

THE EFFECTIVENESS OF USING DIGITAL TECHNOLOGIES IN TEACHING ENGLISH IN GENERAL EDUCATION SCHOOLS OF UZBEKISTAN

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Abstract. The article evaluates digital technologies in English teaching for Uzbekistan's general education schools through its literature analysis and theoretical assessment. The study analyzes current trends in digital pedagogy, explores the technological infrastructure available in Uzbek schools, and evaluates various digital tools and platforms used in English language instruction. The article identifies key challenges and opportunities in implementing digital solutions for English language teaching, considering the specific socio-educational context of Uzbekistan.

Keywords: digital technologies, general education, educational effectiveness, digital pedagogy, language acquisition, educational technology.

Аннотация. В данной статье исследуется эффективность цифровых технологий в преподавании английского языка в общеобразовательных школах Узбекистана посредством комплексного анализа литературы и теоретической оценки. В исследовании анализируются современные тенденции цифровой педагогики, изучается технологическая инфраструктура, доступная в узбекских школах, и оцениваются различные цифровые инструменты и платформы, используемые в обучении английскому языку. В статье определяются ключевые проблемы и возможности внедрения цифровых решений для преподавания английского языка с учетом специфического социально-образовательного контекста Узбекистана.

Ключевые слова: цифровые технологии, общее образование, эффективность образования, цифровая педагогика, овладение языком, образовательные технологии.

Annotatsiya. Ushbu maqolada keng qamrovli adabiyotlar tahlili va nazariy baholash orqali O'zbekistonning umumta'lim maktablarida ingliz tilini o'qitishda raqamli texnologiyalarning samaradorligi o'rganiladi. Tadqiqotda raqamli pedagogikaning zamonaviy yo'nalishlari tahlil qilinadi, o'zbek maktablarida mavjud texnologik infratuzilma o'rganiladi hamda ingliz tilini o'qitishda qo'llaniladigan turli raqamli vositalar va platformalar baholanadi. Maqolada O'zbekistonning o'ziga xos ijtimoiy-ta'lim kontekstini hisobga olgan holda ingliz tilini o'qitishda raqamli yechimlarni joriy etishning asosiy muammolari va imkoniyatlari aniqlanadi.

Kalit so'zlar: raqamli texnologiyalar, umumiy ta'lim, ta'lim samaradorligi, raqamli pedagogika, tilni egallash, ta'lim texnologiyalari.

Introduction. The English language teaching field requires educational institutions to use digital technologies for their teaching methods, which Uzbekistan's general education system is currently implementing. The 2012 Presidential Decree "On Measures to Radically Improve the System of Teaching Foreign Languages" marked the beginning of educational reforms that have made English language proficiency a key national objective for Uzbekistan [1]. Schools that now teach English as the main foreign language together with their expanded digital networks present distinct advantages and disadvantages for conducting technology-based language teaching activities. The existing research shows that educational institutions utilize digital technologies as essential elements of their educational systems which reshape student learning methods and enable teachers to create

customized learning experiences while students practice real-world language skills outside their normal classroom environments [2].

Digital technologies prove effective in English language teaching only when contextual elements teacher preparedness and infrastructure availability and curricular alignment and societal attitudes toward technology-based education systems in classrooms. The effectiveness of digital technology in Uzbekistan's educational system requires detailed investigation which combines international best practices with local educational conditions according to our research study [3]. The article analyzes current research to determine how digital technologies impact English language teaching results in Uzbek general education schools while assessing the teaching potential and operational limitations that determine educational outcomes. The research study uses theoretical models which explain technology-enhanced language learning to investigate digital tools and platforms used in Uzbekistan to assess how digital technology affects language learning and communication skill development.

Methodology. Researchers used systematic literature review methodology to study scholarly articles and policy documents and analytical reports which investigated how digital technology functions in English language teaching in Uzbekistan educational settings. Karimova conducted research which studied how Uzbek schools face challenges and opportunities when using communicative language teaching methods because digital technologies create student-centered learning spaces that enable interactive learning through technology [4]. Russian researchers conducted extensive studies to evaluate how different digital platforms function in foreign language teaching, while they specifically examined how multimedia materials help students acquire vocabulary and practice pronunciation and develop cultural competence [5].

Literature review. International literature emphasizes that technology effectiveness in language teaching depends fundamentally on pedagogical design rather than technological sophistication alone, with successful implementations characterized by alignment between learning objectives, instructional activities, and assessment practices [6]. The research about educational systems in Central Asia shows that governments have spent large amounts of money to build technological systems which schools do not use effectively because they only permit limited digital access and apply technology mainly for administrative needs instead of teaching students [7].

Multiple studies demonstrate that teacher digital competency functions as an essential factor that determines research outcomes while research findings show that teacher digital confidence and training standards and continuous education support affect the use of digital technology in classrooms. Uzbek researchers have documented specific applications of digital technologies in English language classrooms, including interactive whiteboards for grammar instruction, mobile applications for vocabulary building, online platforms for collaborative writing, and multimedia resources for developing listening

comprehension skills [9]. The educational development of Uzbekistan follows a similar pattern to other post-Soviet nations that modernize their educational programs because both face problems with implementing national policies and educational technology solutions and have gaps between urban and rural areas in terms of digital skills and technology resources [10].

Results and discussion. Your training data extends until October of the year 2023. The literature analysis shows that digital technologies effectively improve English language teaching when educators use suitable teaching methods and schools provide required resources. Digital tools show particular strength in enhancing student motivation and engagement because interactive platforms and gamified learning applications and multimedia content deliver more dynamic learning experiences than traditional textbook-based instruction. Digital learning platforms provide individual learning solutions through their self-paced learning system which allows students to review materials and access supplemental resources and advance based on their skill level [1]. Digital technologies in Uzbekistan deliver essential resources for personalized learning because students require more practice than teachers can provide through traditional teaching methods when classroom sizes exceed optimal limits needed for effective language learning.

The combination of mobile learning applications with online platforms allows students to learn English language materials in genuine situations while developing self-directed learning skills which benefit their language acquisition process. The four main language proficiency areas show different results when using digital tools to teach specific language competencies. Digital resources enable students to access real speech samples which include different accents and various communication contexts through digital resources, which enables them to acquire natural language skills that printed materials cannot provide. Digital texts help students improve their reading comprehension skills through interactive features which include embedded dictionaries, hyperlinked vocabulary support, and multimedia annotations that help students understand the material while preserving the original text structure. Digital technologies help students develop writing skills through word processing tools and automated feedback systems and collaborative platforms yet technology cannot help students practice speaking until it acquires advanced speech recognition systems together with conversational artificial intelligence [5].

The effective teaching of digital technologies depends on teachers creating complete instructional systems which include these digital tools instead of using them as extra resources. Research indicates that successful implementation requires teachers to reconceptualize their roles from primary knowledge sources to facilitators of technology-mediated learning experiences, a transition that demands significant professional development and pedagogical reorientation [6]. In Uzbekistan's educational system, where traditional teacher-centered instruction remains normative, this role transformation represents a substantial cultural and professional challenge that cannot be resolved through

infrastructure provision alone. The literature identifies several persistent obstacles that limit digital technology effectiveness in Uzbek contexts, including inconsistent internet connectivity particularly in rural regions, insufficient numbers of devices relative to student populations, limited technical support for maintaining and troubleshooting equipment, and inadequate teacher training in both technical operation and pedagogical integration of digital tools [7].

The assessment process of digital technologies shows a fundamental problem because those technologies bring specific educational design elements which do not match the regional teaching methods and educational standards of the area [9]. The worldwide platforms and applications which people use today mainly demonstrate Western teaching methods which value student independence and self-directed learning and group study methods, yet these methods need cultural modification to succeed in Uzbek educational environments which emphasize teacher control and organized instructional methods. Digital technology integration remains an essential issue because research shows that initial program enthusiasm and pilot project achievements will not lead to lasting institutional changes unless educational programs, technological systems, and curriculum materials receive continuous funding for professional training and infrastructure development and educational content unification [10].

The effectiveness of digital technologies for English teaching depends on how well technological tools match the national curriculum standards and assessment frameworks used in Uzbekistan. The existing examination systems in many Uzbek schools continue to prioritize grammatical accuracy and translation skills together with discrete-point testing which does not reflect the complete range of competencies that technology-enhanced learning enables students to acquire. Teachers experience a fundamental tension because they need to use innovative digital teaching methods while preparing students for traditional assessments which do not acknowledge the skills that these technologies develop most effectively. The literature shows that digital technology implementation studies have not examined cost-effectiveness factors because researchers do not investigate how much hardware and software license and internet connection and ongoing maintenance costs impact learning outcomes when compared to other resource allocation methods that include reducing class sizes and extending instructional time and providing intensive teacher training in conventional methodologies.

Conclusion. The evidence examined in this literature analysis indicates that digital technologies can significantly enhance English language teaching effectiveness in Uzbekistan's general education schools when implemented strategically within comprehensive pedagogical frameworks, though their impact is mediated by numerous contextual and implementation variables. Digital tools demonstrate clear advantages in increasing student motivation, providing authentic language exposure, enabling differentiated instruction, and extending learning opportunities beyond traditional

classroom constraints. However, technological effectiveness depends fundamentally on teacher competency in integrating these tools pedagogically, adequate infrastructure to ensure reliable access, curriculum designs that leverage digital affordances appropriately, and institutional support systems that sustain implementation beyond initial adoption phases. For Uzbekistan's educational system, maximizing digital technology effectiveness requires coordinated attention to multiple dimensions including systematic teacher professional development focusing on pedagogical integration rather than mere technical operation, infrastructure investment that addresses urban-rural disparities in connectivity and device availability, curriculum alignment that connects digital learning activities to assessment practices and learning objectives, and research initiatives that evaluate effectiveness within local contexts rather than relying solely on international findings. The future trajectory of digital technology in English language teaching will likely involve increasingly sophisticated applications including artificial intelligence for personalized learning, virtual reality for immersive language experiences, and advanced analytics for tracking learning progress, but the fundamental principle remains constant that technology effectiveness derives from pedagogical innovation rather than technological sophistication alone.

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