



Using Educational Technology to Improve the Teaching Process of English Language for Students

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Abstract

Technology must be used in the classroom to increase student participation while also empowering teachers. The use of technology in schools is still a contentious issue. Both students and teachers reported that using online resources made lessons and homework more enjoyable. Students who previously said they "hated" math now say they enjoy it in some cases. Students can benefit from technology by making learning more engaging and engaging. Students learn the subject by doing and thinking rather than memorizing and memorizing. This engagement can be as simple as taking an interactive quiz in class or participating in technology-enabled group discussions or as complex as playing educational games, performing science experiments in a virtual lab, or going on a virtual field trip. Given the significance of the topic, this study investigated the effects of using educational technology to improve the process of teaching English to students by reviewing the background of research in this field.

Keywords: Educational Technology; English Language; Teaching Process.

1. Introduction

Holding classrooms is no longer restricted by technology. For example, in areas where students do not have access to a teacher, they can use technology to participate in their classes, send questions via email, and talk live with the corresponding teacher via video conferences. Finally, technology allows students to broaden their horizons by going beyond textbook learning. However, not all students may have access to technology. A lack of continuous access to technology hampers students' ability to teach and learn. This is frequently due to the age and state of technology in students' homes, as well as internet connection speed issues. Students reported difficulties downloading videos and installing the necessary software, which ultimately prevented them from using the resources. The following are some of the other benefits and effects of technology in online student education:

Easier learning through the use of diagrams, audio, images, educational videos, animations, and simulations; education at any time and place; greater control and supervision; long-term cost savings in education The ability to train groups or individuals; increasing student motivation; easy access to information sources; Prior to the start of training, educational materials are subjected to quality control. However, there are numerous barriers to using technology in schools and educating students. According to studies, teachers believe there is not enough time in the classroom to provide content and teach digital skills. Students' limited technical ability, a lack of funding, feeling isolated while learning, difficulty communicating with peers, distractions from other programs, and determining the boundary between the classroom and personal life are all barriers to implementing technology in the classroom.

As our long-term goal is to prepare our children for life after school, we aim to incorporate an interdisciplinary approach into all school subjects. In terms of pedagogical activity effectiveness, innovative technologies have significantly altered the forms of interaction between the teacher and the student. Furthermore, today's teacher is faced with the important task of providing students with a certain level of knowledge and skills to be successful in their chosen career, with the goal of developing creative independence, which will allow them to achieve personal growth in their

future professional activities. The most significant advancements should be seen in the development of their general and communicative culture, which will ensure progress in the field of human relationships. In this regard, advances in educational methodology can provide new tools to assist teachers in achieving their educational goals (Turebayeva et al., 2020).

2. Literature Review

Despite their recommendations, Lowther et al. (2012) found that education technology has not yet taken its place. This is most likely the reason for the social company's statute. According to Leu et al. (2009), children in low-income areas rarely use the Internet as a learning tool. Today's children are exposed to modern technological equipment from an early age (Gutnik et al., 2011; Rideout, 2011), so the introduction of new educational technologies at school will be seamless. According to research (Greenhow et al., 2009), more students are using modern technological equipment. Kaufman (2004) and Lee et al. (2004) conducted extensive research on the impact of educational technology on cognitive processes (2008).

When using educational technology, we should focus on the educational value of the tools and applications we use, how effective they are in knowledge acquisition, whether there is interaction between users and tools, and whether we have positive effects from using them. According to several authors (Clements & Sarama, 2003; Glaubke, 2007; Dynarski et al., 2007), we should concentrate on five areas of software programs that have the potential to significantly influence children's learning experiences: 1-The program's educational value, 2. Its ability to engage children in learning, 3. Ease of use, 4. Interactivity between the child and programs, and 5. The possibility that a software program monitors the child's progress.

Jonassen et al. (2000) argue that the new learning paradigm is predominantly and fundamentally constructivist, as previously described. According to Resnick and colleagues (1991), the new paradigm is fundamentally social, as in socially shared cognition. These points of view are generally compatible and shared by a number of other prominent educational researchers (see, for example, Bruner, 1985; Collins, 1991). Because the fundamental definition of learning as involving changes remains unchanged, the reality that these changes represent for the designer is not revolutionary. However, these modifications increase the design's complexity. For example, determining the extent to which an open-ended, exploratory environment is likely to be effective with specific learners for a given subject or comparing that alternative to a guided discovery approach is not simple.

An effective system requires information as well as the ability to structure and manage that information (Spector & Anderson, 2000). When learning tasks are complex and socially situated, as they increasingly are (Jonassen et al., 2000), support for collaboration and cooperation on a variety of learning activities is required. Most of the time, that assistance is related to the system's coordination and communication functions. Aside from the complexities introduced by technology, instructional design involves a wide range of problems and considerations (Rowland, 1992).

3. Methodology

A review article compiles and summarizes previous research. A review article collates, categorizes, and presents research and theoretical foundations. This type of study has a small theoretical synergy, and past information is clearly and accurately recounted. A review article is placed against a scientific research article in the classification of types of scientific articles. This type of article is based on library studies; however, there should be a distinction made between meta-studies such as meta-synthesis and meta-analysis methods and review articles. A research method and data analysis section are missing from a review article.

A review article is a type of article that examines the historical context of a scientific topic. The results presented in scientific writings on a specific topic are summarized and evaluated in review articles. This type of article can look at anything and is intended to summarize, analyze, and evaluate previously published information. Experimental and novel findings are rarely reported in such articles. Review articles have a clear narrative, are typically critical, and should offer theoretical and emerging interpretations. Review articles play an important role in guiding original scientific writings. As a result, the citations provided must be correct and complete. Although most or all of the information in a review article has previously been published, reprinting is usually not a problem because the nature of a work review is usually clear and accepted.

4. Results

The incorporation of educational technologies into classroom practices allows teachers to foster children's imagination and creativity, as well as their ability to observe and communicate ideas. Visual aids in developing speech skills have always been one of the most effective ways of introducing vocabulary, elaborating communicative tasks, and motivating students to use the target language in their utterances in language learning. Furthermore, students are more motivated when the topic they discuss is relevant to their interests. As a result of combining visual education with the methodological motto "Go local," we can pique students' interest in the topic at hand and engage them in a variety of communicative activities.

Based on an analysis of the research literature pertaining to educational technology, the findings of this study indicate that technology integration in the classroom is essential for increasing student engagement and empowering instructors. A greater availability of technology grants students access to a more extensive array of information. Technology integration in schools remains a contentious issue. Both students and teachers reported the utilization of online resources as an enjoyable experience for students during lessons and assignments. Certain students who previously stated that they "hated" mathematics now claim to have a different opinion of the subject and that their newfound enjoyment of it has altered their perspective on mathematics as a whole. Technology has the potential to enhance student engagement, thereby benefiting them. Students acquire knowledge through thinking and doing rather than memorization.

Engaging in technologically driven group discussions, participating in interactive quizzes in the classroom, playing educational games, simulating scientific experiments in a virtual laboratory, or embarking on a virtual field trip are all examples of how this interaction can manifest. In contemporary pedagogical science, the notion of "educational technology" is a relatively new concept. Diverse interpretations result from the fact that the fundamental process of perception operates in a personalized manner, contingent upon an individual's unique psychological attributes. Educational perception is a complex mental process characterized by the simultaneous presence of cognitive and affective moments. It began to develop as an independent trend in the middle of the 20th century, drawing inspiration from the experiences of prominent educational educators, psychologists, and artists hailing from the United States, Great Britain, and the Russian Federation. Notable figures in this regard included E. Seguin, J. Demor, and O. Decroli, as well as Russian scientists L.S. Vygotsky, A.I. Graborov, E.A. Ekzhanova, and T.S. Komarov.

5. Discussion

Students' interest in language learning is found to increase, according to the findings of their research, when they engage in discussions of various works in native language classes. This technological approach also enhances students' cognitive abilities, attention, and perception, as well as their communication capabilities. Kungurova (2013) argues that "the use of diverse pedagogical approaches into the educational process fosters the future professional's creative self-actualization and personal development." According to M. Liebmann, the purpose of education is to impart emotions and other aspects of the human psyche so as to alter the structure of individual attitudes. Taranova (2012) defines educational technologies as a collection of principles, mechanisms, and means found in various types of education that are used to stimulate an individual's educational activity in order to solve the challenges of education, training, and development in the most effective professional and pedagogical manner (without pursuing special goals of serious educational education).

Educational technology is a collection of methods and techniques aimed at developing a person's creative abilities during the educational process; it is also known as creative technology. Humanism, creativity, integrativity, and reflexivity underpin educational technologies. Furthermore, they can be used in nonverbal communication, which is beneficial for children who are resistant to open communication. There are several types of educational technologies. We propose a generalized approach to the role of educational technology in language learning; as a result, it can be classified as follows: 1- Bibliotechnology is a trend in educational technology that is based on the power of the written word. 2- Musical educational technology - the use of musical educational samples in the educational process to stimulate interest. 3- Drama technology is a type of activity that relies on the ability to express one's emotions and feelings clearly. 4- Fairy-tale educational technology aims to improve students' creative thinking and communication skills. 5- Visual educational technology consists of technologies that synthesize visual signs, resulting in a represented artistic image.

6. Conclusion

To summarize, we would like to highlight the beneficial effects of educational technologies on the development of speech skills. Modern educational technologies come in a variety of forms and strategies, allowing them to be used at various stages of the lesson: at the start, when presenting a new information block, when consolidating what has been learned, and especially when developing free speech. Visual educational technology has a high degree of adaptability, allowing its techniques to be combined with those of other educational technologies such as musical educational technology, drama technology, and narrative educational technology. The use of various elements of educational technology in the classroom contributes to students' spiritual and moral education by motivating their utterances. Unrestricted self-expression aids students in overcoming speech and language barriers. Lessons that use educational technologies awaken the power of imagination, develop imaginative thinking, create the effect of living what is learned, shape the mobility of students' personalities, and broaden their horizons.

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