LANGUAGE: TOOLS AND APPLICATIONS FOR PRESCHOOL AND PRIMARY STUDENTS

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Abstract: *The digital world we live in today has brought about tremendous shifts in all areas of life. In relation to this, the teaching of English to preschool and primary students also greatly benefits. This article focuses on powerful digital tools and mobile applications that foster greater involvement and interest among learners. The theoretical background of the study has been done as well as the framework on some educational apps such as ABCmouse, Lingokids, Starfall, and Kahoot through analysis and classroom observations, interviews with teachers, and other participatory observation techniques. The study also explains the outcomes derived from the observations and interviews with the teachers. The study showcases the use of technology in the process of facilitating English Lessons by preschool and primary school students class and providing recommendations for pre- elementary and primary language instruction through technology.*

Keywords: *Educational technology, , language learning apps, interactive learning, motivation, digital tools, ABCmouse, Kahoot, Vygotsky, Prensky, mobile learning.*

Аннотация: *Современный цифровой мир принес значительные изменения во все сферы жизни. В связи с этим преподавание английского языка для дошкольников и учащихся начальных классов также получает значительные преимущества. В данной статье рассматриваются эффективные цифровые инструменты и мобильные приложения, способствующие повышению интереса и вовлечённости учащихся. Теоретическая база исследования представлена, а также дана характеристика таких образовательных приложений, как ABCmouse, Lingokids, Starfall и Kahoot, на основе анализа, наблюдений в классе, интервью с преподавателями и других методов участия. В исследовании также представлены результаты, полученные в ходе интервью и наблюдений за учителями. Статья демонстрирует*





использование технологий в процессе преподавания английского языка дошкольникам и младшим школьникам, а также содержит рекомендации по использованию технологий в преподавании языка на этих уровнях образования.

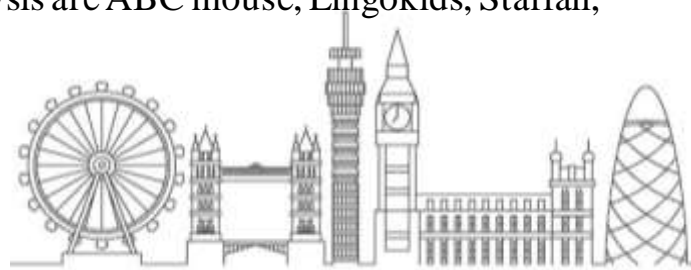
Ключевые слова: Образовательные технологии, приложения для изучения языков, интерактивное обучение, мотивация

Introduction: The use of technology in the English classroom is gaining significant momentum. The infusion of technology into the curriculum has enabled business learning to transcend beyond the four walls of a classroom. It has utterly transformed the traditional manner of teaching. In teaching English language, preschool and primary school learners are offered a great deal of interaction through the use of computers and other mobile devices. Kids are born into this world as passive consumers of media, and hence they seem to be more interested in interacting with mobile devices (Prensky). With childrens digital appetite growing, teachers have been put on their toes to find better and more engaging ways to deliver English lessons. This paper seeks to address the impact that certain applications and tools have on children's learning performance.

Review of the literature. Several well-established theories serve as the foundation for the theoretical framework for technology use in ELT. According to Vygotskys social development theory language acquisition is supported by cooperative activities using digital tools which highlights the value of social interaction in learning. The constructionist theory of Seymour Papert promotes learning by doing which is consistent with the use of gamified interactive educational apps in classrooms. The idea of digital natives was first proposed by Marc Prensky who claimed that because of their exposure to digital technologies modern students think and process information differently. Language development through educational technology is supported by a number of studies. Multimedia environments for example have been found to improve student motivation and vocabulary retention in both Uzbekistan and other countries.

Methodology:

This study uses a qualitative method, combining observations from English classes in preschools and primary schools, interviews with teachers, and analysis of popular language learning apps. Data were gathered by observing lessons in three preschools and two primary schools, followed by organized interviews with ten English teachers. The apps chosen for analysis are ABC mouse, Lingokids, Starfall,

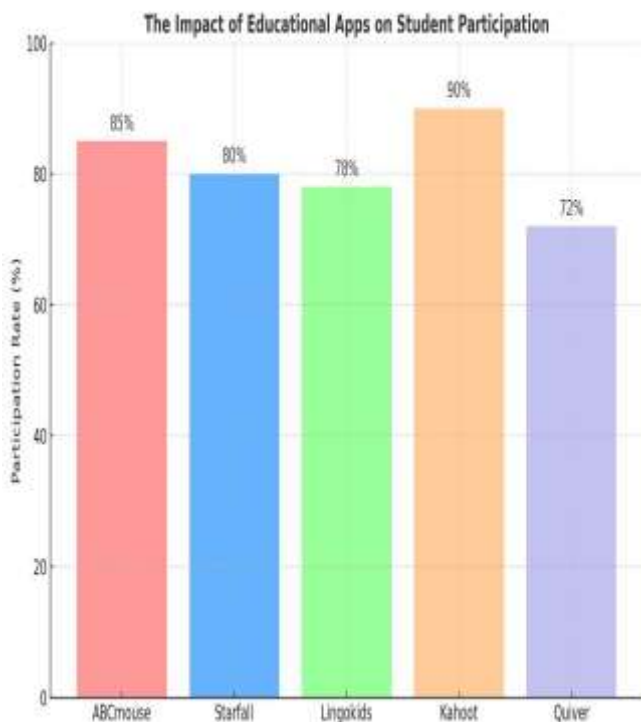




Kahoot, and Quiver, selected for their popularity, educational value, and ease of use for children aged 3–10.

Findings and Discussion

The study showed several advantages and challenges of using digital tools in English teaching:





Benefits:

1. ABCmouse and Lingokids provide organized lessons and fun games that improve vocabulary and listening skills
2. Starfall helps with phonics and reading comprehension through stories.
3. Kahoot boosts classroom involvement and helps check understanding through fun quizzes.
4. Quiver supports creativity and language practice using augmented reality.

Teachers noted higher motivation and participation from students. Interactive content helped children remember new words and improved their pronunciation through practice and visual aids.

Challenges:

1. Access to devices and internet connection remains a problem in some schools.
2. Excessive screen time can lead to distractions or decrease physical activity.
3. Teachers need more training to use these tools effectively.

Conclusion: Digital technology, when used wisely, improves the English learning experience for preschool and primary students. It helps with personalized learning, increases interest, and aids in remembering the language. However, technology should add to, not take the place of, traditional methods and personal connections. Teachers and parents are important in guiding how to use it properly. Future studies should look into the effects of new technologies like artificial intelligence (AI), virtual reality (VR), and game-like online spaces in early childhood education.

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