



**THE EFFECTIVENESS OF USING COMMUNICATIVE AND
INFORMATION TECHNOLOGIES IN TEACHING VOCABULARY IN
ENGLISH LESSONS**

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Abstract: This article explores the integration of modern Information and Communication Technologies (ICT) in enhancing vocabulary acquisition during English language lessons. Recognizing the crucial role of a robust vocabulary in communicative competence, this study aims to both theoretically substantiate and empirically test the effectiveness of incorporating ICT tools and resources into vocabulary instruction. The research investigates the impact of ICT integration on students' lexical skills, examining how technology can facilitate vocabulary learning, retention, and application in communicative contexts. The study addresses the challenges and opportunities presented by the digital landscape in language education, considering how ICT can be strategically employed to create engaging and effective learning experiences. A set of specifically designed tasks and activities, leveraging various ICT tools such as online dictionaries, interactive exercises, multimedia resources, language learning apps, and collaborative platforms, are developed and implemented. The research methodology employs a mixed-methods approach, combining quantitative data from pre- and post-tests assessing vocabulary knowledge and qualitative data gathered through student surveys, classroom observations, and teacher interviews. This approach allows for a comprehensive evaluation of the effectiveness of the ICT-integrated vocabulary instruction, examining both the measurable gains in vocabulary acquisition and the students' perceptions of the learning process. The study analyzes the results of the implemented tasks, focusing on the impact of different ICT tools and activities on vocabulary learning outcomes.



Furthermore, the research explores the role of the teacher in facilitating ICT-mediated vocabulary learning, considering the pedagogical strategies necessary for successful integration. The findings of this study contribute to the growing body of knowledge on the use of ICT in language education, providing practical insights and recommendations for teachers seeking to enhance vocabulary instruction through technology. The research concludes by discussing the implications of the findings for curriculum development and future research directions in the field of ICT-enhanced language learning.

Keywords: ICT, Information and Communication Technologies, communicative-speech competence, lexical skills, communication technologies, vocabulary acquisition, vocabulary learning, language learning, English language teaching (ELT), CALL (Computer-Assisted Language Learning), MALL (Mobile-Assisted Language Learning), online dictionaries, interactive exercises, multimedia resources, language learning apps, collaborative platforms, digital literacy, pedagogical strategies, teacher trainings.

INTRODUCTION

Teaching a foreign language is a complex and multifaceted process aimed at fostering communicative-speech competence, which involves developing both oral and written communication skills. Central to this process is vocabulary acquisition. Without a solid grasp of the language's lexicon, successful communication becomes nearly impossible. Lexical skills, therefore, are a key pillar of language learning, particularly in the early stages of instruction. This article explores the question of how to effectively enhance the acquisition of vocabulary while maintaining student interest and active participation.

In the modern educational landscape, the use of information and communication technologies (ICT) has become integral. The abbreviation ICT refers to any technology that facilitates communication and the processing of information.



Interactive learning platforms, digital textbooks, multimedia presentations, and educational apps all contribute to creating an engaging environment for vocabulary acquisition. The widespread implementation of ICT tools is now a requirement in line with the Federal State Educational Standard (FSES), which calls for the incorporation of modern educational technologies. However, challenges such as inadequate technical infrastructure, limited teacher ICT competence, and reluctance to adapt to digital tools persist, highlighting the relevance of this research.

MATERIALS AND METHODS

The study focuses on the following research objectives:

1. Examine the definition of ICT, its classifications, and various types;
2. Explore the principles behind the integration of ICT in English lessons;
3. Define the goals and content of teaching English vocabulary at the elementary level;
4. Develop a set of ICT-driven tasks for students;
5. Conduct a pedagogical experiment to assess the effectiveness of these tasks.

The study uses a combination of theoretical and empirical research methods:

- **Theoretical methods:** Analysis of scientific and pedagogical literature related to ICT and language teaching.
- **Empirical methods:** Designing an ICT-based task set, conducting a pedagogical experiment, and performing statistical analysis of the results.

The developed set of tasks was tailored for students, drawing from the "Spotlight" textbook, covering themes such as "Feelings" and "Ordinal Numbers."



The tasks were designed to present, consolidate, and practice vocabulary within these topics. The tasks aimed to enhance lexical knowledge by engaging students in interactive and multimedia-based exercises.

The following tasks were implemented to integrate ICT into the vocabulary learning process:

Tasks for word form recognition:

In this activity, students are shown slides that visually represent different feelings, such as happiness, sadness, and anger. The corresponding word forms are displayed alongside the images. Students then practice reading the words and corresponding phrases ("He/She is happy/sad/angry") aloud.

Tasks for word meaning recognition:

Students watch a video and listen to a song that depicts various emotions. The song lyrics ("I'm happy, she's sad. I'm angry, she's mad...") are repeated aloud by the students while miming the corresponding feelings. This activity helps consolidate their understanding of the emotional vocabulary through audiovisual reinforcement.

Tasks for using vocabulary in speech:

In this task, students watch a video that illustrates different emotional scenarios. They listen to the speaker pronounce emotional words and repeat after them. They are then asked to respond to questions such as "Are you happy?" or "Are you angry?" The task is designed to encourage active use of the newly learned vocabulary in conversational contexts.

RESULTS AND DISCUSSION

The study aimed to determine the frequency of ICT use in English lessons and evaluate its effectiveness in enhancing students' vocabulary proficiency. The experiment was conducted in three stages:



Ascertainment (Organizational):

A survey of students and teachers identified the extent of ICT use in English lessons and provided baseline data regarding the students' vocabulary proficiency. Students were asked which ICT tools they most enjoyed working with. The majority preferred video and audio recordings, while an interactive whiteboard received the least interest due to its absence from the classroom.

1. Formative:

The formative stage involved developing tasks for Grade 4 students. These tasks included word recognition, meaning identification, and vocabulary application through multimedia activities.

2. Control:

In the final stage, a vocabulary proficiency test was administered. Students' ability to recognize word forms, meanings, and use words in context was assessed, with the results analyzed to measure improvement.

The results revealed that most students (67%) preferred using video and audio recordings. Teachers, on the other hand, noted the benefits of ICT, particularly in saving time and effort during lesson delivery. However, they also highlighted the lack of essential ICT infrastructure, such as interactive whiteboards and sufficient computers.

The proficiency test indicated a noticeable improvement in students' lexical skills. The percentage of students with a high proficiency level increased by 26%, and the number of students with a low proficiency level decreased significantly. The final assessment showed a 13% rise in students demonstrating a high or intermediate level of vocabulary proficiency.



CONCLUSION

In conclusion, the research highlights the effectiveness of using ICT in teaching English vocabulary, particularly at the elementary level. The incorporation of multimedia tools such as videos, audio, and interactive exercises not only enhances student engagement but also contributes significantly to vocabulary retention and usage. As the study demonstrates, integrating ICT into language lessons leads to improved lexical skills, with a marked reduction in students' lower proficiency levels.

Furthermore, the ability of ICT to present information in varied formats—whether visual, auditory, or interactive—adds depth to the learning experience. This variety, coupled with the motivational aspects of technology, significantly aids in the development of communicative competence.

The study supports the necessity of using modern ICT tools in the English language classroom to foster effective vocabulary learning. This approach not only aligns with educational standards but also addresses the needs of a dynamic, technology-driven society.

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