

HOW DO I FEEL WHEN USING TECHNOLOGY IN THE CLASSROOM

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Annotation. *This article examines personal feelings and experiences related to the use of technology in the classroom. The study discusses both positive and negative emotional responses that teachers and students experience during technology integration in educational settings. It highlights how digital tools improve classroom interaction, student motivation, communication, and teaching effectiveness. At the same time, the article explores challenges such as technical difficulties, lack of digital competence, and classroom distraction. The research is based on theoretical and practical perspectives presented by educational scholars and modern pedagogical approaches. The findings indicate that balanced and purposeful use of technology can create a more productive, interactive, and supportive learning environment. The article also emphasizes the importance of teacher training, digital literacy, and equal access to technological resources in modern education.*

Keywords: *technology in education, classroom technology, digital learning, educational technology, teacher attitudes, student motivation, interactive learning, digital competence, teaching effectiveness, online learning, classroom interaction, modern education.*

The integration of technology into classroom instruction has transformed the modern educational environment. Digital tools such as interactive whiteboards, educational applications, online learning platforms, multimedia presentations, and virtual communication systems have become essential components of teaching and learning processes. As technology continues to develop rapidly, teachers and students are expected to adapt to new methods of instruction that encourage creativity, collaboration, and independent learning. Using technology in the classroom creates a variety of emotional and professional experiences for educators and learners alike. Many teachers feel motivated, confident, and enthusiastic when technological tools help them explain difficult concepts more effectively, engage students actively, and make lessons more interactive. Technology can increase students' participation, improve communication, and provide access to a wide range of educational resources that support diverse learning styles. At the same time, the use of technology may also produce feelings of stress, anxiety, or uncertainty. Some teachers experience difficulties related to technical problems, lack of training, limited digital skills, or insufficient classroom equipment. Students may also feel distracted or overwhelmed by excessive reliance on digital devices. Therefore, understanding emotional

responses to educational technology is important for improving teaching quality and creating a balanced learning environment.

This article explores personal feelings and experiences associated with using technology in the classroom. It examines both the positive and negative aspects of technology integration and discusses how technological tools influence motivation, confidence, classroom interaction, and teaching effectiveness. The study also highlights practical strategies for creating a more supportive and productive technology-enhanced educational environment.

The use of technology in education has been widely discussed by researchers and educators over the past decades. Scholars have emphasized that technological integration in classrooms improves teaching effectiveness, increases student motivation, and creates interactive learning environments. According to Marc Prensky, modern students are considered “digital natives” because they grow up surrounded by technology and adapt quickly to digital learning tools. This idea has encouraged educational institutions to include more technological resources in the learning process. Seymour Papert highlighted the importance of computers in supporting creative and student-centered learning. His constructionist theory suggests that learners understand concepts more effectively when they actively create and interact with digital materials. Similarly, Lev Vygotsky emphasized social interaction and collaborative learning, which are now strongly supported through online platforms, discussion forums, and virtual classrooms.

Research conducted by John Hattie demonstrated that technology can positively influence academic achievement when it is used with effective pedagogical strategies. Hattie explained that technology itself does not guarantee success; instead, teachers’ ability to integrate digital tools meaningfully plays a critical role in student outcomes. Several studies have also focused on teachers’ emotional experiences while using technology in the classroom. Punya Mishra and Matthew J. Koehler developed the TPACK framework (Technological Pedagogical Content Knowledge), which explains that teachers need technological, pedagogical, and subject knowledge simultaneously to teach effectively with technology. Their framework indicates that confidence and positive attitudes toward technology increase when teachers receive sufficient training and support. Other researchers have identified challenges associated with classroom technology. Neil Selwyn argued that excessive dependence on digital tools may create distraction, reduce face-to-face interaction, and increase inequality among students who have limited access to devices or internet connections. In addition, technical problems and lack of digital literacy may cause frustration and anxiety among educators.

Recent educational studies emphasize that technology has both emotional and practical impacts on teachers and students. Positive feelings such as excitement, motivation, and confidence are often connected with successful technology integration, while stress and uncertainty usually result from inadequate preparation or technological difficulties.

Therefore, current literature suggests that balanced and purposeful use of technology is essential for creating productive and emotionally supportive classroom environments.

The practical application of technology in the classroom provides numerous opportunities to improve the teaching and learning process. Teachers can use digital tools such as interactive whiteboards, online quizzes, educational videos, virtual classrooms, and language-learning applications to create more engaging and student-centered lessons. These technologies help students participate actively in classroom activities and make difficult topics easier to understand through visual and interactive methods. One important practical aspect is the use of multimedia presentations during lessons. Teachers can combine images, videos, animations, and audio materials to attract students' attention and increase motivation. For example, in English language classes, students can improve listening and speaking skills through online communication platforms, pronunciation applications, and interactive games. Such activities create a more dynamic learning environment and encourage collaboration among learners. Technology also supports independent learning. Students can access online libraries, educational websites, and digital resources outside the classroom, allowing them to continue learning at their own pace. Learning management systems such as Google Classroom and Moodle help teachers organize assignments, monitor student progress, and provide quick feedback.

In practical classroom situations, technology often increases teachers' confidence and satisfaction when lessons become more organized and interactive. However, successful implementation requires proper planning and digital competence. Teachers should receive regular training on educational technologies to reduce stress and improve their technical skills. Schools should also provide stable internet access, modern equipment, and technical support to ensure effective use of digital tools. Another practical consideration is maintaining balance in technology use. Teachers should combine traditional teaching methods with digital resources to avoid excessive screen time and student distraction. Group discussions, face-to-face communication, and collaborative activities remain essential for developing social and critical thinking skills. The practical use of technology in the classroom contributes to higher student engagement, improved communication, better access to information, and more effective teaching experiences when implemented thoughtfully and purposefully.

In conclusion, the use of technology in the classroom has become an important part of modern education and significantly influences both teaching and learning experiences. Technological tools create opportunities for more interactive, engaging, and student-centered instruction. They help teachers present information more effectively, improve communication, and increase students' motivation and participation in classroom activities. The study shows that feelings associated with using technology in education can be both positive and challenging. Many teachers and students experience excitement, confidence, and satisfaction when digital tools support successful learning outcomes. At the same time, difficulties such as technical problems, limited digital skills, and lack of

resources may lead to stress and uncertainty. Therefore, emotional responses to technology depend greatly on the level of preparation, support, and access to educational technologies.

Effective integration of technology requires not only modern equipment but also proper teacher training, balanced instructional strategies, and continuous professional development. Technology should be used as a supportive educational tool rather than a replacement for direct human interaction and traditional teaching methods. When used purposefully and responsibly, technology can enhance the quality of education, promote independent learning, and create a more productive and motivating classroom environment. Future educational practices should focus on developing digital competence and ensuring equal access to technological resources for all learners and educators.

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