

The role of digital resources in English teaching in Uzbekistan's educational system

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Annotation. The use of qualitative research to examine the function of digital technology in second language learning and instruction is covered in this article. The study's findings demonstrate that students' acquisition of a second language is significantly impacted by their usage of technology. There were more favorable views, despite the fact that several educators cited the detrimental effects of contemporary technology on student participation. Instructors have now shown how using technology into foreign language instruction can increase student interest in the subject matter. Generally speaking, this study gives the reader a summary of how teachers and students use digital media and how successful it is to use technology to teach second languages at Uzbekistan's higher education institutions. In the future, a bigger sample of teachers and students in the same specialty must be compared individually in order to determine the primary factors impacting the teacher's decision to use traditional approaches.

Keywords: technology, digital education, media, perception, factor, education, second language, instructor, and student.

Роль цифровых ресурсов в преподавании английского языка в системе образования Узбекистана

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Аннотация. В данной статье рассматривается использование качественных исследований для изучения функции цифровых технологий в изучении и преподавании второго языка. Результаты исследования показывают, что освоение студентами второго языка в значительной степени зависит от их использования технологий. Были и более благоприятные мнения, несмотря на то что несколько преподавателей ссылались на пагубное влияние современных технологий на участие студентов. Преподаватели теперь показали, как использование технологий в обучении иностранным языкам может повысить интерес

студентов к предмету. В целом, это исследование дает читателю сводку того, как преподаватели и студенты используют цифровые медиа и насколько успешно используется технология для преподавания второго языка в высших учебных заведениях Узбекистана. В будущем необходимо будет сравнить большую выборку преподавателей и студентов одной и той же специальности по отдельности, чтобы определить основные факторы, влияющие на решение преподавателя использовать традиционные подходы.

Ключевые слова: технологии, цифровое образование, медиа, восприятие, фактор, образование, второй язык, преподаватель и студент.

O‘zbekiston ta’lim tizimida ingliz tilini o‘qitishda raqamli resurslarning o‘rni

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Annotatsiya. Ushbu maqola ikkinchi tilni o‘rganish va o‘qitishda raqamli texnologiyalarning funksiyasini o‘rganish uchun sifatli tadqiqotlardan foydalanishni o‘rganadi. Tadqiqot natijalari shuni ko‘rsatadiki, o‘quvchilarning ikkinchi tilni egallashi ko‘p jihatdan ularning texnologiyadan foydalanishiga bog‘liq. Bundan tashqari, bir qancha o‘qituvchilar zamonaviy texnologiyalarning talabalarning faolligiga salbiy ta‘sirini ta‘kidlagan bo‘lsalar ham, ko‘proq ijobiy fikrlar mavjud. O‘qituvchilar chet tillarini o‘rgatishda texnologiyadan qanday foydalanish talabalarning fanga bo‘lgan qiziqishini oshirishi mumkinligini ko‘rsatdi. Umuman olganda, ushbu tadqiqot o‘quvchiga o‘qituvchilar va talabalarning raqamli axborot vositalaridan qanday foydalanishi va O‘zbekistondagi oliy ta‘lim muassasalarida ikkinchi tilni o‘qitishda texnologiyadan qanchalik muvaffaqiyatli foydalanilayotgani haqida qisqacha ma‘lumot beradi. Kelajakda o‘qituvchining an‘anaviy yondashuvlardan foydalanish qaroriga ta‘sir etuvchi asosiy omillarni aniqlash uchun bir xil mutaxassislik bo‘yicha o‘qituvchilar va talabalarning kengroq namunasini alohida solishtirish zarur bo‘ladi.

Kalit so‘zlar: texnologiya, raqamli ta‘lim, ommaviy axborot vositalari, idrok, omil, ta‘lim, ikkinchi til, o‘qituvchi va talaba.

Introduction. The evolution of contemporary technologies is also having a major impact on the educational process. Specifically, the use of digital tools to teach English and other foreign languages is becoming increasingly important. Numerous interactive platforms, mobile applications, online textbooks, and multimedia tools are frequently employed to raise the standard of English instruction in the Uzbek educational system. Digital tools have the advantage of making education more engaging, efficient, and participatory. Pupils can independently improve their listening and pronunciation skills as well as solidify their information. Modern teaching techniques also provide an individual approach, which makes it possible to deliver education that is customized to each student’s requirements and talents.

Given how quickly digitization is developing, educational systems need to equip students to handle new difficulties. Many believe that computer education and digital media are essential answers

to these problems. Technology has emerged as a key component of education in the last ten years, helping to integrate pupils into the digital world. By serving as facilitators, teachers make sure that learning is successful. In an effort to bring its educational system into line with international standards, Uzbekistan is also welcoming similar improvements. Priorities like "improving education quality and promoting foreign language proficiency" are highlighted in the nation's Action Strategy (Presidential Decree No. PF-4947,2017).

Nevertheless, not every educational institution in Uzbekistan has all the necessary digital equipment, including computers, interactive whiteboards, and projectors. English language instructors have challenges when attempting to use technology to enhance the effectiveness and engagement of their sessions. The majority of educators still rely on simple digital tools, and their knowledge and skills in using information and communication technology (ICT) are still lacking. In order to improve students' language acquisition, many teachers use websites and social media to find innovative teaching techniques. They also use additional learning resources. Teachers and students can use browsers and programs to access other materials thanks to digital technologies. Skype, for example, promotes communicative competence by enhancing oral communication abilities (Taillefer & Munoz-Luna, 2014). This demonstrates how learning a foreign language is greatly aided by contemporary technologies.

Technology and multimedia should be properly incorporated into classes by both teachers and students. Digital technology have influenced teaching methods and are now an essential part of language instruction. According to Graddol, "Technology is essential to globalization, influencing culture, employment, and education. Since the 1960s, studying English has increased dramatically, becoming a language of social contact, commerce, education, and the media (Graddol, 2000). Beyond traditional classroom instruction, technology helps kids grasp the world (Warschauer, 2000). Digital technologies include social networking, online gaming, and mobile applications, among other tools and resources that create, store, or process information. Digital education encompasses any technology-based learning approach that can be used in any subject.

Modern technology can enhance conventional teaching strategies. 90% of teachers in Europe prepare their classes using IT (Chhabra, 2012). Comparable patterns may be seen in the United States, where the National Education Technology Plan seeks to use technology to revolutionize education (Motteram, 2013). With continuous changes highlighting the significance of technology in language acquisition, the use of digital technologies in English instruction is a worldwide phenomenon. Digital tools let educators give prompt feedback and support the growth of students' speaking, writing, listening, and reading abilities. Providing teachers with technology skills improves the efficiency of the classroom.

The COVID-19 epidemic hastened the educational digital revolution. Since online learning platforms are always changing, integrating technology is now required rather than optional. Teachers need to adjust to new teaching strategies while new standards are being developed. Teachers ought to think about important issues like:

- How can we efficiently track students' progress?
- How can we interact with pupils in the online environment?
- Which feedback systems ought to be employed?
- How can we increase the level of interaction in our lessons?

Studies demonstrate the beneficial effects of digital tools in teaching English. Teachers view technology as helpful in language instruction, according to studies from Saudi Arabia and Iran (Mollaei & Riasati, 2013)(Alshumaimeri, 2008). In a similar vein, Korean EFL teachers acknowledge that technology is an effective teaching tool that improves language acquisition by offering a variety of resources and possibilities for real-world application (Park & Son, 2009). According to Chong (2000), the internet makes it easier for students to interact with their teachers, access real-world learning resources, and interact with classmates online (Chong, 2000). Teachers'

interest, their capacity to integrate resources, and the availability of technological support are some of the factors that affect internet use in the classroom (Shin & Son, 2007).

Important Applications of Digital Technology in English Education

1. Benefits of Digital Technologies: Interactive learning opportunities provided by digital technologies improve language retention and understanding.

2. Difficulties with Digital Integration: While younger instructors have no trouble embracing digital tools, elderly educators may find it difficult. Additionally, students emphasize the value of particular digital tools, such as online dictionaries, video presentations, and voice recorders. Speaking and listening abilities are enhanced by using audio recorders. Pupils are able to recognize structural and phonetic mistakes in their speech. Effective understanding of new information is also facilitated by video presentations. Language learning and digital tools are intimately related, according to research, and both students and teachers gain from this.

Using Technology to Help Teach Teachers' interviews attest to the close relationship between digital technology and second language learning (Khujaniyazova, Khujaniyazov, Utkirov & Utkirova, 2024). All educators concur that incorporating technology into instruction improves its efficacy, making it a crucial part of contemporary education. Frequently utilized instruments include of:

- Despite being absent from many classes, **computers and projectors** are necessary for listening exercises and presentations.
- Teachers and students can save time by using **electronic dictionaries**.
- **Laptops and high-speed internet** are frequently unavailable in rural regions, which restricts access to digital resources.

Modern educators agree that technology greatly improves learning outcomes, notwithstanding some doubts. But there are disadvantages to digital instruments as well. Teachers say that although technology helps pupils learn languages, it may also be distracting, especially for middle schoolers. Students may abuse digital devices during class because of their allure (Khujaniyazova, 2023).

Modern technologies allow making the educational process interactive, interesting and effective. Below we will consider the main important aspects of digital resources:

1. Improving the quality of education

- Digital resources allow students to learn English independently.
- Audiovisual materials help develop pronunciation and listening skills.

2. Interactive learning opportunities

- Online platforms (Duolingo, BBC Learning English, Quizlet) serve to expand vocabulary.
- Virtual laboratories and simulations allow for practical training.

3. Flexibility and personalized learning

- Students can learn at their own pace.
- Artificial intelligence-based programs provide an individual approach.

4. Facilities for teachers

- Electronic textbooks and platforms make it easier to plan and evaluate lesson processes.
- Teachers have the opportunity to track student progress.

5. Types of digital resources

- Mobile applications: Duolingo, Memrise, Anki.
- Web platforms: Coursera, Khan Academy, Udemy.
- Social networks and forums: Telegram, YouTube, Reddit.

6. Problems and solutions

- Problem: Limited internet access in some regions.
- Solution: Development of offline applications and local resources.

Effective use of digital resources in the Uzbek education system will significantly improve the process of teaching English and help to adapt to international standards.

Conclusion. Classrooms have changed as a result of digital resources like laptops, tablets, and cellphones, which have improved student learning. Dynamic teaching methods are facilitated by learning management systems, interactive media, and hybrid learning models. Technology is changing education by generating immersive learning experiences rather than just enhancing conventional instruction.

Digital classroom tools enable virtual collaboration, integrating multimedia, social media, and interactive applications to enhance student engagement. These tools bridge the gap between physical and digital learning, equipping students with essential technological skills for future careers. In Uzbekistan, where blended learning is widely preferred, expanding the use of digital tools is a strategic step toward modernizing education. Additionally, technology is more helpful in preparing effective instructors. In actuality, effective instructors are those who have strong interpersonal and connection skills and who have genuine opportunities to meet kids wherever they may be and listen to what they have to say. Successful teachers also need to be well-versed in the subject matter, be humble, have a favorite personality and how they relate with others, and be able to communicate with and respect their students. Effective English teachers must also utilize classrooms and engaging resources that students can obtain from the Internet, as well as take full advantage of current technological advancements.

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