

THE USE OF DIGITAL TECHNOLOGIES IN TEACHING ENGLISH IN HIGHER EDUCATION

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Annotation. This article examines the step-by-step integration of digital technologies into the educational process and its benefits for improving students' motivation, creativity, and engagement. The main purpose of this article is to assess the effectiveness of using digital technologies in the language learning process. This article discusses findings to support the argument for the importance of using digital technologies in teaching English in higher education.

Keywords. Digital technologies, classroom integration, the education system, modern methods, and effectiveness.

Annotatsiya. Ushbu maqolada raqamli texnologiyalarning o'quv jarayoniga bosqichma-bosqich tatbiq etilishi hamda ularning talabalar motivatsiyasi, ijodkorligi va darsga bo'lgan qiziqishini oshirishdagi afzalliklari ko'rib chiqiladi. Maqolaning asosiy maqsadi til o'rganish jarayonida raqamli texnologiyalardan foydalanish samaradorligini baholashdan iborat. Shuningdek, maqolada oliy ta'lim tizimida ingliz tilini o'qitishda raqamli texnologiyalarni qo'llash muhimligini tasdiqlovchi tadqiqot natijalari tahlil qilingan.

Kalit so'zlar: raqamli texnologiyalar, darsga integratsiya qilish, ta'lim tizimi, zamonaviy metodlar, samaradorlik.

Аннотация. В данной статье рассматривается поэтапная интеграция цифровых технологий в образовательный процесс и их преимущества для повышения мотивации, творческих способностей и вовлеченности студентов. Основная цель статьи — оценить эффективность использования цифровых технологий в процессе изучения языка. В статье обсуждаются результаты исследований, подтверждающие аргумент о важности использования цифровых технологий в преподавании английского языка в высших учебных заведениях.

Ключевые слова: цифровые технологии, интеграция в учебный процесс, система образования, современные методы, эффективность.

Digital technologies are widely used in educational processes. Nowadays, it is almost impossible to separate the education system from digitalization. The first computers began being used in the education system in 1960 at the University of Illinois, and it was PLATO (Programmed Logic for Automatic Teaching Operations). From the beginning of the 1970s, personal computers were introduced at universities and schools to make the education system more computer-based. That time, the focus was on teaching languages with software that became useful for students to practice grammar, vocabulary, and pronunciation. As long as they were not too developed, classes were mainly under the control of teachers. In the 1990s, the Internet became widespread and transformed education completely. Teachers tried to use multimedia resources. Distant learning and the possibility of communicating online make the learning process more

reliable and quality. One of the earliest scholars to articulate a vision of digital technologies integration was Ertmer[1], who emphasized that the value of digital technologies lies in their ability to effect qualitative changes in teaching and learning (e.g., allowing teachers and students to achieve more complex learning objectives). It is interesting to note that although this definition dates back to the 90s, it aligns with the contemporary view of digital technologies not being a standalone element but in a dynamic relationship with pedagogy and content [5].

Web-based tools, such as quizzes and virtual classrooms, appeared in the 2000s, and Learning Management Systems like Moodle and Blackboard became common in universities. Mobile devices were implemented in language learning. From 2010 until now, AI and mobile learning (phones, tablets, apps) have been dominating in language learning. This led to MALL (mobile-assisted Language learning). Students find this very convenient, as AI and adaptive learning technologies personalize the lessons based on students' preferences and their levels. Even massive online courses make language learning easy for every student from every corner of the world.

Digital technologies are believed to help language teachers provide timely and relevant feedback while supporting the development of all four language skills, including listening, reading, speaking, and writing [2]. Also, integrating digital technologies into classroom settings can lead to increased student motivation and interest in learning [3], as well as improved self-regulation and collaboration [6]. Nowadays, students are more attracted to the technology-based methods because they are surrounded by them in this century. When all students understand the rules of the method used, they easily share their ideas and collaborate quickly. Besides this, understanding each other through doing tasks will also increase, and group work will be effectively organized. Teachers can use online websites like Jeopardy, Quizzlet, and Kahoot to revise the last theme. Students do tasks on these sites by using an electronic board or computers, and this process makes it easy for teachers to assess their students easily because their results appear on the site automatically as soon as they finish doing the task. This method is both interesting and effective for teachers to conduct the lesson with more engagement. If digital technologies and traditional teaching are both used at the same time, students do not attach to the virtual learning only. Educators play a pivotal role in the realm of digital resources, as highlighted by Redecker [4]. Teachers can prepare one task by mixing paper-based cards and digital technologies at the same time, which improves students' concentration during the lesson and encourages them to be more physically active during the lesson.

The outcomes of using digital technologies in teaching English in higher education are worth mentioning. Digital tools (LMS, AI tools) improve students' vocabulary, listening, speaking, and communication competence. Students get instant feedback, which accelerates their learning process. Another benefit of using interactive tools (videos, quizzes, gamification) is to make lessons more engaging. Because of the visual appeal of such tools, students are absorbed in what they are doing and get more excited to get their results. This becomes much more effective than teacher-based classroom methods, which cause boredom and inactive participation. Using these tools during the lesson can also provide students with learner autonomy, which means students can learn anytime by re-watching the lesson or doing the task. This encourages

self-regulation and responsibility for learning. Especially in higher education, lessons are more focused on practice than theory, so that students do not have to ask the teacher one more time. At that time, digital technologies made it possible to revise the theme. AI and adaptive platforms adjust content based on student level. Students can find tests or other types of exercises according to their levels and do them freely. These tools can also serve as an access to learning resources globally, which can promote equal learning opportunities.

As it is already seen, digital technologies have impacted teaching English in various ways. These findings above confirm that digital technologies play a significant role in enhancing English teaching in higher education. These results show that these tools improve students' concentration and motivation during the class by providing level-based exercises. These outcomes are consistent with earlier research, such as Golonka et al.[3], who found that technology-supported instruction increases learner engagement and participation. Another important factor is that digital technologies should not be seen as a replacement for traditional methods, but should be implemented together to make the learning process more effective for students. This is also often considered blended learning. The development of learner autonomy is highlighted in the article by showing that the independence of students is changing after the implementation of digital technologies. This is very important in higher education as students become ready to solve all difficulties themselves in their careers later.

Digital technologies have become an integral part of English language teaching in higher education and have significantly transformed the way teachers conduct lessons. While digital technologies significantly improve English language teaching, their implementation relies on basically teacher's methods while organizing the classroom. This should be done by balancing all sorts of traditional approaches and digital technology usage. If used properly, they become quick assistants for teachers and make their teaching process easier and more effective in the long term. Future research is recommended to further explore innovative ways of integrating technology in education and the problems in this process, and their solutions. This way maximizes the potential benefits of digital technologies and also addresses the limitations to use from them more thoroughly in the future.

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