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# THE IMPACT OF TECHNOLOGY ON STUDENT LEARNING IN THE CLASSROOM

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**Abstract**
The quality of education is closely tied to socio-economic factors, including the increasing use of technology in production, the growth of the educational services market, and the widespread adoption of information technologies (IT). Today, IT is not only a teaching tool but also a subject of study across all educational levels. While modern IT offers many advantages over traditional teaching methods, there are also negative aspects that affect educational quality. A recent sociological study among vocational and schoolchildren found that 82% own internet-connected cell phones and use them during classes, with about one-third staying online for more than 20 minutes and over one-fourth for more than 45 minutes.
**Key words**: education, information technologies, quality of education, the internet, students, digital literacy, educational technology, learning outcomes, access, challenges, benefits.
**Annotatsiya**
Ta’lim sifati ijtimoiy-iqtisodiy omillar bilan chambarchas bog‘liq, jumladan ishlab chiqarishda texnologiyalardan foydalanishning ortishi, ta’lim xizmatlari bozorining o‘sishi va axborot texnologiyalarining (IT) keng joriy etilishi. Bugungi kunda IT nafaqat o'qitish vositasi, balki barcha ta'lim darajalarida o'rganish mavzusidir. Zamonaviy IT an’anaviy o‘qitish usullaridan ko‘p afzalliklarga ega bo‘lsa-da, ta’lim sifatiga salbiy ta’sir ko‘rsatadigan salbiy jihatlar ham mavjud. Kasb-hunar va maktab o'quvchilari o'rtasida yaqinda o'tkazilgan sotsiologik tadqiqot shuni ko'rsatdiki, 82% Internetga ulangan uyali telefonlarga ega va ulardan dars paytida foydalanishadi, taxminan uchdan bir qismi 20 daqiqadan ko'proq va to'rtdan bir qismi 45 daqiqadan ko'proq vaqt davomida onlayn qoladi, ikkinchi 15tasi nazorat guruhidir.
**Kalit so‘zlar**: ta'lim, axborot texnologiyalari, ta'lim sifati, internet, talabalar, raqamli savodxonlik, ta'lim texnologiyasi, ta'lim natijalari, kirish, muammolar, imtiyozlar.

**INTRODUCTION.** The integration of technology in education has transformed how students learn, influenced by broader socio-economic changes such as increased intellectualization of production, growth in the educational services market, and widespread use of information technologies (IT). Today, IT serves dual roles as both a teaching tool and a subject of study across educational levels, offering numerous advantages over traditional teaching methods. However, alongside these benefits, there are also challenges and negative impacts to consider, which can affect the overall quality of education. This paper explores the complex relationship between technology and education, focusing on how IT impacts student learning and the educational landscape. By examining the opportunities and challenges presented by IT in education, we can better understand its role in shaping the future of learning.

Clearly, the advancement of information technologies impacts the education system, including its content, methodologies, and administration, consequently affecting the quality of education. As society and the economy become more reliant on information, questions

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regarding the quality and substance of education become paramount. However, there is a reciprocal relationship: information technologies (IT) in education also influence its content and the quality of learning[1]. Today, an enormous volume of information (including books, audio, images, and videos) is readily accessible to everyone via the internet. Formal learning opportunities are also available online globally through platforms like Khan Academy, MOOCs, podcasts, traditional online programs, and more. The scale of access to learning opportunities today is unprecedented, thanks to technology. Salman Khan can be the best example: Khan is the founder of Khan Academy, a non-profit educational organization that provides free online courses. He believes that technology can personalize learning and make education more accessible. Khan advocates for a "flipped classroom" model, where students learn at their own pace with online resources and use classroom time for more interactive, engaging activities[2].

**METHODS**. Technology offers an interactive, immersive method for fostering classroom activities. By observing classrooms or educational settings where technology is being used to understand how it is implemented and its impact on teaching and learning.Simple, conducting interviews with educators, students, and experts in the field to gain in-depth insights into their experiences and perspectives on the use of technology in education.Moreover, using statistical analysis to analyze quantitative data collected from surveys, assessments, or other sources to identify trends and patterns related to the impact of technology on education.Conducting longitudinal studies to track changes in the use and impact of technology in education over time.Comparing the use of technology in education across different contexts, such as different schools or countries, to understand the varying impacts and challenges.

**RESULTS AND DISCUSSION.**

The aim of this research initiative was to explore how technology could cultivate the learning aptitudes, and ultimately the language talents, of English as a Second Language learners. The aim of this research is to investigate the impact of technology on education. Specifically, the research seeks to understand how the integration of technology into educational settings influences teaching and learning practices, student engagement and achievement, and the overall quality of education. By exploring the various ways in which technology is used in education and its effects on different aspects of the educational experience, the research aims to contribute to a deeper understanding of the role of technology in shaping the future of education.

This research project involved conducting quantitative analysis and employing a basic pre-test – post-test experimental design. In this type of framework, an experimental group is exposed to a treatment or strategy, while the control group does not receive the treatment.

While all conditions remained consistent between the experimental and control groups, a test-based investigation into the impact of a targeted stimulus was conducted [3]. Technological advancements are reshaping the roles of both teachers and students. In traditional classrooms, illustrated by De Voltolina, teachers are the main information providers while students passively receive knowledge. This traditional "sage on the stage" model has long been prominent in education and remains relevant. However, with increased access to information and educational resources enabled by technology, many classrooms now see a shift in the teacher's role towards being a "guide on the side." Students are taking more responsibility for their learning, using technology to gather relevant information. Schools and universities nationwide are redesigning learning spaces to implement this new educational model,

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emphasizing interaction and small group work, and leveraging technology as a tool. Key educational technologies include:

1.Active Engagement with Educational Material: The technology is interactive, allowing students to learn through research and feedback. This approach fosters student interest in the subject matter. For instance, instead of passively viewing images, students can use interactive programs like Google Maps or Google Earth to study geography.

2.Utilization of Real-World Problems: This method encourages the integration of real-world problems into the classroom. By utilizing the Internet, students can explore current real-world issues relevant to their curriculum. This approach helps students understand the practical application of the knowledge and skills being taught.

3.Discussion Forums: Through the use of the Internet or software tools, students can establish online groups, web pages, and virtual communities that connect them in real-time with peers and instructors worldwide. This setup enables them to receive feedback from their teachers and exchange questions and concerns about their coursework. By engaging with the opinions and feedback of others, students enhance their critical thinking skills, leading to deeper understanding and insight. Online communities also offer students the chance to interact with individuals from diverse backgrounds.

4.Working Groups: Technology-driven education does not assume that students learn in isolation from textbooks. Instead, working groups facilitate activities, discussions, and debates, fostering positive group dynamics.

5.Coaching: In modern education, teachers play a coaching role, guiding and supporting students' activities rather than just delivering instruction. They provide feedback and guidance to study groups, helping students acquire relevant information and academic skills. Teachers also teach students problem-solving, research, and decision-making skills.

6.Assessment: Teachers ensure that students not only grasp concepts but also learn how to effectively utilize available technological resources. Activities focused on technology often require critical thinking and problem-solving abilities. Teachers act as facilitators, offering ongoing feedback to help students achieve a deeper understanding. They guide the group toward a common goal and support its progress through discussion, without favoring any particular viewpoint.

*Benefits and Outcomes:*

Technologies represent a potent tool capable of revolutionizing education, aiding teachers in material creation and fostering new collaborative learning approaches. With the Internet's global reach and the ubiquity of smart devices, education is entering an era where learning is possible anytime and anywhere. According to EURUSTAT, in 2017, three out of four Internet users aged 16-74 accessed the Internet daily or almost daily. Digitization has fundamentally altered societal structures, seemingly reducing our attachment to traditional institutions like community, church, or workplace. However, digital connectivity is reshaping our sense of belonging rather than eradicating it. Digital markets facilitate global interaction, and social networks provide platforms for individual and collective expression, expanding our communication horizons. Yet, there are drawbacks. While the digital age has created new job categories, automation has phased out others, necessitating career shifts and ongoing education throughout life. According to Russian sociologists, Russia ranked 27th in the world for the quality of education in 2010. Interestingly, in 1992, we ranked 3rd in the same rating. The quality of primary education influences the choice of educational trajectory: the specific educational institution within the primary (general), secondary (vocational), or higher (higher

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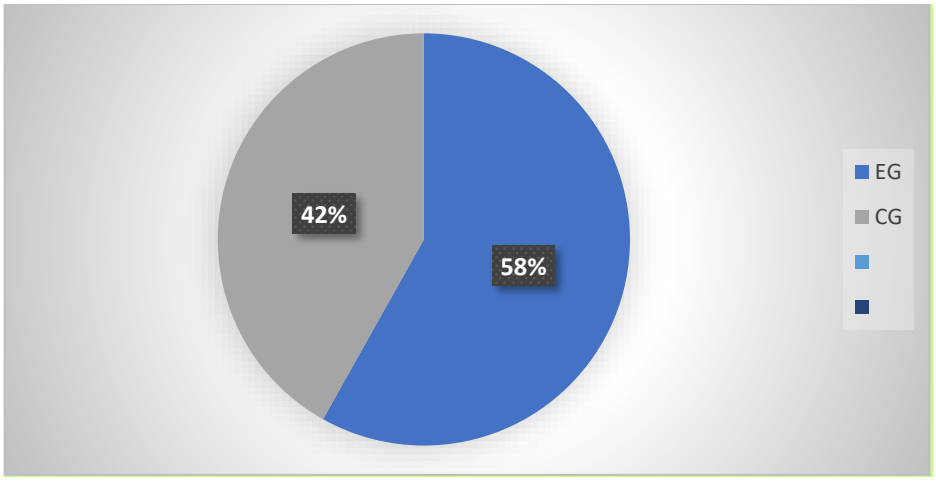
education) professional education systems, and subsequently, employment, which ultimately determines an individual's status and income level. "Good education" is, in most cases, a prerequisite for obtaining a "good job," and a "good job" is currently interpreted by the majority of Russians (90%) as a job with "good money"[4].

Students tend to rate the level of preparation higher (5.8 points), while managers rate it below average (4.6 points). As a result, the overall assessment of the quality of teaching and the preparation of graduates tends to hover around a "C" grade (2.6 points on a 5-point scale). Employers almost always criticize the quality of education.

The primary requirements for employment nowadays include proficient IT skills, knowledge in communications, and the Internet. Just over a quarter of Russians currently use computer skills regularly in their daily work, and the necessity for this is increasing every year. The higher an employee's position, the more crucial it is for them to know and apply IT skills in their work.

Pie chart: To analyze the current situation with the quality of education, a study was conducted, surveying four categories of respondents: managers and employees of enterprises, teachers, and students.




## CONCLUSION

In summary, the introduction of ICT in education has made distance learning possible, which is particularly relevant for a country like Russia. Typically, major educational institutions are clustered in central areas, requiring residents of remote regions to travel to these centers for quality education, which can be costly. The advancement of distance education could address the issue of equal access to education. However, the practical implementation of many ideas falls short of perfection, and the quality of education obtained through this method today is significantly different (for the worse) from traditional forms. This discrepancy is not due to the technologies themselves but rather to how they are applied. The quality of education in Russian society and the overall economic and national development depend on the effective utilization of these technologies.

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