

## THE IMPORTANCE OF NEEDS ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES

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**Abstract:** This article explores the pedagogical value of instant feedback tools in English as a Foreign Language (EFL) learning environments and their role in enhancing communicative competence. The integration of digital technologies into language education has transformed traditional teaching methods, making feedback more immediate, accessible, and effective. Drawing on theoretical perspectives from scholars such as John Hattie, Stephen Krashen, and Lev Vygotsky, the study examines how instant feedback contributes to learner autonomy, motivation, and accuracy. The research also analyzes the impact of immediacy in feedback on learning outcomes, emphasizing its role in reinforcing language acquisition. The findings indicate that instant feedback tools significantly improve learner engagement, reduce anxiety, and support effective language practice. The article concludes that while instant feedback tools are highly beneficial, their effectiveness depends on appropriate pedagogical integration and should complement, rather than replace, teacher guidance.

**Keywords:** Instant feedback tools, English as a Foreign Language (EFL), communicative competence, language learning, digital technologies, learner autonomy, motivation, accuracy, feedback timing, formative assessment, scaffolding, Zone of Proximal Development (ZPD), cognitive processing, language acquisition, interactive learning, educational technology, classroom engagement, self-directed learning, pedagogy, technology-enhanced learning.

**Аннотация:** Данная статья исследует педагогическую ценность инструментов мгновенной обратной связи в обучении английскому языку как иностранному (EFL) и их роль в развитии коммуникативной компетенции. Интеграция цифровых технологий в языковое образование значительно изменила традиционные методы преподавания, сделав обратную связь более оперативной, доступной и эффективной. Опираясь на теоретические взгляды таких ученых, как Джон Хэтти, Стивен Крашен и Лев Выготский, исследование рассматривает, как мгновенная обратная связь способствует развитию автономности учащихся, повышению мотивации и точности языкового использования. В статье также анализируется влияние своевременности обратной связи на результаты обучения, подчеркивая её роль в укреплении языкового усвоения. Результаты показывают, что инструменты мгновенной обратной связи значительно повышают вовлеченность учащихся, снижают уровень тревожности и способствуют более эффективной языковой практике. В заключение отмечается, что, несмотря на высокую эффективность, такие инструменты требуют грамотной педагогической интеграции и должны дополнять, а не заменять роль преподавателя.

**Ключевые слова:** инструменты мгновенной обратной связи, английский язык как иностранный (EFL), коммуникативная компетенция, изучение языка, цифровые технологии, автономность учащихся, мотивация, точность, своевременность обратной связи, формирующее оценивание, педагогическая поддержка (скаффолдинг), зона

ближайшего развития (ZPD), когнитивная обработка, усвоение языка, интерактивное обучение, образовательные технологии, вовлеченность в классе, самостоятельное обучение, педагогика, обучение с использованием технологий.

**Annotatsiya:** Ushbu maqola ingliz tilini xorijiy til sifatida (EFL) o'rganish muhitida tezkor teskari aloqa vositalarining pedagogik ahamiyatini va ularning kommunikativ kompetensiyani rivojlantirishdagi rolini o'rganadi. Raqamli texnologiyalarning til ta'limiga integratsiya qilinishi an'anaviy o'qitish usullarini sezilarli darajada o'zgartirib, teskari aloqani yanada tezkor, qulay va samarali qilmoqda. Jon Xetti, Stiven Krashen va Lev Vygotskiy kabi olimlarning nazariy qarashlariga tayangan holda, tadqiqot tezkor teskari aloqa o'quvchilarning mustaqilligi (avtonomiyasi), motivatsiyasi va til aniqligini qanday rivojlantirishini tahlil qiladi. Shuningdek, teskari aloqaning o'z vaqtida berilishining o'quv natijalariga ta'siri o'rganilib, uning tilni o'zlashtirish jarayonini mustahkamlashdagi ahamiyati yoritiladi. Tadqiqot natijalari shuni ko'rsatadiki, tezkor teskari aloqa vositalari o'quvchilarning faolligini oshiradi, xavotir darajasini kamaytiradi va samarali til amaliyotini qo'llab-quvvatlaydi. Xulosa sifatida ta'kidlanadiki, bunday vositalar yuqori samaradorlikka ega bo'lsa-da, ular pedagogik jihatdan to'g'ri integratsiya qilinishi zarur va o'qituvchining rolini to'liq almashtirmasdan, uni to'ldirishi kerak.

**Kalit so'zlar:** tezkor teskari aloqa vositalari, ingliz tili xorijiy til sifatida (EFL), kommunikativ kompetensiya, til o'rganish, raqamli texnologiyalar, o'quvchi avtonomiyasi, motivatsiya, aniqlik, teskari aloqa vaqti, formatif baholash, skaffolding (pedagogik qo'llab-quvvatlash), yaqin rivojlanish zonasi (ZPD), kognitiv jarayonlar, tilni o'zlashtirish, interaktiv o'rganish, ta'lim texnologiyalari, sinfdagi faollik, mustaqil o'rganish, pedagogika, texnologiyaga asoslangan ta'lim.

### Introduction

In recent years, the rapid development of digital technologies has significantly influenced the field of language education, particularly in English as a Foreign Language contexts. One of the most notable developments is the increasing use of instant feedback tools, which provide learners with immediate responses to their performance. Feedback has long been recognized as a crucial component of effective learning, as it enables learners to identify errors, improve accuracy, and develop communicative competence. Scholars such as John Hattie [6] emphasize that feedback is among the most influential factors affecting student achievement, while Stephen Krashen highlights the importance of comprehensible input and low-anxiety learning environments. Instant feedback tools combine these principles by offering timely corrections and guidance in a supportive context. From a sociocultural perspective, Lev Vygotsky [14] argues that learning occurs through interaction and scaffolding within the learner's Zone of Proximal Development, and instant feedback technologies can simulate this support by acting as a constant guide. In Uzbekistan, the importance of integrating modern technologies into education has been widely emphasized in recent years. Educational reforms aim to improve teaching quality and promote innovative approaches that enhance learner engagement. Therefore, the implementation of instant feedback tools not only reflects global trends but also aligns with national educational priorities. This study aims to examine the role of instant feedback tools in improving language learning outcomes, particularly in terms of accuracy, motivation, and learner autonomy.

### Main Part

This study adopts a qualitative and descriptive approach based on both theoretical analysis and practical classroom observations. The research draws on established theories of feedback and language acquisition, particularly the works of Hattie, Krashen, Long, and Vygotsky [6,8,9,14], to provide a conceptual framework for understanding the role of instant feedback in language learning. Data were collected through classroom observations, analysis of student performance, and feedback from learners before and after the integration of instant feedback tools. Digital platforms such as interactive quizzes, online exercises, and AI-based tools were used to provide immediate responses to learners' input. The study focused on evaluating improvements in accuracy, levels of student engagement, and the development of learner autonomy. The findings reveal that instant feedback tools significantly improve learners' accuracy, especially in grammar and vocabulary usage. Students who regularly used these tools demonstrated a noticeable reduction in repeated errors. Immediate correction allowed learners to recognize their mistakes at the moment of learning, which contributed to faster internalization of language rules. This supports cognitive theories suggesting that timely feedback enhances memory retention by linking correction directly to performance.

Another important finding concerns the timing of feedback. Students who received immediate feedback showed greater improvement compared to those who relied on delayed teacher feedback. Immediate responses enabled learners to process corrections while their initial answers were still active in memory, leading to more effective learning. This finding is consistent with research emphasizing the importance of feedback timing in cognitive processing. The study also highlights a significant increase in learner motivation and engagement. Students were more actively involved in tasks when using instant feedback tools, as they could immediately see the results of their efforts. The interactive nature of digital platforms encouraged repeated practice and reduced fear of making mistakes. Learners reported feeling more confident and motivated, which contributed to a more positive learning environment.

Furthermore, instant feedback tools were found to promote learner autonomy. Students became more independent in identifying and correcting their errors, reducing their reliance on teacher intervention. This aligns with modern learner-centered approaches, which emphasize the importance of self-directed learning and responsibility. From a theoretical perspective, these findings strongly support John Hattie's view that effective feedback is one of the most powerful influences on learning. Instant feedback tools provide clear, immediate, and actionable responses, which enhance their effectiveness. The results also reflect Lev Vygotsky's [14] concept of scaffolding, as digital feedback functions as continuous support within the learner's development process. At the same time, the findings suggest certain limitations. Instant feedback was most effective for lower-level tasks such as grammar and vocabulary but less effective for complex skills like writing and speaking. This indicates that while digital tools are highly useful, they cannot fully replace the role of the teacher. Human feedback remains essential for providing detailed explanations, contextual understanding, and personalized guidance. In addition, the effectiveness of instant feedback depends on the quality of the feedback provided. Feedback that is too general or lacks explanation may not lead to meaningful improvement. Therefore, careful design and implementation of feedback systems are necessary to maximize their pedagogical value.

Overall, the integration of instant feedback tools demonstrates a strong positive impact on language learning. However, their use should be balanced with traditional teaching methods to ensure comprehensive language development.

### **Conclusion**

In conclusion, instant feedback tools play a significant role in enhancing communicative competence in English as a Foreign Language. By providing immediate responses, these tools help learners improve accuracy, increase motivation, and develop autonomy. The study demonstrates that timely feedback is essential for effective language acquisition and supports both cognitive and sociocultural theories of learning.

However, the effectiveness of instant feedback depends on its appropriate use within the educational process. It should be seen as a supportive tool that complements teacher instruction rather than replacing it. Teachers remain essential in guiding learners, especially in developing higher-level language skills. The integration of instant feedback tools reflects a broader shift toward technology-enhanced and learner-centered education. With proper implementation, these tools have the potential to significantly improve language learning outcomes and prepare learners for real-world communication.

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