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**Abstract:** This research paper aims at providing effective recommendations in terms of digital platforms and educational activities that can be implemented in the classroom by English as a Foreign Language teachers. The research thoroughly examines the effectiveness of digital platforms in terms of resource usefulness and the digital educational environment's influence upon the classroom activities carried out by English teachers. The research paper underlines the effectiveness of educational activities conducted in support of students' language skill acquisition through communication exercises, audio-visual exercises, gamification methods of studying, and educational material that encourages autodidactic studying. The research's results underscore the paramount significance of resource-oriented goals and effective engagement of students in the digital educational platform. This research paper provides the reader with effective solutions in improving the methodology process conducted in the classroom by English teachers and underlines the scientific and practical significance of strategic digital platform use in contemporary educational process.

**Keywords:** *EFL teaching, platform selection, instructional design, technology integration, TPACK, SAMR, digital pedagogy, active learning.*

**Introduction:** Nowadays is differentiated by the unpredicted development of information technologies and digital culture, which have very changed education and giving practices. Furthermore, digital platforms have become a main aspect of traditional educational environments, changing how teachers produce classes, engage with students, and execute instructional practices. And also encourage to student engagement, motivation, and language experience, English as a Foreign Language (EFL) teachers must successfully incorporate these platforms and this kind of apps includes into their lesson plans. These days, teaching and learning can be supported by many online tools, such as interactive software, multimedia materials, and co-operative learning atmosphere. According to research, when technology integration is used intentionally, it develops students' communication with each other's, critical and deep thinking, and active engagement also. So, prevent cognitive most necessary and meaningful engagement with digital content, EFL teachers must carefully prepare and check their situations.

The cost of this study lies in its ability to goal EFL teachers in the formal and informed use of modern technology, create different type of a dynamic, interactive, and learner-centered atmosphere. Moreover, an examination of the pros and cons of modern aspects, this study private ways to develop the forms of instruction, aid in some language learning, and encourage among the students' different ways: individual and group learning. In order to, the findings goal to provide meaningful suggestions for instructors wanting to optimize digital resources in current EFL classrooms, adding to the broader field of digital pedagogy and instructional innovation.

**Literature Analysis and Methods:** Richard E. Mayer: “Students learn better from words and pictures than from words alone [2, 142]. Mayer remembers that this statement with visual features demonstrate increases learning process and results. In EFL classes, its means that teachers should create their own multimedia materials, such as photographs, videos, and interactive exercises, during the lessons. Students are more motivated and lessons become more vibrant when multimedia is used.

John Hattie: “The most powerful single modification that enhances achievement is feedback [1, 210]. Hattie reminds out that delivering timely and constructive feedback is vital for student performance. For EFL teachers, this means that digital platforms should be leveraged to deliver fast responses to student work, correcting faults and strengthening learning.

Sugata Mitra: “Children can learn to use technology on their own if provided with access and encouragement [4, 347]. Mitra’s research reveals that when students are given the correct digital tools and encouragement, they may take initiative in their learning. Self-controlled learning with online platforms in EFL contexts provides students to practice at their own place with individual, explore language on their own, and hone their problem-solving abilities.

Sherry Turkle: “Online interactions can create an illusion of connection, while real empathy may be reduced [5, 85]. Turkle remembered that over reliance on digital communication may rapid emotional connection and sympathy. For EFL teachers who are masters, this under the score need of mixing online some activities with face-to-face interactions.

Punya Mishra & Matthew J. Koehler: “Effective teaching with technology requires understanding the complex interplay of content, pedagogy, and technology [3, 520]. He said that a balanced grasp of content, pedagogy, and technical aspects is crucial for successful attempt to technology integration, show to Mishra and Koehler. Teachers may be carefully choosing their more important platforms and activities in EFL classes that

support them and pedagogical practices with themselves, match the language proficiency of the students, and align with learning objectives.

This study takes on a qualitative analytical near focusing on existing pedagogical creative writing, digital learning mainly, and practical classroom requests. Data sources covered peer-reviewed articles on educational technology, methodological publications related to EFL teaching, and consisted frame such as TPACK, SAMR, and principles of active learning.

## The analysis included of following:

### 1. ID of Pedagogical Needs

Challenges experienced by EFL teachers, they such as platform, unseccesfull activity design when they checked, and poor integration—were examined through an analysis of earlier empirical studies and teacher-reported experiences.

### 2. Evaluation of Digital Aspects

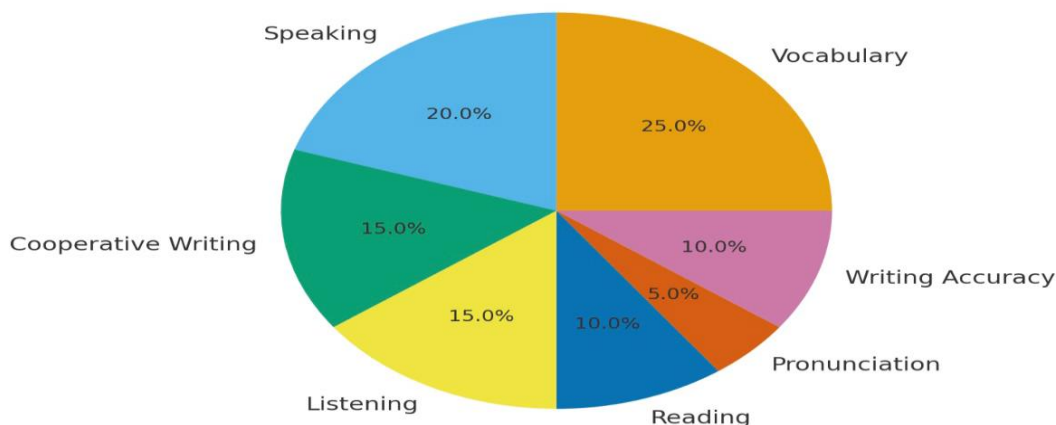
Mainly used platforms (Quizlet, Word wall, Padlet, Ed Puzzle, Google Docs, etc.) were rated in groups of accessibility, pedagogical cost, comfortable for using, and potential for language skill development.

**Results:** Findings show that teachers attain the best results when technology chosen aligns with educational goals. Vocabulary development is imprived by apps such as Quizlet and Word wall; speaking skills useful may be from Flip and VoiceThread; cooperative writing is useful too helped through Google Docs and Padlet. Teachers who chosen platforms informed clear and main learning outlooks and higher learner engagement. Accessibility and usability appeared as key some predictors of wealth. Platforms demanding minimal sign-up take steps with mobile devices led to smoother lesson flow. Furthermore, data privacy affects emphasized the need for unworried, moderated digital environments, particularly in primary and secondary education settings also.

Results illustrate that micro-tasks-short, concentrated on activities-mainly development engagement. Examples include short quizzes, one-minute speaking tasks, and also writing responses. Skill-oriented platform use witness the most effective skills: EdPuzzle for listening, Newsela for reading, Forvo for pronunciation, and last one is Grammarly

for writing accuracy. Active learning aspects such as working together Padlet walls or student-generated Canva users resulted in higher levels of taking part.

Digital Platform Effectiveness by Skill Area



Technology integration was most successful when advised by arranged models such as TPACK and SAMR. Masters who applied this bodywork retained even passages between digital and nondigital activities and informed us some classroom problems. Blended learning strategies—cover pre-class digital instruction also, in-class cooperation too. Created stronger learning skills. Rotational learning bases improved various of large classrooms, while its reduced technological confusion. Background plans using offline materials and made sure lesson continuous during technical disruptions.

**Discussion:** The consequences give out that technology-supported EFL teaching becomes most effective when platform selection, activity design, and integration progress are opinion as interconnected rather than separate resolution. A goal-driven moving toward is common, supporting earlier findings that determined some use of technology leads to better study outlooks. The outcome of micro-task design lines up with mental cargo thesis, which suggests that small, and targeted tasks develop attention and lower overwhelm. That time, the strong presentation of active learning are the great of student-centered approaches. Integration frameworks such as TPACK and SAMR provide structure that prevents superficial technology use. Their effectiveness within this study confirms earlier research advocating for framework-guided digital instruction. Additionally, the positive effect of blended learning structures image global trends in

flexible, hybrid models of education. Overall, the findings suggest that the intentional design of digital experiences—not the tools themselves—determines instructional success.

In conclusion, the developing of digital platforms and technology tools in EFL classrooms has a most of impacts on both teaching methods and learners' experiences. And also, the playing role of the EFL teacher is axis in designing structured, purpose, and balanced activities that add technology with pedagogy. We may by carefully selecting platforms, connecting assignments with learning objects, and promoting meaningful communications, teachers can maximal educational advantages while reducing potential dangerous. This research shows the double nature of digital technologies in language education and they are: they can permit learners and improve their teaching and learning efficiency but demand purposeful and intelligent integration. Improving their digital ability to read and understand this kinds of abilities, supporting any reflective use, and keeping a focus on learner-centered practices are essential to students and make sure that technology contributes positively to language development, cognitive, personal growth, and socio-emotional well-being in EFL situations.

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