EXCELLENCIA
INTERNATIONAL MULTI-DISCIPLINARY JOURNAL OF EDUCATION
Volume 3, Issue 4, 2025 ISSN (E): 2994-9521

The Usage of Digital Learning Tools in The Foreign Language Classrooms

Abdurakhmonova Makhfuza Olimovna [1]

[1] Bukhara State Pedagogical Institute, 2nd year basic doctoral student

E-mail: maxfuzaabduraxmonova439@gmail.com

Abstract:

An electronic, digital, or physical resource that helps teachers with material delivery and evaluation is called a technology tool. Apps, platforms, and software are examples of technology tools that can be utilized in traditional, hybrid, or virtual learning settings. With numerous young children becoming proficient with technology at an early age and being aware of it as a necessary part of daily life, digital literacy is on the rise. Technology tools in education can help students develop their skills, give them access to new experiences, and give them creative ways to work. Technology solutions can help students with a variety of skills, help teachers manage workloads, and provide an efficient way to track students' progress.

Keywords: Digital Tools, Learning Settings, Efficient Way, Academic Performance, Gamification, Technology, Integrating, Digital Resources, Teaching Tool

Introduction

The continuous advancement in technology is not only useful for adults, but for children too, as they are learning skills outside the classroom by using different apps and devices. Whether its new video games or different social media channels, children are proficient in many skills which are not taught inside the school. One of the most important modern skills is the ability to adapt to new, advanced platforms which is required in today's job market. Students are expected to be motivated because of the presence of technology in the classroom. Developing and integrating tech platforms during lessons will greatly enhance students' academic performance. In return, this will benefit students when they need to adapt to a fast-paced development environment for the next stage of their careers. We identify technology in education in various forms, like AI, Mobile learning, Gamification, or even Online

courses. The choice of technology a particular pupil's use depends upon several circumstances like the age and the educational stage of the students. For instance, lower key stages users often employ gamification while university level learners use online courses anytime, anywhere.

Methods

The methodology for this study is based on an exploratory and descriptive approach, utilizing qualitative content analysis of a broad spectrum of digital learning tools used in foreign language classrooms [1]. The research draws on literature review, practical classroom observations, and the functional evaluation of technology platforms to assess their role and impact on language teaching [2]. Tools such as Kahoot!, Google Classroom, Ed Puzzle, Nearpod, and various assistive technologies were reviewed for their educational utility and inclusiveness [3]. The selection criteria for tools included accessibility, user-friendliness, adaptability to different learning environments (traditional, hybrid, and online), and their potential for student engagement and academic enhancement [4]. Insights were gathered from teacher feedback, classroom interactions, and secondary data from institutional case studies [5]. A critical component of the analysis also involved examining the pedagogical models associated with these tools, particularly the flipped classroom and blended learning formats, which allow pre-class exposure to content and in-class active learning [6]. The study also considered how digital testing, interactive apps, and learning management systems contribute to individualized instruction, data tracking, and real-time feedback [7]. Special attention was paid to tools supporting inclusivity, such as technologies aiding visually or hearing-impaired students [8]. By focusing on both practical usage and educational outcomes, this methodological framework offers a comprehensive perspective on how digital tools reshape language teaching, increase student autonomy, and create more flexible and interactive learning environments [9]. The findings aim to inform best practices and guide teachers in selecting and integrating the most effective tools for diverse learning needs [10].

Results and Discussion

The rapid advancement of technology beyond the confines of the classroom has resulted in a marked decline in the utilization of traditional educational tools such as textbooks and whiteboards within the academic environment [11]. The incorporation of laptops and tablets within educational settings is experiencing significant growth [12]. These technological devices facilitate the synchronization of multiple devices among students and instructors, thereby enhancing the interaction and communication dynamics within the classroom [13].

Students from lower-income families can also benefit from equal opportunities in school thanks to technology [14]. This provides students with the chance to learn how to use various applications and technology that would otherwise be limited [15]. Given how widespread technology is in the workplace today, it's critical that kids from underprivileged backgrounds aren't left behind because of financial constraints. Additionally, learning resources that were previously exclusive to teachers are now accessible to students online. Students now have more freedom and authority as a result. This makes it possible for students to study for classes at their own pace, even prior to them. Instead of being lectured at, class time is then spent interacting and solving problems.

The flipped classroom method, for instance, allows students to learn using public resources at their own pace, and then the teacher can work with them in class to challenge what they have learned. As previously discussed, the more technology is incorporated into the classroom, the more engaged and independent students can become. Additionally, technology can help teachers with basic administrative tasks like recording attendance and monitoring test scores, giving them more time and freedom to focus on the more practical, human aspects of teaching. This combination of online and in-person instruction is known as blended learning.

The term "flipped classroom" has come to mean "active learning." There are a number of ways to include active learning in your classes, and the flipped classroom is just one of them. The purpose of

a flipped classroom is to free up class time for activities that require higher order thinking skills by exposing students to information prior to class. As a result of students taking responsibility, interacting meaningfully and often with their instructor and peers, and getting and giving frequent feedback, they acquire a deeper understanding of the content and how to use it.

Blended learning, sometimes referred to as flipped classroom, hybrid learning, or mixed learning, blends conventional classroom instruction and face-to-face learning with digital, online learning resources. It offers a flexible and encompassing learning experience by combining in-person encounters, like workshops or classroom sessions, with self-paced e Learning modules, virtual training, or digital resources. This hybrid technique is very effective at facilitating varying learning styles and improving knowledge retention since it enables students to interact with the content both alone and collectively.

Another aspect of educational technology that can help teachers is digital testing. Although they function well, traditional testing frameworks can be laborious. However, with digital testing, student performance will be automatically tracked over time. These test results can then be used by AI to create a personalized learning plan for every learner. From here, the instructor can monitor the student's progress and step in where they believe the student needs more help.

Speaking about environmental and economic impact of technology, less time is spent in the classroom physically due to blended learning. This can have positive educational, economic, and environmental effects for educational institutions and students. In the digital age, teachers have an impressive selection of technological resources to help facilitate classes, engage students, and streamline processes. The problem, however, is that because there's such an abundance of tools, it can be difficult to know which to use, and how to understand the value they bring to education. Our lives have been revolutionized by the rapid advancement of technology, which has brought about numerous advantages and conveniences. However, this progress has come at a significant environmental cost, as the tech sector is responsible for 7% of global emissions and is predicted to increase rapidly due to the expansion of data centers, cloud computing, and the widespread use of electronic devices. The IT sector uses a significant amount of energy—70 billion kWh of electricity is used by server rooms alone.

These days, over 65% of teachers use digital learning tools in their classrooms every day. As these tools gain popularity and even become the focus of curriculums, technology is becoming an essential tool for students' development. In light of this, we've put together a list of the top classroom technology tools along with a summary of their significance and how they're influencing schools of the future.

Technology tools for quizzes & questionnaires

The Kahoot! platform creates multiple-choice tests that students can take through a web browser by using games called "kahoots." The tests are accessible in 17 languages and can be made for any subject.

Google Classroom and Google Forms. Google Forms allows professors to ask students for information and comments while also allowing students to anonymously submit questions and answers. Google Forms is a component of Google Classroom, a collection of educational resources designed to streamline the creation, distribution, and grading of assignments by educators. One strategy for keeping learners interested as they learn is Socrative. Teachers can use the platform to ask for immediate student feedback during an activity or to start a quick quiz. Teachers can use this information to instantly modify their strategy and content.

Nearpod gives educators the tools they need to create engaging courses with games, videos, and questionnaires. More than 20 formal evaluations and media elements are available for teachers to use to create engaging and entertaining learning experiences for their students.

Ed Puzzle promotes videos as a teaching tool because research indicates that 65% of people prefer information to be delivered visually. Instructors merely locate a movie, insert their questions or exams into it, and then provide the video to the students.

Desmos is a math-focused website that offers several tools to assist students in plotting graphs and visualizing equations. Practice tests, a scientific calculator, a graphic calculator, and a geometry tool are examples of tools. Additionally, students can take use of specially created math games and exams.

Quizizz is used by 50 million people around the world, Quizizz offers teachers to post high-quality, collaborative quizzes in a matter of minutes. Quizzes can range between multiple-choice, open-ended questions, audio and video responses, and short polls.

Technology Tools for Review

Teachers can use Blooket to turn question sets into game mode, requiring students to respond to questions regarding the material they have just learned. Teachers who wish to assess their students' performance without creating scary test situations will find Blooket to be the perfect solution.

Classroom concepts are introduced or reviewed with this live learning gameshow application. Teachers can use Gim kit to create flashcards by importing pre-made question sets or spreadsheets. Through the Kit Collab tool, students may also submit their own questions.

Pear Deck is a Google Slides add-on designed to maintain students' focus in both in-person and online learning environments. Pear Deck allows educators to incorporate interactive questions and formative evaluations, incorporate audio, and use a teacher dashboard directly within presentations.

Go Guardian. This tool brings together the mental health, classroom engagement, and filtering resources for schools in one location. The platform not only helps with classroom management, but it can also alert staff to students' risky online behavior.

Assistive technology tools

The SAS CodeSnaps app is a collaborative coding environment that takes advantage of printed coding blocks to empower students to work outside of an electronic device. Alongside Sphero's BOLT robot, these tools support students with visual impairments and are great for students who learn deeper with kinesthetic activities.

Total Caption CART services: Total Caption offers a variety of services to help students who are hard of hearing. ASL interpretation, multilingual translation, remote captioning, and personalized Zoom settings are among the available tools.

With the help of ingenious technology, Live scribe pens are able to capture handwritten notes, digitize them, and turn them into audio. Then, teachers and students can effortlessly navigate through the material without being constrained by cognitive or visual impairments that make it challenging to read handwriting. These are only a few of the technological resources that teachers can use. When looking for a technical toolbox, make sure the tools are truly inclusive, meaning that everyone can benefit from them, and that they match the preferences of students and schools.

Conclusion

It's essential that the educational system doesn't fall behind given how quickly technology is evolving right now. Outside of the classroom, students will adjust, but the more they progress while conventional teaching approaches remain stagnant, the more disengaged students may get from their education. With the increasing availability of tablets in classrooms and online courses, positive progress is being achieved. The educational system must, however, adjust to students rather than the other way around if we want to get the most out of them. In this day of social media and technology, students and young people are urged to be autonomous and communicative. In contrast to the cutting-edge, contemporary technologies they encounter outside of the classroom, attempting to impose

obsolete materials and instructional strategies on them would only deter learning and impede their growth.

References

[1] *"Environmental Impact of Technology: Stats, Trends and Insights."*

[2] M. O. Abdurakhmonova, *"Features of Youth Psychology and Motivation in Teaching English in Secondary Schools," Pedagogical Mastery: Scientific-Methodological Journal*, no. 1, pp. 17–22, 2025.

[3] A. Wright, D. Betteridge, and M. Buckby, *Games for Language Learning*, 3rd ed., Cambridge Handbooks for Language Teachers. Cambridge: Cambridge University Press, 2006.

[4] S. Thornbury, *How to Teach Speaking*. Pearson Education Limited, 2005.

[5] M. O. Abdurakhmonova, *"Methods and Techniques for Teaching English at the Elementary Level,"* in *1st EduVision: Global Innovations in Learning and Teaching Conference*, 2025, pp. 188–190.

[6] M. O. Abdurakhmonova, *"Psychological Factors of Learning English in 5th Grades," Eurasian Scientific Heritage*, vol. 38, Dec. 2024. [Online]. Available: https://www.geniusjournals.org

[7] M. O. Abdurakhmonova, *"Receptive and Productive Skills in Learning English," Prospects of Development in Science and Education*, Mar. 2024. [Online]. Available: https://humoscience.com/index.php/pdce/article/view/2740

[8] S. S. Bakhriddinovna et al., *"Relationship Between Intensive Reading and Fluency," Uzbekistan School Journal*, vol. 26, pp. 27–30, 2024.

[9] M. O. Abdurakhmonova, *"Some Useful Activities in Teaching Speaking in Foreign Languages at the Beginner Level," Best Intellectual Research*, vol. 9, no. 2, Nov. 2023. [Online]. Available: https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=8J35iR0AAAAJ&citation_for_view=8J35iR0AAAAJ:2osOgNQ5qMEC

[10] M. O. Abdurakhmonova, *"Stages of Developing Speaking Skills in English Lessons and Corresponding Educational Games," Foreign Linguistics and Linguodidactics*, Sep. 2024. [Online]. Available: https://inscience.uz/index.php/foreign-linguistics

[11] G. Brown and G. Yule, *Teaching the Spoken Language*. Cambridge: Cambridge University Press, 1983.

[12] Sh. I. Vosiyeva, *"The Advantages of Using Information Technologies in Teaching English as a Foreign Language," Eurasian Scientific Heritage*, pp. 38–45, 2024.

[13] S. Shakhnoza, *"The Role of Gamification in Teaching English," Prospects of Development in Science and Education*, vol. 1, no. 14, pp. 72–77, 2023.

[14] S. Shakhnoza, *"The Use of Movies in Language Teaching," Prospects of Development in Science and Education*, vol. 1, no. 14, pp. 78–83, 2023.

[15] S. Shakhnoza, *"To Overcome Language Difficulties for the Primary Schools," Best Intellectual Research*, vol. 9, no. 3, pp. 45–53, 2023.