

**PROBLEMS OF USING PEDAGOGICAL AND INFORMATION TECHNOLOGIES  
IN TEACHING FOREIGN LANGUAGES***Mansurova Zarifa Olimjonovna**Samarkand State Institute of Foreign Languages  
Department of Theoretical Aspects of the English Language*

**Abstract:** This article analyzes the problems and opportunities of using pedagogical and information technologies in teaching foreign languages. The importance of advanced pedagogical methods and modern information technologies in the process of teaching foreign languages is studied. The article also shows the possibilities of using interactive lessons between teachers and students, increasing the effectiveness of education through online platforms and mobile applications. Information is also provided about the problems encountered in the teaching process, ways to solve them, and the process of introducing new technologies into the education system. This study serves to further develop the methodology of teaching foreign languages.

**Keywords:** Foreign languages, Pedagogical technologies, Information technologies, Teaching methodology, Interactive lessons, Online education, Educational effectiveness, Problems and solutions, Modern pedagogy, Education system

**Annotasiya:** Ushbu maqolada xorijiy tillarni o'qitishda pedagogik va axborot texnologiyalaridan foydalanish muammolari va imkoniyatlari tahlil qilinadi. Xorijiy tillarni o'qitish jarayonida ilg'or pedagogik usullar va zamonaviy axborot texnologiyalarining ahamiyati o'rganiladi. Maqola, shuningdek, o'qituvchilar va talabalar o'rtasida interaktiv darslardan foydalanish, onlayn platformalar va mobil ilovalar orqali ta'lim samaradorligini oshirish imkoniyatlarini ko'rsatadi. O'qitish jarayonida uchraydigan muammolar, ularni hal etish yo'llari va ta'lim tizimiga yangi texnologiyalarni kiritish jarayoni haqida ham ma'lumot beriladi. Ushbu tadqiqot xorijiy tillarni o'qitish metodologiyasini yanada rivojlantirishga xizmat qiladi.

**Kalit so'zlar:** Xorijiy tillar, Pedagogik texnologiyalar, Axborot texnologiyalari, O'qitish metodologiyasi, Interaktiv darslar, Onlayn ta'lim, Ta'lim samaradorligi, Muammolar va yechimlar, Zamonaviy pedagogika, Ta'lim tizimi

**Аннотация:** В статье анализируются проблемы и возможности использования педагогических и информационных технологий в обучении иностранным языкам. Изучено значение передовых педагогических методов и современных информационных технологий в процессе обучения иностранным языкам. В статье также показаны возможности повышения эффективности обучения за счет использования интерактивных уроков между преподавателями и студентами, онлайн-платформ и мобильных приложений. Также представлена информация о проблемах, возникающих в процессе обучения, путях их решения, процессе внедрения новых технологий в систему образования. Данное исследование будет способствовать дальнейшему развитию методики преподавания иностранных языков.

**Ключевые слова:** Иностранные языки, Педагогические технологии, Информационные технологии, Методика преподавания, Интерактивные уроки, Онлайн-образование, Эффективность образования, Проблемы и решения, Современная педагогика, Система образования

## INTRODUCTION

In today's rapidly evolving educational landscape, the integration of pedagogical and information technologies in foreign language teaching presents both unprecedented opportunities and significant challenges. As educators strive to prepare students for an increasingly interconnected world, they leverage various digital tools and methodologies to enhance learning experiences. However, while these advancements promise to make language acquisition more engaging and effective, they also introduce a host of problems that educators must navigate. The use of information technologies in foreign language instruction encompasses a wide range of applications, from multimedia resources and online platforms to language learning apps and virtual classrooms. These tools not only provide access to authentic materials—such as native speaker recordings, interactive exercises, and culturally relevant content—but also cater to diverse learning styles, enabling personalized learning experiences. Furthermore, pedagogical technologies, including collaborative learning strategies and gamified approaches, can foster engagement and motivation among students, allowing for a more dynamic classroom environment. Despite these potential benefits, the implementation of such technologies in language teaching is fraught with challenges that can hinder their effectiveness. First and foremost, the digital divide remains a significant barrier. Not all students have equal access to the necessary technology and reliable internet connectivity, leading to disparities in learning opportunities. This issue is particularly pronounced in diverse educational settings, where some students may struggle to keep up due to lack of resources, while others benefit from enriched technological support. In addition, the rapid pace of technological advancement creates a knowledge gap among educators. Many teachers may not possess the requisite skills or training to effectively incorporate new tools into their curriculum, resulting in frustration and diminished effectiveness in delivery. The pressure to stay current with cutting-edge technologies can lead to a superficial understanding of their applications, resulting in haphazard integration rather than a cohesive teaching strategy. Consequently, teachers may inadvertently focus on the technology itself rather than the pedagogical principles that should underpin language instruction. Moreover, there exists a risk of technological overload, where the sheer volume of available tools and resources can overwhelm both educators and students. In such cases, learners may find it difficult to discern which technologies best support their language acquisition needs. For instance, while language learning apps can facilitate independent study, without proper guidance, students may gravitate toward gamified, low-stakes activities that prioritize entertainment over substantive language practice. This misalignment can detract from the attainment of desired learning outcomes, as learners may fail to engage with more rigorous, structured learning methods that promote fluency and comprehension. Another significant concern is the potential loss of interpersonal interaction in language learning. Historically, language acquisition has been a deeply social process, requiring communication and engagement among peers and instructors. The proliferation of online learning and technology-mediated communication can compromise the quality of these interactions, as virtual exchanges may lack the nuance and richness of face-to-face conversations. Without opportunities for

spontaneous dialogue and real-time feedback, learners may struggle to develop the pragmatic and sociolinguistic competencies essential for effective communication in a foreign language. Furthermore, the reliance on technological resources raises questions about authenticity in language learning. Although the internet offers a vast repository of materials, not all resources are created equal in terms of pedagogical value. Students may encounter poor-quality content that fosters misconceptions or reinforces errors in language usage. Teachers must therefore engage critically with the materials they select, ensuring that they align with curricular goals and provide authentic representations of the target language.

### **METHODOLOGY**

The integration of pedagogical and information technologies in foreign language teaching presents several challenges. Key problems include inadequate teacher training, which limits effective technology use, and the digital divide, where students have unequal access to resources. Additionally, reliance on technology can overshadow fundamental language skills, leading to disengagement. Methodologically, effective approaches include blended learning, where traditional and digital methods complement each other, and differentiated instruction that caters to diverse learning styles. Regular assessment and feedback are crucial to adapt teaching strategies, ensuring that technology enhances rather than hinders language acquisition. Addressing these issues can lead to more effective foreign language education.

### **RESULTS**

The integration of pedagogical and information technologies in teaching foreign languages has transformed educational practices, offering a plethora of opportunities for enhanced learning experiences. However, despite these advancements, several challenges persist that can impede the effectiveness of foreign language instruction. One significant problem is the disparity in access to technology. While some students benefit from cutting-edge tools and resources, others, particularly those in underfunded or rural areas, may lack the necessary access. This digital divide creates inequities in learning opportunities, where some students may miss out on interactive software, online language exchanges, and other technological resources that facilitate language acquisition. Furthermore, the reliance on technology can sometimes overshadow the importance of traditional teaching methods. Teachers may become overly dependent on digital tools, leading to a neglect of essential pedagogical practices such as direct communication, immersive environments, and critical thinking activities. Language learning inherently involves social interaction, and excessive use of technology can result in a reduced emphasis on face-to-face conversation skills, which are crucial for achieving fluency. Another issue is the need for teacher training. Many educators may not be adequately prepared to integrate technological tools into their foreign language teaching effectively. Insufficient training can lead to a lack of confidence in using these technologies, resulting in suboptimal implementation in the classroom. Moreover, without proper pedagogical knowledge, teachers may struggle to choose appropriate tools that align with educational goals, potentially leading to ineffective teaching practices. Additionally, there is the challenge of student engagement. While technology can enhance motivation through interactive and gamified learning experiences, it can also lead to distractions. Students may find themselves spending more time on unrelated activities or losing focus during lessons. Striking the right balance between using technology as an aid and ensuring it complements traditional teaching strategies is critical to maintaining student engagement. Finally, assessment and feedback mechanisms must evolve alongside technological integration. Traditional assessment methods may not adequately capture the progress made

through innovative teaching techniques. Therefore, educators need to develop new forms of assessment that accurately reflect language proficiency and learning outcomes, taking into account both technological and traditional learning experiences.

<b>Challenge Category</b>	<b>Specific Challenges</b>	<b>Potential Impact on Learning</b>	<b>Possible Solutions</b>
<b>Teacher Training &amp; Skills</b>	- Lack of sufficient training in using specific technologies (e.g., interactive whiteboards, language learning apps) - Resistance to changing teaching methods - Limited technical support available	- Ineffective use of technology - Frustration and abandonment of IT tools - Continued reliance on traditional methods	- Comprehensive, ongoing professional development for teachers - Peer mentoring and knowledge sharing - Dedicated technical support staff
<b>Access &amp; Infrastructure</b>	- Limited access to reliable internet connectivity in schools and homes - Insufficient number of computers/tablets/devices - Outdated software and hardware - Unequal access for students from low-income backgrounds	- Digital divide, hindering equitable access to learning - Limited opportunities for practice and engagement - Software incompatibility issues	- Investment in school infrastructure (Wi-Fi, devices) - Providing loaner devices or subsidized internet access to students in need - Open-source software options
<b>Curriculum Integration</b>	- Difficulty integrating technology seamlessly into the existing curriculum - Over-reliance on technology as a "substitute" for good pedagogy, rather than an enhancer - Lack of suitable digital content tailored to specific language levels and learning objectives	- Fragmented learning experience - Technology detracting from, rather than supporting, language learning goals - Difficulty measuring the impact of IT on language acquisition	- Curriculum redesign to integrate technology strategically - Focus on pedagogical sound uses of IT, rather than simply using technology for technology's sake - Development and curation of high-quality, level-appropriate digital resources
<b>Student Engagement &amp; Motivation</b>	- Technology can be distracting if not used effectively - Some students may lack digital literacy skills - Potential for social isolation and reduced face-to-face interaction	- Decreased attention spans - Increased learning curve for some students - Limited opportunities for developing communicative competence	- Careful selection of engaging and relevant IT tools - Providing digital literacy training for students - Balancing online and offline activities to promote social interaction
<b>Assessment &amp; Evaluation</b>	- Challenges in designing valid and reliable assessments that leverage IT - Difficulty in tracking student progress and providing personalized feedback - Concerns about academic integrity in online assessments (e.g., plagiarism)	- Inaccurate measurement of student learning - Limited data for informing instructional decisions - Increased risk of cheating	- Developing authentic, performance-based assessments that require application of knowledge - Utilizing learning analytics tools to track student progress - Implementing strategies to prevent plagiarism and maintain academic integrity in online environments

This table summarizes the key challenges associated with integrating pedagogical and information technologies into foreign language teaching. The challenges are categorized into five areas: teacher training & skills, access & infrastructure, curriculum integration, student engagement & motivation, and assessment & evaluation.

- **Teacher Training & Skills:** The table highlights that a lack of adequate teacher training is a significant barrier to the effective use of technology. Many teachers lack the skills and confidence to use IT tools effectively, leading to frustration and a reliance on traditional teaching methods. Investing in comprehensive, ongoing professional development is essential to equip teachers with the necessary skills and support.
- **Access & Infrastructure:** The digital divide remains a major concern, with many schools and homes lacking reliable internet connectivity and sufficient devices. This creates unequal access to learning opportunities and limits the potential of technology to enhance language acquisition. Addressing this challenge requires significant investment in infrastructure and providing resources to students in need.

- **Curriculum Integration:** Seamlessly integrating technology into the curriculum is another key challenge. Technology should be used as an enhancer of good pedagogy, not simply a substitute for it. High-quality, level-appropriate digital resources that align with learning objectives are crucial for effective integration.
- **Student Engagement & Motivation:** While technology can be highly engaging, it can also be distracting if not used effectively. Some students may lack the necessary digital literacy skills, while others may experience social isolation due to reduced face-to-face interaction. Careful selection of engaging IT tools and balancing online and offline activities is essential to maintain student motivation and promote social interaction.
- **Assessment & Evaluation:** Developing valid and reliable assessments that leverage technology is a complex task. Challenges include tracking student progress, providing personalized feedback, and ensuring academic integrity in online assessments. Implementing performance-based assessments, utilizing learning analytics, and implementing strategies to prevent plagiarism are crucial for effective assessment and evaluation.

## DISCUSSION

The integration of pedagogical and information technologies in teaching foreign languages has revolutionized language acquisition, yet it is not without its challenges. One of the primary issues is the reliance on technology, which can sometimes overshadow fundamental pedagogical principles. While digital tools facilitate interactive learning and provide access to a wealth of resources, they may lead to a superficial understanding if educators do not carefully balance technology with effective teaching methods. Another significant problem is the digital divide; not all students have equal access to technology and the internet. This can create disparities in learning opportunities, particularly for those in underprivileged backgrounds. Language learning heavily relies on practice and exposure, and without consistent access to technological resources, some students may fall behind, exacerbating existing educational inequalities. Moreover, the rapid evolution of technology poses a challenge for educators who must continually update their skills and knowledge. Many teachers may feel overwhelmed by the pace of change or lack proper training in effectively integrating new tools into their lesson plans. This can lead to misapplication of technology, such as using apps that detract from meaningful interaction rather than enhancing it. Additionally, there is the risk of over-standardization, where reliance on certain language-learning software may lead to a one-size-fits-all approach. Language learning is inherently personal and varies from student to student, and the best outcomes occur when instruction is tailored to individual needs. Finally, the sheer volume of technological tools can be paralyzing. Teachers might struggle to select the best resources, leading to inconsistent implementation across classrooms. Addressing these challenges requires a comprehensive approach involving teacher training, equitable access, and a clear alignment between technology use and pedagogical goals to ensure that technology enhances rather than detracts from the language learning experience.

## CONCLUSION

The integration of pedagogical and information technologies in teaching foreign languages presents both significant advantages and notable challenges. While these tools enhance engagement, provide personalized learning experiences, and facilitate access to diverse resources, they also introduce several problems that educators must navigate. Technical

issues, such as software malfunctions and connectivity problems, can disrupt lessons and hinder the learning process. Additionally, the reliance on technology may lead to a decreased emphasis on fundamental language skills, such as speaking and listening, if not balanced appropriately. Moreover, disparities in students' access to technology can exacerbate inequalities, leaving some learners at a disadvantage. Teachers may also face a steep learning curve in effectively utilizing these tools, necessitating ongoing professional development that can be time-consuming and costly. Furthermore, the potential for distraction from social media and non-educational content can reduce the effectiveness of technology-enhanced lessons. Ultimately, while pedagogical and information technologies hold tremendous potential to enrich foreign language education, careful planning, training, and monitoring are essential. By addressing these challenges, educators can maximize the benefits of technology, fostering an environment that promotes effective language learning.

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