

“WAYS OF DEVELOPING SCHOOL LEARNERS ENGLISH LANGUAGE COMPETENCIES THROUGH SMART TECHNOLOGIES (ON THE EXAMPLE OF SECONDARY SCHOOLS OF CHIMBAY REGION)”

 <https://doi.org/10.70728/tech.v3.i04.022>

Tajieva Aliya Utebaevna

Nukus State Pedagogical Institute,

Candidate of pedagogical sciences, associate professor.

aliyatajieva67@gmail.com

Nurniyazov Nursultan Jalgasovich

2nd year master's student at

Nukus State Pedagogical Institute named after Ajiniyaz

nursultannurniyazov06@gmail.com

Annotation: The integration of Smart technologies into the educational process has become an essential factor in improving the quality of English language teaching in secondary schools. This study examines effective ways of developing school learners' English language competencies through the use of Smart technologies, focusing on the experience of secondary schools in the Chimbay region. The paper analyzes the role of digital tools, interactive platforms, and Smart devices in enhancing learners' communicative, linguistic, and digital competencies. Practical examples demonstrate how Smart technologies increase learners' motivation, autonomy, and engagement in English lessons. The results indicate that the systematic use of Smart technologies contributes to improved learning outcomes and more student-centered instruction.

Key words: English language competencies, Smart technologies, secondary education, digital learning, communicative competence

Annotatsiya: Ta'lim jarayoniga Smart texnologiyalarni joriy etish umumta'lim maktablarida ingliz tilini o'qitish sifatini oshirishda muhim ahamiyatga ega. Ushbu tadqiqot Chimbay hududidagi umumta'lim maktablari misolida Smart texnologiyalar orqali o'quvchilarning ingliz tili kompetensiyalarini rivojlantirish yo'llarini o'rganadi. Maqolada raqamli vositalar, interaktiv platformalar va Smart qurilmalarning o'quvchilarning kommunikativ, lingvistik va raqamli kompetensiyalarini rivojlantirishdagi o'rni tahlil qilinadi. Amaliy misollar Smart texnologiyalarning o'quvchilarning motivatsiyasi, mustaqilligi va faolligini oshirishini ko'rsatadi.

Kalit so'zlar: ingliz tili kompetensiyalari, Smart texnologiyalar, umumta'lim maktablari, raqamli ta'lim, kommunikativ kompetensiya

Аннотация: Интеграция Smart-технологий в образовательный процесс является важным фактором повышения эффективности обучения английскому языку в общеобразовательных школах. В данной статье рассматриваются способы развития языковых компетенций учащихся посредством Smart-технологий на примере средних школ Чимбайского региона. Анализируется роль цифровых

инструментов, интерактивных платформ и Smart-устройств в формировании коммуникативной, языковой и цифровой компетенций. Приведенные примеры демонстрируют положительное влияние Smart-технологий на мотивацию, самостоятельность и активность учащихся.

Ключевые слова: языковые компетенции, Smart-технологии, английский язык, средняя школа, цифровое обучение

Introduction. In recent years, the rapid development of information and communication technologies has significantly influenced the educational system worldwide. In Uzbekistan, particular attention is being paid to improving foreign language education, especially English, as it plays a key role in international communication, academic mobility, and professional development. In this context, Smart technologies are becoming an effective tool for developing learners' English language competencies in secondary schools. English language competency includes a set of skills and knowledge that enable learners to communicate effectively in various situations. These competencies involve listening, speaking, reading, and writing skills, as well as linguistic, sociocultural, and strategic components. Traditional teaching methods alone are no longer sufficient to meet the needs of modern learners, who are surrounded by digital technologies in their everyday lives. Therefore, integrating Smart technologies into English language teaching has become a pedagogical necessity.

Smart technologies refer to digital and interactive tools such as Smart boards, educational platforms, mobile applications, multimedia resources, and online communication tools. In secondary schools of the Chimbay region, these technologies are gradually being introduced to modernize the learning process and improve educational outcomes. Smart technologies create interactive learning environments that encourage active participation, collaboration, and learner autonomy.

One of the major advantages of Smart technologies is their ability to support learner-centered instruction. Students can access authentic materials, practice language skills independently, and receive immediate feedback. Teachers, in turn, can design flexible lessons that address individual learning needs and promote communicative competence. Moreover, Smart technologies help bridge the gap between classroom learning and real-life language use. The purpose of this study is to explore effective ways of developing school learners' English language competencies through Smart technologies, using the example of secondary schools in the Chimbay region. The paper aims to analyze key technological tools, provide practical classroom examples, and highlight their pedagogical benefits. Understanding these approaches can help educators improve the quality of English language teaching and better prepare learners for future academic and professional challenges.

Main Body. One of the most effective ways of developing English language competencies through Smart technologies is the use of interactive Smart boards in

classroom instruction. Smart boards allow teachers to present multimedia materials, interactive exercises, and visual aids that support different learning styles. For example, during a vocabulary lesson, teachers can display images, videos, and interactive matching tasks on the Smart board. Learners actively participate by completing tasks directly on the screen, which improves vocabulary retention and engagement. Another important Smart technology widely used in secondary schools is educational digital platforms. Platforms such as Google Classroom and Moodle enable teachers to organize lessons, distribute materials, assign homework, and monitor learners' progress. In the Chimbay region, English teachers use these platforms to upload listening exercises, reading texts, and grammar tasks.[1.123] Students can complete assignments at home, revise materials, and receive feedback online. This approach supports blended learning and encourages independent study.

Mobile learning applications also play a significant role in developing English language competencies. Applications such as Duolingo, Quizlet, and British Council LearnEnglish provide interactive activities for vocabulary building, grammar practice, and pronunciation improvement. For instance, students can use Quizlet to create digital flashcards for new words and practice them through games and quizzes. This method increases motivation and allows learners to practice English outside the classroom. Listening and speaking skills can be effectively developed through multimedia and audio-visual resources. Teachers use videos, podcasts, and animated dialogues to expose learners to authentic English speech. For example, watching short educational videos followed by comprehension questions helps students improve listening skills and understand real-life language use. Students can also record their own speeches using mobile devices and submit them for assessment, which improves pronunciation and fluency.

Smart technologies also support **collaborative learning**. Online tools such as shared documents and discussion forums enable students to work together on projects, presentations, and writing tasks. In secondary schools of the Chimbay region, students often complete group projects on topics such as "My Future Profession" or "Cultural Traditions," using digital tools to research information and present it in English. This approach develops communicative competence and teamwork skills.[2.67]

Another effective method is the use of **online assessment and feedback tools**. Digital quizzes, online tests, and interactive exercises provide immediate feedback, helping learners identify their strengths and weaknesses. Teachers can analyze results and adjust instruction accordingly. This formative assessment approach reduces anxiety and supports continuous learning. From a pedagogical perspective, Smart technologies promote communicative and competency-based approaches to language teaching. Learners become active participants in the learning process, while teachers act as facilitators and guides. However, successful implementation requires proper teacher training, technical support, and access to resources. When used systematically, Smart

technologies significantly enhance English language competencies and learning outcomes.

Smart technologies play a significant role in providing personalized and inclusive English language learning in secondary schools. One of the main challenges in traditional classrooms is addressing learners' different levels of language proficiency, learning styles, and interests. Smart technologies help teachers overcome this challenge by offering flexible and adaptive learning opportunities. For example, adaptive learning platforms allow teachers to assign differentiated tasks according to learners' abilities. In secondary schools of the Chimbay region, teachers use digital platforms to provide easier grammar exercises for beginners and more complex communicative tasks for advanced learners. As a result, each student works at an appropriate level, which reduces frustration and increases motivation.[5.89]

Smart technologies are also effective in supporting learners with limited confidence in speaking English. Using audio and video recording tools, students can practice speaking individually and submit their recordings to the teacher. For instance, learners may record short presentations about daily routines or school life using mobile devices. This method allows students to practice pronunciation and fluency in a stress-free environment and receive constructive feedback from the teacher. Inclusive education is another important benefit of Smart technologies. Learners with different learning needs can benefit from multimedia materials that combine text, audio, and visuals. For example, students with weaker reading skills can listen to audio versions of texts, while visual learners benefit from images and videos displayed on Smart boards. This multimodal approach supports better comprehension and vocabulary development.[6.78]

Project-based learning supported by Smart technologies further enhances language competencies. Students can work on digital projects such as creating presentations about local culture, environmental issues, or future careers. In Chimbay secondary schools, students often prepare group presentations using digital slides and present them in English. This activity develops speaking, writing, and collaboration skills while encouraging creativity. Overall, the use of Smart technologies enables teachers to create inclusive, personalized, and engaging English language learning environments. By addressing individual learner needs and providing practical communication opportunities, Smart technologies significantly contribute to the effective development of English language competencies in secondary education.

In modern secondary education, the development of English language competencies is closely connected with the formation of critical thinking and digital literacy skills. Smart technologies provide effective opportunities to integrate these skills into English language lessons, making learning more meaningful and relevant to real-life situations. One practical way to develop critical thinking is through **web-based research tasks**. Teachers can assign students tasks that require searching for information in English on trusted educational websites. For example, learners in Chimbay secondary schools may

research topics such as environmental problems, healthy lifestyles, or famous historical figures using English-language sources. After collecting information, students summarize the content and present it orally or in written form. This activity improves reading comprehension, vocabulary usage, and analytical skills.

Smart technologies also support the development of media literacy. Students learn to analyze videos, online articles, and digital advertisements in English. For instance, teachers can show short video clips or online news articles and ask students to identify key ideas, express opinions, and discuss the reliability of the information. Such tasks encourage learners to think critically while practicing speaking and listening skills. Another effective example is the use of **online discussion platforms** to promote reflective thinking. Teachers create discussion topics related to lesson themes, and students post their opinions and comments in English. This activity develops writing skills and encourages learners to express ideas clearly and respectfully. Shy students often feel more confident participating in online discussions than in face-to-face classroom conversations.

Digital storytelling is also a valuable Smart technology–based activity. Students create short digital stories using images, audio, and text to describe personal experiences or imaginative stories. For example, learners can create a digital story titled “My Dream Job” or “A Day in My Life.” This task integrates writing, speaking, and creativity while strengthening language competence. Overall, Smart technologies help teachers combine language learning with critical thinking and digital literacy. By engaging students in meaningful, technology-supported tasks, English lessons become more interactive, purposeful, and effective in developing comprehensive language competencies.[7.89]

Conclusion. In conclusion, the use of Smart technologies plays a crucial role in developing school learners’ English language competencies in secondary education. The experience of secondary schools in the Chimbay region demonstrates that integrating digital tools into English language teaching enhances learners’ motivation, engagement, and communicative abilities. Smart technologies create interactive and learner-centered environments that support the development of listening, speaking, reading, and writing skills. One of the main advantages of Smart technologies is their flexibility. Learners can access learning materials anytime and practice language skills at their own pace. This autonomy contributes to increased confidence and responsibility for learning outcomes. Additionally, Smart technologies provide opportunities for authentic language exposure and real-life communication, which are essential for developing communicative competence.

At the same time, Smart technologies support teachers by offering effective tools for lesson planning, assessment, and feedback. Digital platforms allow teachers to monitor progress, personalize instruction, and address individual learner needs. However, the successful implementation of Smart technologies requires continuous professional development and thoughtful pedagogical integration. Overall, Smart technologies are a

powerful means of improving English language education in secondary schools. Their effective use can significantly contribute to the development of learners' language competencies and prepare them for further education and global communication. The findings of this study highlight the importance of expanding the use of Smart technologies in schools and investing in digital literacy for both teachers and learners.

REFERENCES

1. Tajieva Aliya Utebaevna, Davletmuratova Ulbosin Maxsetovna. (2024). Assessment. Formative and summative assessment. Their introduction and use in practise. Eurasian Journal of Academic Research
2. Passov, E. I. (2010). Communicative Method of Foreign Language Teaching. Moscow: Prosveshchenie.
3. Polat, E. S. (2012). New Pedagogical and Information Technologies in Education. Moscow: Akademiya.
4. Solovova, E. N. (2016). Methods of Teaching Foreign Languages. Moscow: Astrel.
5. Sysoev, P. V. (2014). Information and Communication Technologies in Language Education. Moscow: Flinta.
6. Bim, I. L. (2011). Theory and Practice of Teaching Foreign Languages. Moscow: Prosveshchenie.
7. Azimov, E. G., & Shchukin, A. N. (2009). New Dictionary of Methodological Terms and Concepts. Moscow: IKAR.
8. Belyaev, B. V. (2010). Psychological Foundations of Foreign Language Teaching. Moscow: Prosveshchenie.
9. Galskova, N. D. (2017). Modern Methods of Teaching Foreign Languages. Moscow: Knorus.
10. Kuzovlev, V. P. (2014). Foreign Language Teaching as a System. Moscow: Drofa.
11. Shchukin, A. N. (2015). Methods of Teaching Foreign Languages. Moscow: Flinta.