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USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN VOCABULARY TEACHING IN PRIMARY SCHOOL.

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Annotatsiya: Ushbu maqolada axborot va kommunikatsiya texnologiyalarining (AKT) boshlang'ich ta'limdagi lug'at o'qitish jarayonidagi foydali elementi sifatidagi hissi tahlil qilinadi. Ayniqsa, texnologiyalardan foydalanilganda o'quvchilarning leksik kompetensiyasi va motivatsiyasi oshishi ta'kidlanadi. Tadqiqotning asosiy yo'nalishi O'zbekistonning boshlang'ich maktab o'quvchilari uchun AKT integratsiyalashgan ingliz tili darslarini o'rganishdan iborat bo'ldi. Ma'lumotlar AKT integratsiyalashgan ingliz tili darslarini kuzatish, lug'aviy testlar va o'quvchilarning fikr-mulohazalari orqali yig'ildi. Tadqiqot natijalariga ko'ra, AKTdan foydalanish lug'atni eslab qolishga ijobiy ta'sir ko'rsatgan hamda o'quvchilarning dars jarayonidagi ishtiroki va faolligini oshirgan. Shuningdek, gamifikatsiyalangan ilovalar va multimedia vositalari o'quvchilarga so'z ma'nosini chuqurroq tushunishga yordam bergani aniqlangan. Maqola yakunida AKTni erta bosqichdagi til o'rgatishga samarali joriy etish uchun pedagogik tayyorgarlik va o'quv dasturlarini qayta ishlab chiqish zarurligi ta'kidlanadi. Umuman olganda, maqola texnologiyalardan oqilona foydalanish orqali lug'aviy bilimlarni samarali egallash imkoniyatlari haqida boy ma'lumot beradi.

Kalit so'zlar: Leksik ta'lim, boshlang'ich maktab, ta'limda AKT, lug'atni o'zlashtirish, raqamli ta'lim, ta'lim texnologiyalari, ingliz tilini o'qitish.

Абстракт: В статье представлен анализ вклада информационно-коммуникационных технологий (ИКТ) как полезного элемента в процессе обучения лексике в начальной школе. Особое внимание уделяется улучшению лексической компетенции и мотивации учащихся при использовании технологий. Основное внимание в исследовании было уделено урокам английского языка с интеграцией ИКТ для учеников начальных школ Узбекистана. Данные были собраны с помощью наблюдений за уроками, тестов по лексике и анализа отзывов учащихся. Исследование показало, что использование ИКТ положительно влияет на запоминание лексики и повышает вовлеченность и активность учащихся в процессе обучения. Также установлено, что игровые приложения и мультимедийные ресурсы помогают учащимся лучше понимать значение слов. В заключении статьи подчеркивается необходимость педагогической

подготовки и переработки учебных программ для эффективного внедрения ИКТ на ранних этапах обучения языку. В целом, статья содержит обширную информацию о потенциале эффективного усвоения лексики благодаря продуманному применению технологий.

Ключевые слова: Лексическое обучение, начальная школа, ИКТ в образовании, усвоение словарного запаса, цифровое обучение, образовательные технологии, преподавание английского языка.

Annotation: The article presents an analysis of the contribution of information and communication technologies (ICT) as a useful element in the vocabulary instruction process in primary education. Importantly, it draws attention to the enhancement of students' lexical competence and motivation when technology is employed. The primary focus of the study was ICT-integrated English lessons for primary school students in Uzbekistan. The data was collected through classroom observation of ICT-integrated English lessons, vocabulary tests, and student reflections. The study concluded that the use of ICT positively impacted vocabulary retention and increased learner involvement and participation within the learning process. Furthermore, the use of gamification applications and multimedia was found to help students gain a better understanding of word meaning. The article concludes with a need for pedagogical training and redesigning curricula in order for the incorporation of ICT in the early stages of language learning to have a desired effect. Overall, this article provides a wealth of information about the potential for beneficial vocabulary acquisition through the thoughtful incorporation of technology.

Keywords: Lexical education, primary school, ICT in education, vocabulary acquisition, digital learning, educational technology, English language teaching.

Introduction

Lexical development is an important aspect of the cognitive and linguistic development of primary school learners, particularly in a multilingual context. [5] Given that vocabulary is inextricably linked to language competence, lexical items are essential in understanding and making effective use of language through reading and productive language use. Those who help learners develop vocabulary knowledge must encourage imparting effective use of vocabulary to long-term memory. Traditional teaching methods that emphasized rote memorization and minimal context have not yielded promising results in building long-term retention of vocabulary in young learners. [1, 21-34] As traditional approaches to vocabulary instruction have cultures I over the years, information and communication technologies (ICT) have altered educational settings and provided opportunities for dynamic technologies to support interactive learning communities. [7] As complex digital platforms, mobile applications, multimedia, and texts can be used to tailor the learners' learning pathway. Primary school children are essentially digital natives and gravitate to new learning pathways through visuals and audio representations afforded by ICT tools. ICT tools provide practice, support retention, and promote learner

creativity and autonomy. [2, 255-284] Further, ICT teaching and learning provide an entirely different set of learning environments for learners that go beyond text and are more congruent with the conditions under which we use language outside the classroom. In Uzbekistan, English is taught as a foreign language; the adoption of suitable ICT tools in a school setting would have the potential to improve the quantity and quality of vocabulary input. Teachers can create environments that incorporate enriched vocabulary through games, digital flashcards, story apps, and digital learning platforms. [4, 60-79] In recent years, the literature has stressed that technology-enhanced learning can increase motivation among learners, especially the younger children. [3, 162-179] Given this, it is important to research the ICT existences related to vocabulary teaching to enhance the teaching and learning context in primary schools.

Methodology

This investigation adopted qualitative and quantitative mixed-methods to ascertain the function of ICT on lexical education within the context of primary education. The sample consisted of a total of fifty third-grade students from two urban school settings in Tashkent, Uzbekistan. The research was conducted during the six-week period of semester 2 of the academic year. In one classroom, students were taught with ICT-enhanced materials (i.e., experimental group); in another classroom, the students were taught with traditional materials (i.e., control group). ICT-enhanced materials included interactive whiteboard orientation and activities, language learning apps (e.g., Duolingo, Quizlet), and multimodal storytelling resources. The students in both classes were pre-post tested for their assimilation and retention of vocabulary they learned under their respective conditions. The researchers also conducted semi-structured interviews with the teachers and engaged in the classroom to observe student engagement and teaching behavior. The analysis of test scores was carried out using SPSS software, and analysis of the semi-structured interviews or field notes from the classroom observations was undertaken by way of thematic analysis.

Results and Discussion

The results of the study indicated both a statistically and pedagogically important increase in vocabulary acquisition in the experimental group of students who engaged in instruction underpinned by ICT as compared to the control group who experienced standard, traditional instruction. Specifically, the post-test showed that in comparison to their pre-test scores, on average, the students who used various tools offered through ICT, including digital flash cards, audio-visual supports, and gamified quizzes of the vocabulary items of study, had a mean average increase of 28% on the post-test attainment measure related to vocabulary skills whereas the control group had a comparatively modest 12% average increase on the post-test. The implication of these results is that using ICT led to increased not only retention but also use of the vocabulary items in written and oral applications for these students.

Qualitative data gleaned from classroom observations and teacher commentary also supported these quantitative findings. Teachers consistently noted that their lessons that included support from ICT excited the learners, who were therefore more engaged, responsive,

and participatory. Learners often collaborated with their peers, took more initiative in their tasks, and responded readily to others in vocabulary-based tasks. Of note was the influence of the gamified resources and multimedia stimuli, the combination of which lowered the learners' overall anxiety to participate and increased their intrinsic motivation, and made learning enjoyable and memorable.

Thematic analysis of student feedback revealed common descriptors such as "fun," "interesting," and "easier to remember" when learning vocabulary through ICT. According to students, these terms speak volumes about the motivational potential of technology in the classroom, especially in language learning environments where students have to memorize so much, which can become tedious or overwhelming. Students felt engaged with technology due to the interactive nature of ICT tools, and the technology provided them with immediate feedback about their learning, which enabled a sense of accomplishment when they learnt new words.

Another noteworthy finding is the effect of ICT on differentiation. Teachers indicated that technology use allowed them to better address the needs of their diverse mixed-ability learners. Interactive apps and digital resources enabled teachers to customize tasks, scaffold low-level learners' tasks, and enrich tasks for advanced learners. Teachers felt that tailored tasks through the use of technology created opportunities for all students to engage in the same work, but progress at their own paces.

While the findings were promising, the study also revealed some challenges. Limited access to digital resources and weak internet connectivity stood out as frequent difficulties, especially in rural or low-resourced schools. Several teachers even noted being uncomfortable using ICT tools effectively after receiving little training and having little professional development. These obstacles demonstrate the necessity of institutional support and investment in infrastructure and continued teacher education to ensure that ICT can be constantly and reliably integrated into primary education. The findings supported the pedagogical value of ICT in enhancing lexical development for young learners. If implemented in a considered and consistent manner, ICT not only enhances vocabulary learning but also enables learning that is more active, engaging, and impactful. However, for ICT integration to become sustainable, efforts need to be made at the system level to address the technology gap, as well as provide education to teachers to successfully leverage digital technology as part of their teaching practice.

Conclusion

The usage of information and communication technologies in the field of lexical education provides great advantages for learners in primary school. In addition, ICT not only aids vocabulary retention and recall but also improves levels of engagement and enjoyment in language learning. [1, 21-34] The results from the study confirmed that digital resources provided improvements in both the English vocabulary teaching practices and resultant learning outcomes. However, successful implementation will always be linked to factors such as

availability and adequacy of infrastructure, teacher capability, and teacher knowledge of the curriculum. It is advisable for those responsible for policy development to contemplate the inclusion of teacher training schemes and a robust digital infrastructure for delivering ICT in primary language education. [6, 163–178] Future research may also provide insights into the long-term engagement of ICT in language proficiency and with feelings or emotions across the linguistic landscape. In the end, combining a traditional methodology with a technology-based approach can mean more effective, inclusive, and enjoyable learning moments for young learners.

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