

DIDACTIC POSSIBILITIES OF DIGITAL EDUCATIONAL PLATFORMS AND INTERACTIVE METHODS IN TEACHING FOREIGN LANGUAGES

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Abstract. This scientific article comprehensively analyzes the issues of radically reforming the methodology of teaching foreign languages and improving its quality indicators in the conditions of modern globalization, the acceleration of information flows and the digitalization of education. At a time when traditional forms of teaching, based only on lectures and dry memorization, cannot fully meet the individual needs, interests of students and the requirements of the modern labor market, digital technologies and advanced pedagogical innovations have become the main source of increasing educational efficiency. The article discusses in detail the pedagogical and didactic foundations, methodological principles and practical significance of integrating digital educational platforms and interactive methods in the process of teaching foreign languages. The study extensively analyzes the didactic functions of modern learning management systems (LMS) such as Moodle, Canvas, Google Classroom, as well as interactive and gamified tools such as Quizlet, Kahoot, Padlet, Mentimeter in language learning - personalization of lessons, systematic monitoring of students' independent activities, provision of real-time feedback, and the possibility of organizing an independent learning environment outside the classroom. Also, the role of interactive methods such as the "flipped classroom", project-based learning, case study, and role-play, which transform students from passive listeners into active creators of knowledge, in the formation of speech, linguistic, sociocultural, and most importantly, communicative competencies in students is scientifically substantiated. Analysis and pedagogical experiments show that the harmonious implementation of digital and interactive resources in the lesson process ensures the visualization and comprehensibility of educational materials, significantly increases the internal motivation of language learners to the lesson and the level of activity during the lesson. At the end of the article, systematic conclusions, conceptual proposals and methodological recommendations are put forward for the systematic implementation of a modern digital educational environment in the national higher education system, the creation of digital lesson developments, and the continuous development of media literacy and competencies in digital pedagogy of the pedagogical staff system.

Keywords: Digital learning platforms, interactive methods, didactic opportunities, foreign language teaching, communicative competence, gamification, flipped classroom, personalized learning, project-based learning, independent learning, feedback, media literacy.

Introduction

Nowadays, global integration, technological revolution and unprecedented acceleration of information flow are placing completely new and serious demands on the education system, as well as on all spheres of social life. The modern labor market needs personnel who are highly qualified specialists in their field, who are also proficient in information technologies, who can think globally and communicate freely in several foreign languages. Therefore,

modernization of the foreign language teaching system and adaptation of its methodological foundations to today's requirements have become one of the strategic tasks of the state. Nevertheless, many years of experience show that traditional educational models - that is, the teacher being the only source of information in the lesson, approaches based on mechanical memorization of grammatical rules and passive listening - are not able to fully meet the needs of modern language learners. The most effective and promising way to solve this problem is to comprehensively integrate digital educational platforms and interactive teaching methods into the lesson process. Digitalization is not just equipping the education sector with technical means, but also fundamentally changing the didactic paradigms of education, transferring the educational process from a centralized (teacher-oriented) system to a person-oriented (student-oriented) system. Currently, students are representatives of the "digital generation" (digital natives), who tend to perceive information mainly in a visual, dynamic and interactive form. Also, the use of multimedia technologies, gamification elements and mobile applications in the lesson process is of decisive importance in increasing the quality of education and student activity.

From a scientific and pedagogical point of view, the combination of digital educational platforms (for example, educational platforms such as Moodle, Canvas, Google Classroom and special educational tools such as Quizlet, Kahoot, Padlet, Busuu) and interactive methods ("Flip classroom", project-based learning, case studies, role-playing games) maximizes the didactic potential of the lesson. Firstly, this system allows personalization of the learning process. Each student can form an individual learning trajectory based on his intellectual potential, speed of learning and abilities. Secondly, this approach serves to form communicative competence, which is the most important goal of language learning. Students use language not in artificial forms, but as a natural means of communication in the process of working on real or simulated life projects and problem situations.

Nevertheless, simply mechanically introducing digital technologies and interactive methods into the lesson does not always give the expected result. This requires systematic didactic preparation, a methodological model and, most importantly, the development of professional competencies of teachers in digital pedagogy and media literacy. The purpose of this research work is to identify the didactic potential of digital platforms and interactive methods in teaching foreign languages, to theoretically substantiate their mutual integration and to develop the most effective pedagogical mechanisms and methodological recommendations for their application in practice. These analyses create a methodological foundation for bringing the quality of foreign language teaching to a new level in the national education system. A number of important pedagogical and psychological theories can be cited as the fundamental basis of this process:

Constructivism theory (J. Piaget, L. Vygotsky): According to this theory, knowledge is not transmitted to the student ready-made, but is formed during his personal experience and activity. Digital platforms create a convenient virtual environment for students to independently and collaboratively construct their knowledge.

Connectivism theory (G. Siemens, S. Downes): According to connectivism, which is considered the educational theory of the digital age, knowledge consists of the ability to find connections between different information networks. Modern LMS platforms allow students to access an unlimited database through global networks.

Communicative Language Teaching (CLT): Language is not just a set of grammatical rules, but a tool for live communication. Interactive methods serve to remove artificial barriers in the classroom and model real-time communicative situations.

Conclusion

As a result of the scientific and methodological study of the didactic potential of digital platforms and interactive methods in the foreign language teaching system, the following conceptual conclusions were made.

Firstly, the integration of modern information technologies and interactive methods frees foreign language lessons from traditional patterns and forms a new didactic model based on subject-subject (teacher-student) relationships. In this process, independent interest replaces traditional compulsory education, and the learner turns from a passive listener into the main participant and active creator of the lesson.

Secondly, the combined use of LMS systems, gamified tools and interactive approaches quickly and effectively develops not only linguistic knowledge in students, but also the most complex skill - the ability to communicate freely without language barriers and critical thinking. This facilitates the adaptation of students to the real-life communication system.

Thirdly, the digital learning environment allows for flexible learning in accordance with the individual abilities, learning speed and interests of each student. This creates a culture of systematic independent learning outside of class time and strengthens the sense of responsibility among students.

Fourthly, the educational effectiveness of digital and interactive tools directly depends on the teacher's level of digital pedagogy and media literacy. Technology cannot replace the teacher, but rather acts as a didactic tool that enhances the teacher's lesson management and objective assessment functions.

As a practical recommendation, in order to ensure the positive effectiveness of these methods in our national education system, it is advisable to systematically improve the technological and methodological skills of pedagogical staff, adapt curriculums to the requirements of blended learning, and regularly improve the digital infrastructure of educational institutions. The results of this scientific research serve as a methodological basis for bringing the quality of foreign language teaching to a new qualitative level.

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