

INTEGRATING DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING: A LINGOCULTURAL AND PEDAGOGICAL APPROACH

Muxammadiyeva Charosxon Abduqodirovna
muhammadiyevacharos358@gmail.com

Uzbekistan State World Languages University
English Philology Faculty

Abstract. Teaching foreign languages has changed dramatically in the current era of globalization and technological advancement. From a linguocultural and pedagogical standpoint, this essay explores how digital technology are incorporated into language instruction. It focuses on how learners' intercultural and communication skills are improved by digital tools. The study demonstrates that using digital resources improves students' motivation, cultural awareness, and language competency based on theoretical analysis and observation. The results emphasize how crucial it is to combine cutting-edge technology with success

Keywords: digital learning, linguocultural competence, foreign language teaching, innovation, pedagogy, EFL.

Annotatsiya. Globallashuv va texnologik taraqqiyot davrida chet tillarini o'qitish keskin o'zgardi. Ushbu insho lingvokulturologik va pedagogik nuqtai nazardan raqamli texnologiyalarning til o'rgatish jarayoniga integratsiyalashuvini tadqiq etadi. Unda asosiy e'tibor raqamli vositalar yordamida o'quvchilarning madaniyatlararo va kommunikativ ko'nikmalarini qanday oshirishga qaratilgan. Nazariy tahlil va kuzatishlarga asoslangan tadqiqot shuni ko'rsatadiki, raqamli resurslardan foydalanish talabalarning motivatsiyasi, madaniy xabardorligi va til kompetensiyasini yaxshilaydi. Natijalar zamonaviy texnologiyalarni muvaffaqiyat bilan uyg'unlashtirish naqadar muhimligini ta'kidlaydi.

Kalit so'zlar: raqamli ta'lim, lingvokulturologik kompetensiya, chet tili o'qitish, innovatsiya, pedagogika, EFL (ingliz tili chet tili sifatida).

Аннотация. В современную эпоху глобализации и технологического прогресса преподавание иностранных языков претерпело кардинальные изменения. В данном эссе с лингвокультурологической и педагогической точек зрения исследуется процесс интеграции цифровых технологий в обучение языку. Основное внимание уделяется тому, как цифровые инструменты способствуют совершенствованию межкультурных и коммуникативных навыков учащихся. На основе теоретического анализа и наблюдений исследование демонстрирует, что использование цифровых ресурсов повышает мотивацию студентов, их культурную осведомленность и языковую компетенцию. Результаты подчеркивают важность успешного сочетания передовых технологий с образовательным процессом.

Ключевые слова: цифровое обучение, лингвокультурологическая компетенция, преподавание иностранного языка, инновации, педагогика, EFL (английский как иностранный).

Globalization and technology advancements have brought about significant changes in foreign language instruction in recent years. Effective language instruction is more critical than ever since English is an international language that is essential for cross-cultural communication. More participatory and student-centered techniques are gradually taking the place of traditional language teaching methods, which frequently concentrate on grammar and translation. Both educators and students now have more options because to the incorporation of digital tools into the classroom. Students can interact with real-world communication and authentic language materials through online platforms, mobile applications, and multimedia tools[4]. Simultaneously, the linguocultural approach highlights how crucial it is to comprehend a language's cultural background in order to build communicative ability. Despite the growing interest in digital learning, there is still a need to explore how technological tools can be effectively combined with linguocultural and pedagogical approaches[1]. This study aims to analyze the role of digital technologies in foreign language teaching and to demonstrate their impact on students' linguistic and cultural development.

In the realm of language education, the idea of linguocultural competency has received a lot of attention. Byram asserts that comprehension of cultural norms and values is just as important as linguistic proficiency for successful communication in a foreign language. This viewpoint emphasizes how crucial it is to integrate culture into language instruction. Interaction and cooperative learning are made possible by digital platforms like online discussion boards and collaboration tools. Digital tools increase learner motivation and engagement, according to recent studies[3]. The British Council [2] found that pupils who use digital tools are more engaged and had better language abilities. In a similar vein, UNESCO publications stress how crucial it is to incorporate technology into education in order to support equitable and high-quality learning.

This study uses a qualitative research methodology that is grounded in classroom observation and theoretical analysis. To assess their efficacy in fostering linguistic and cultural competency, a variety of digital tools and platforms utilized in foreign language instruction were examined. Students studying English as a foreign language (EFL) were the main subject of the observation. Multimedia tools, including podcasts, movies, and language learning apps, were analyzed. Teachers' roles in directing and supporting digital learning were also taken into account[5].

There are many benefits to using digital technologies in foreign language instruction. First, it gives students access to genuine resources that expose them to language use in everyday situations. For instance, students can learn about various accents and cultural backgrounds by listening to native speakers on websites like YouTube and podcasts. Second, interactive and student-centered learning are facilitated by digital tools. Active engagement and self-directed learning are promoted via apps like Duolingo, Quizlet, and online conversation platforms. Additionally, these resources increase the fun and engagement of learning. Additionally, technological use boosts students' motivation. The learning process is made more dynamic by gamification features like prizes and progress tracking. Pupils are more likely to practice frequently and advance their abilities. But there are drawbacks to digital learning as well. These include possible diversions, a lack of digital knowledge, and restricted access to technology. As a result, teachers are essential in choosing the right tools and helping students use them.

According to the investigation, students' communication abilities and cultural awareness significantly improve when they use digital technology for language learning. They can comprehend real-world language materials and talk with greater assurance. Additionally, a more thorough learning experience results from the integration of digital tools and linguocultural approaches. In addition to learning the language, students also comprehend its cultural background, which improves their overall proficiency.

In conclusion, in the contemporary educational setting, using digital technologies into foreign language instruction is crucial. These technologies greatly increase the efficacy of language learning when paired with pedagogical and linguocultural techniques.

While making sure that students acquire both linguistic and cultural competency, educators should actively integrate digital resources into their teaching methods. Future studies should concentrate on investigating novel technology and how they might affect language instruction.

REFERENCES

1. Ashirkulovna, M. F., & Iroda, C. BENEFITS OF DISTANCE LEARNING.
2. Ashirkulovna, M. F., & Erkinovna, U. M. OBSTACLES IN LEARNING THE ENGLISH LANGUAGE. *Zbiór artykułów naukowych recenzowanych.*, 66.
3. European Commission (2022). Digital Education Action Plan (2021–2027). Link: <https://education.ec.europa.eu>.
4. Godwin-Jones, R. (2020). Emerging technologies: Language learning and the digital age. Link: <https://www.cambridge.org/core/journals/language-learning-and-technology>.
5. Hampel, R., & Stickler, U. (2021). Developing online language teaching: Link: <https://www.taylorfrancis.com>.
6. Kukulska-Hulme, A. (2022). Mobile-assisted language learning: Innovations and challenges. Link: <https://www.researchgate.net>.
7. OECD (2021). Digital Education Outlook 2021. Link: <https://www.oecd.org/education/digital-education-outlook>.
8. Маматкулова, Ф. А. (2020). Использование современных образовательных технологий в формировании лингвокультурной компетенции студентов. *NovaInfo. Ru*, (117), 63-65.
9. Маматкулова, Ф. А. (2020). Эффективные педагогические технологии повышения навыков письменного дискурса. *NovaInfo. Ru*, (119), 32-35.
10. Маматкулова, Ф. А. (2020). Особенности критического мышления в повышении межкультурной компетентности студентов. *NovaInfo. Ru*, (119), 35-37.