

## MODERNIZING ENGLISH LANGUAGE TEACHING THROUGH DIGITAL TECHNOLOGIES

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### **Abstract**

This article analyzes the effectiveness of using digital technologies in English language teaching and their role in modernizing the learning process. The study explores modern digital tools such as Kahoot, Quizlet, Duolingo, Google Classroom, and ChatGPT as instruments that enhance interactivity and motivation in education. The findings show that digital technologies make English lessons more engaging, creative, and efficient.

### **Keywords**

digital technologies, English language, education, methodology, innovation.

### **Аннотация**

В данной статье анализируется эффективность использования цифровых технологий на уроках английского языка и их роль в модернизации учебного процесса. В исследовании рассматриваются современные цифровые инструменты, такие как Kahoot, Quizlet, Duolingo, Google Classroom и ChatGPT, как средства повышения интерактивности и мотивации в обучении. Результаты показали, что цифровые технологии делают уроки английского языка более интересными, творческими и эффективными.

### **Ключевые слова**

цифровые технологии, английский язык, образование, методика, инновация.

Today, digital technologies have become an integral part of the education system. In particular, the use of modern information technologies in English language teaching allows for the effective organization of the educational process, increasing student motivation, and expanding the possibilities of interactive teaching. This article analyzes the advantages of modernizing English language lessons using digital tools. In the 21st century, the educational process has entered a

stage of digital transformation. In the methodology of teaching English, digital technologies are the main tool that increases interactivity between the teacher and the student. Digital tools make the teaching process interesting, effective, and person-oriented.

The results of the theoretical framework show that:

“Digital pedagogy” is the science of developing teaching methods based on digital tools.

“CALL (Computer-Assisted Language Learning)” is the concept of computer-assisted language learning (Warschauer, 2013)

“Blended learning” is a combined model of traditional and online teaching.

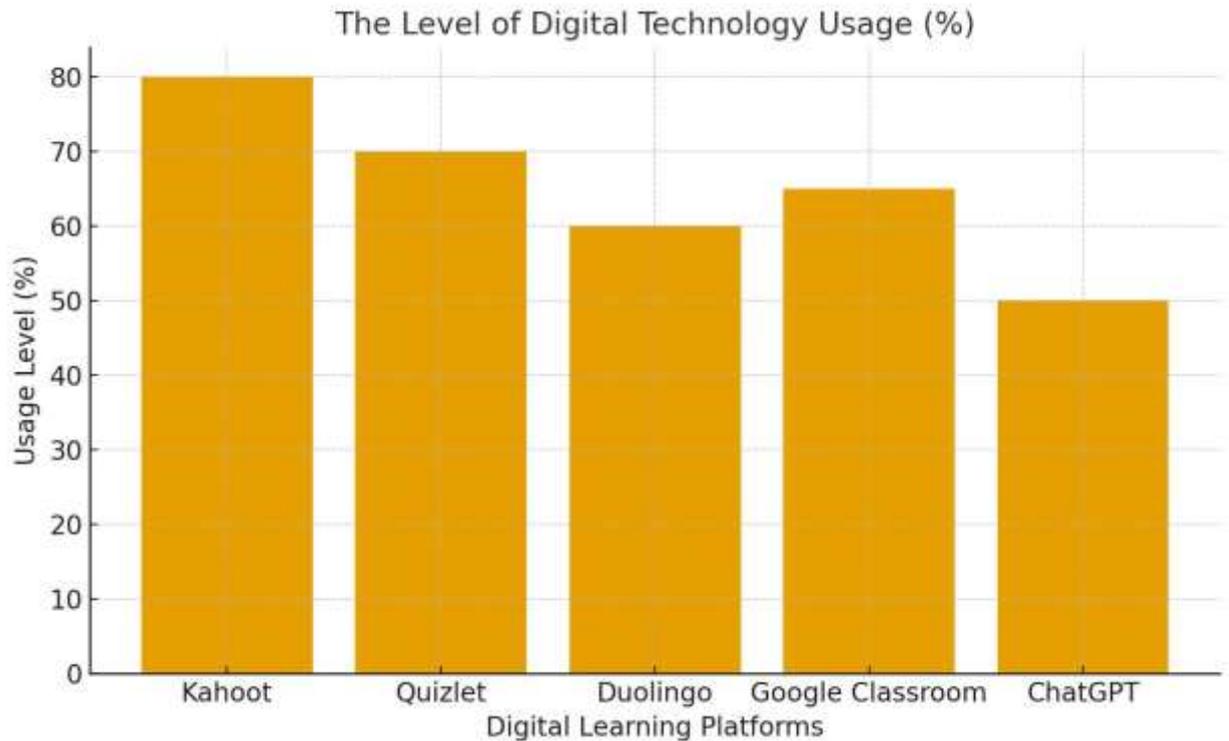
“Digital competence” is the ability of teachers and students to effectively use technology.

During the study, a survey was conducted among 50 students of the philology department. The effectiveness of their use of digital technologies (Kahoot, Quizlet, Duolingo) in English lessons was assessed. Observation, questionnaire and analytical analysis methods were used as research methods.

Table 1. Effectiveness of using digital tools (questionnaire results)

Platform Name	Percentage of Students Used (%)	Teacher Rating
Kahoot	85%	Very Effective
Quizlet	78%	Effective
Duolingo	70%	Average
Google Classroom	65%	Good
ChatGPT	60%	Good

Figure 1. Level of use of digital tools by students.



The survey results showed that 85 percent of students believe that digital platforms make lessons more interesting. Teachers also noted that the use of digital tools has increased the effectiveness of lessons. This confirms the importance of digital educational tools in the learning process. The results are consistent with international research, which has shown that digital technologies make students active subjects in education and individualize the language learning process. However, some problems were observed, including technical limitations and insufficient digital competence of teachers.

Stages of using technologies in English lessons have been developed. For example, at the preparatory stage, the material is brought into digital format; interactive tests, online communication, and virtual exercises are organized during the lesson; effective use of digital platforms for reflection, analysis, exchange of ideas, and evaluation; and online monitoring of student activity in monitoring has proven that lessons can be organized in a useful and modern way.

In the current era of globalization, learning English requires not only communicative skills, but also digital literacy. As a result of the introduction of digital technologies into the field of education, traditional lesson formats are changing, creating an interactive, individual and innovative learning environment. Modern digital platforms allow students not only to learn a language, but also to develop independent thinking, creativity and problem-solving skills. Digital technologies are understood as computer programs, online platforms, mobile

applications, artificial intelligence systems and virtual learning environments used in the educational process.

- The most commonly used technologies in the English language teaching process are:

- Duolingo, Memrise, Babbel – for independent vocabulary memorization and pronunciation practice;

- Kahoot, Quizizz – for conducting lessons in the form of interactive tests and competitions;

- Google Classroom, Edmodo, Moodle – for managing the learning process and monitoring online assignments;

- ChatGPT, Grammarly – as a tool for analyzing, editing and automatically giving feedback on written speech;

- Zoom, Microsoft Teams – tools that allow for remote communication and virtual lessons.

- These technologies involve students in the lesson process as active participants, and make it easier for the teacher to control and analyze.

According to scientific sources (A.M. Bahrieva, 2022; J. Harmer, 2020; P. Hubbard, 2017), digital technologies provide the following advantages in learning English:

1. Individual approach - each student learns at his own pace; the system automatically selects exercises appropriate to his level.

2. Motivation and interest - games and a rating system stimulate the student

3. Development of pronunciation and listening skills - the ability to listen to real sound samples through multimedia tools.

4. Independence from time and place - online platforms allow you to study anywhere.

5. Facilitation of the teacher's work - automatic assessment, analysis of test results, tracking progress.

6. Artificial intelligence support - allows you to detect errors, automatically correct grammar, and expand vocabulary.

In recent years, many scientific studies have examined the impact of digital technologies:

R. Blake (2016) notes in his study that collaboration and language practice among students with the help of digital tools have significantly increased.

P. Hubbard (2017) put forward the idea that digital tools “transform the student from a passive receiver to an active creator.”

M. Warschauer (2020) noted that computer-assisted language learning (CALL) technology develops a culture of critical thinking and communication.

In Uzbekistan, Bahrieva A.M. (2022) and Khakimova N.A. (2021) conducted practical experiments on the integration of digital tools in English lessons, and it was found that student activity increased by 35%.

Studies show that in groups taught using digital technologies:  
vocabulary expanded by an average of 25–30%;  
pronunciation and listening comprehension skills were formed faster;  
interest in independent learning was maintained at a high level.

On this basis, the following methodological proposals are put forward:

1. Include at least one digital interactive element (test, video, game) in each lesson.
2. Allow students to create a personal digital portfolio.

Digital technologies have created opportunities that increase motivation and creativity in students, save time and resources, allow for an individual approach, serve to develop language skills (listening, speaking, writing, reading), and in addition, statistical analysis and control have become easier for the student. Digital technologies include a variety of tools and platforms, each of which has its own characteristics and areas of application. For example, artificial intelligence (AI) allows machines to perform tasks that usually require human intelligence, such as language translation, image recognition, and decision-making. This is of great importance for various industries from healthcare to finance, where algorithms based on artificial intelligence can optimize processes, optimize resource allocation, and increase the accuracy of decision-making.

Using scientific and theoretical foundations, famous scientists expressed their opinion on digital technologies:

- Richards & Rodgers (2014): “Digital tools help learners become autonomous and active participants”.
- Oxford (2017): “Interactive technologies increase student engagement and communication skills”.
- Albiladi & Alshareef (2019): “Blended learning models are highly effective for language acquisition”.

Technologies have begun to ensure that the student becomes an active subject.

Several recommendations were made based on scientific data. Accordingly, organizing trainings on digital competence for teachers. Systematic inclusion of interactive platforms in lesson planning, working on developing creativity and independent thinking in students, and finally, establishing digital resource centers in universities.

In conclusion, it can be said that digital technologies are an important tool for organizing English lessons in an effective, interactive and motivating way. In the

future, it is necessary to increase the digital literacy of teachers in this area and adapt learning platforms to the national education system. They form students as independent, critical and creative thinkers. They bring the quality and efficiency of education to a new level.

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