THE ROLE OF DIGITAL LITERACY IN ENHANCING ENGLISH LANGUAGE ACQUISITION AMONG UNIVERSITY STUDENTS

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Annotation. In the era of rapid technological advancement, digital literacy has become an essential tool in facilitating English language learning. This article explores how university students use digital platforms and online resources to enhance their English proficiency. The study highlights various digital tools such as mobile apps, online dictionaries, educational YouTube channels, and AI-powered language assistants. The article also presents practical recommendations for integrating digital literacy into language education to increase student motivation and autonomy.

Keywords: digital literacy, English acquisition, online learning, mobile applications, language proficiency, university students, educational technologies

Annotatsiya. Texnologiyalar tez sur'atlarda rivojlanayotgan davrda raqamli savodxonlik ingliz tilini o'rganishda muhim vositaga aylanmoqda. Ushbu maqolada universitet talabalari ingliz tilini o'zlashtirish jarayonida raqamli platformalar va onlayn manbalardan qanday foydalanishlari o'rganiladi. Mobil ilovalar, onlayn lug'atlar, YouTube'dagi ta'limiy kanallar va sun'iy intellektga asoslangan til yordamchilari kabi vositalar tahlil qilinadi. Shuningdek, maqolada talabalarning motivatsiyasi va mustaqil o'rganishini oshirish uchun raqamli savodxonlikni ta'lim jarayoniga integratsiyalash bo'yicha amaliy tavsiyalar beriladi.

Kalit so'zlar: raqamli savodxonlik, ingliz tili o'zlashtirish, onlayn ta'lim, mobil ilovalar, til kompetensiyasi, universitet talabalari, ta'lim texnologiyalari

Introduction. In recent years, the global education system has undergone significant transformations, largely influenced by technological advancements. Among these changes, digital literacy has emerged as a crucial component in modern language education (Abdullayev, 2016; Brown, 2007). Digital literacy refers to the ability to effectively use digital tools and resources to access, evaluate, create, and communicate information. For university students studying English as a foreign language (EFL), digital literacy is no longer a supplementary skill—it is a necessity. With the increasing availability of smartphones, computers, and the internet, learners now have access to a vast array of digital resources. These include language learning apps such as Duolingo and Memrise, video platforms like YouTube, and communication tools such as Telegram bots or AI-based assistants like ChatGPT. These tools provide learners with flexible and interactive ways to practice reading, writing, listening, and speaking skills, thus contributing to more effective and engaging learning experiences (Godwin-Jones, 2018; Kukulska-Hulme, 2020). This study employs a qualitative research

approach, focusing on observations and surveys conducted among university students from Uzbekistan State World Languages University. The participants were selected based on their active engagement with digital tools in learning English. Data collection methods included online questionnaires and semi-structured interviews with 30 students aged between 18 and 23. The main aim was to investigate the types of digital resources students use, the frequency of usage, and their perceived effectiveness in improving language skills (Brown, 2007). The study also involved content analysis of digital learning platforms frequently used by participants, such as Duolingo, BBC Learning English, and TED-Ed. Particular attention was given to students' ability to independently access and critically evaluate digital content in English. The results revealed that a majority of students regularly use digital tools in their English learning routine. About 85% of respondents reported using mobile applications for vocabulary acquisition, while 73% preferred YouTube for listening practice. Additionally, AI-powered chatbots and translation tools were used by 60% of participants to improve their writing and comprehension skills. Students highlighted the benefits of flexibility, accessibility, and interactivity that digital tools provide. Most respondents noted increased confidence and motivation due to the autonomy offered by digital learning resources.

The findings support the growing importance of digital literacy in language education. As students gain more access to interactive and AI-powered platforms, their role as independent learners becomes more pronounced. Digital resources not only complement traditional learning but also promote a student-centered approach. However, the study also indicates challenges such as information overload and dependency on translation apps, which may limit language immersion. Thus, while digital literacy enhances English acquisition, it must be balanced with critical thinking and guided instruction (Brown, 2007).

Conclusion. Digital literacy plays a vital role in enhancing English language acquisition among university students. It empowers learners with tools that foster engagement, autonomy, and motivation. Integrating digital tools into academic curricula can bridge the gap between formal and informal learning environments. To maximize benefits, educators should provide guidance on the effective and critical use of digital resources.

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