

THE ROLE OF USING ONLINE INTERACTIVE APPLICATIONS IN LANGUAGE TEACHING

Nasriddinova Manzurakhon

Instructor of Kimyo International University in Tashkent

Email: manzura98nasriddinova@gmail.com

Annotation: With the advancement of technology, online interactive applications are increasingly being integrated into language teaching. This article explores the significance of online tools in foreign language education. It examines how applications such as Kahoot, Blooket, Quizlet, and Wordwall are utilized in the learning process and their advantages. These tools help teachers effectively assess students' knowledge while making lessons engaging and interactive. Additionally, the article discusses the drawbacks of online interactive games, including distractions, time limitations, and internet connectivity issues. In conclusion, the article highlights the effective use of these applications and their role in enhancing the educational process.

Keywords: Language teaching, online applications, interactive learning, Kahoot, Quizlet, assessment, Wordwall, games, technology, students, motivation, evaluation methods, digital literacy.

Introduction. In recent years, technological advancements have significantly influenced the field of education, particularly in language teaching. Online interactive applications have become an essential component of modern teaching methods, offering innovative ways to enhance student engagement and learning outcomes. The integration of digital tools such as Kahoot, Blooket, Quizlet, Wordwall, and other interactive platforms has transformed traditional teaching approaches, making lessons more dynamic and effective. One of the key benefits of using online interactive applications is their ability to provide an engaging and motivating learning environment. These tools enable students to participate actively in lessons through gamified activities, quizzes, and collaborative tasks. Moreover, they facilitate both formative and summative assessments, allowing teachers to evaluate students' progress efficiently.

However, despite their advantages, online interactive applications also present certain challenges. Distractions from notifications, internet connectivity issues, and

difficulties in fair assessment are some of the drawbacks that educators may encounter. Therefore, it is crucial for teachers to implement these tools strategically, considering the needs and abilities of their students. This article explores the role of online interactive applications in language teaching, analyzing their benefits, potential challenges, and best practices for effective implementation in the classroom.

As technology advances and integrates into all spheres of education, many educational tools have been developed to support foreign language teaching. Teachers find these tools useful not only for instruction but also for engaging students in an entertaining way during lessons. As Arjuni (2009) stated, “The benefit of technology is not simply its potential to replicate existing educational practice, but its ability to combine idea and product technologies to encourage students to engage in deeper cognitive activity.”

Various online tools are widely used by foreign language teachers. In the case of teaching English, applications such as Kahoot, Blooket, Educaplay, Wordwall, Padlet, Crossword, LearningApps, Idroo, Quizlet, and Google can enhance lessons with interactive activities. These applications can be effectively used for both input and output processes, allowing teachers to introduce new topics and assess students based on their progress in gaming activities. For example, Quizlet is used to teach new vocabulary by sharing online flashcards with images. Students can join specific online groups to practice the language and complete quizzes to assess their knowledge.

As a means of assessment, these applications can be used in both formative and summative forms. Preferably, they should be employed as formative assessment tools, allowing students to be graded daily based on their participation in games. For instance, a teacher may reward the top two students with excellent marks, assign “good” grades to the next two students, and assess the remaining students using alternative evaluation methods.

There are numerous advantages to using these applications. Firstly, instructors can efficiently evaluate all students simultaneously by monitoring their progress in a game. Secondly, students receive instant scores by simply selecting the correct answers, reducing the pressure of answering questions orally. Lastly, these games promote digital literacy, as students must learn how to sign in and navigate the applications using their personal laptops or cell phones. Bork (1982) claimed that computers have a significant impact on teaching and learning processes. He argued that the use of

computers in the classroom could make schools more student-centered and facilitate individualized learning more than ever before.

However, there are also disadvantages to using online interactive games during lessons. First of all, students can be distracted by pop-ups and personal messages from significant others. Moreover, the teacher may struggle to assess all students fairly, as time constraints can pressure students into rushing their answers. In addition, classroom noise levels may increase when students react vocally to winning or losing the game. Lastly, an unstable internet connection can disrupt gameplay. If the internet suddenly cuts off, lesson plans may be affected, and students may become discouraged from participating in future games.

Conclusion. In conclusion, while online interactive applications offer both benefits and drawbacks for students and instructors, it is the teacher’s responsibility to implement them appropriately. Teachers should consider students’ levels, interests, and abilities when incorporating these tools. They should create a fun and friendly learning environment while using a variety of applications to prevent monotony. Over-reliance on the same applications may lead to a decline in student interest and participation.

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