

THE DEVELOPMENT OF FOREIGN LANGUAGE PROFICIENCY IN THE DIGITAL EDUCATIONAL ENVIRONMENT

Otaboeva Sabinabonu Dilshodbek qizi

Student, Uzbekistan State World Language University

sabinatelecontact@gmail.com

Shakhriyor Rakhimjonov Sherozjon o‘g‘li

Student, Uzbek State World Languages University

lewalewandowskiy@gmail.com

Mustafakulova Hulkar Ibadillayevna

Student, Uzbekistan State World Languages University

kasimovahulkar88@gmail.com

Scientific advisor: Veronica Khatamova

Teacher, The Department of Integrated Course of English Language

Uzbekistan State World Languages University

veronika260791@gmail.com

Annotation. The digital economy has revolutionized education, offering new opportunities for accessibility, continuity, and quality. This study aims to assess the effectiveness of digital educational resources for students studying foreign languages. The research uses bibliographic methods, analysis of foreign language competencies, and an experiment involving 21 students from Uzbekistan World Languages University. Results show that web-quest techniques significantly improve foreign language competencies. Digital resources enhance professional communication and student motivation, and further research could focus on developing innovative digital technologies for higher education teaching.

Keywords: *digital, education, language competencies, higher education teaching, digital resources.*

Аннотация. Цифровая экономика произвела революцию в образовании, открыв новые возможности для обеспечения доступности, непрерывности и качества. Целью данного исследования является оценка эффективности цифровых образовательных ресурсов для студентов, изучающих иностранные языки. В исследовании использовались библиографические методы, анализ иноязычных компетенций и эксперимент с участием 21 студента Узбекского Государственного университета мировых языков. Результаты показывают, что методы веб-квестов значительно улучшают иноязычные компетенции. Цифровые ресурсы повышают профессиональную коммуникацию и мотивацию студентов, и дальнейшие исследования могут быть направлены на разработку инновационных цифровых технологий для преподавания в высших учебных заведениях.

Ключевые слова: *цифровые технологии, образование, языковые компетенции, преподавание в высших учебных заведениях, цифровые ресурсы.*

Annotatsiya. Raqamli iqtisodiyot ta’lim sohasida uzluksizlik, sifat va yangi imkoniyatlarni takliflari bilan kata o’zgarishlarga olib keldi. Ushbu tadqiqotning maqsadi xorijiy tillarni o’rganayotgan talabalar uchun raqamli ta’lim resurslarining samaradorligini baholashdir. Tadqiqotda bibliografik usullardan foydalanilgan, chet tili kompetensiyalari tahlili va O‘zbekiston jahon tillari universitetining 21 nafar talabasi ishtirokida tajriba o‘tkazildi. Natijalar shuni ko‘rsatadiki, webquest usullari chet tilini bilish darajasini sezilarli darajada yaxshilaydi. Raqamli resurslar kasbiy muloqot bilan birga talabalar motivatsiyasini yaxshilaydi va kelajakdagi tadqiqotlar oliy ta’limda o‘qitish uchun innovatsion raqamli texnologiyalarni rivojlantirishga yo‘naltirilishi mumkin.

Kalit so‘zlar: *raqamli, ta'lim, til vakolatlari, oliy ta'limni o'qitish, raqamli manbalar.*

Introduction. The Republic of Uzbekistan is currently paying close attention to a comprehensive overhaul of its educational system, which will allow it to be brought up to date with contemporary norms. Numerous projects have been carried out to put the Presidential Decree "On measures to further improve foreign language learning system" (PD-18/75, 2012) into practice [3]. The modern higher education system aims to cultivate students' abilities for success in a competitive, high-tech world. Uzbekistan's educational modernization emphasizes the importance of developing critical thinking, mobility, competence, and tolerance in students, with digital competence being essential. This study focuses on university students learning foreign languages and aims to assess the effectiveness of using digital educational resources in language learning. Methods include reviewing literature, analyzing language competencies, and evaluating digital tools' impact on learning.

The theoretical significance lies in examining various educational theories and their application in Uzbekistan's context, while the practical importance lies in understanding the digital education system's components and their potential in teaching and professional development. The research findings can inform teaching methods, course development, and training programs for both students and educators.

Literature review. Bransford J. emphasizes the benefits of integrating technology into teaching, allowing teachers to use authentic materials and engage learners in visualizing and analyzing information collaboratively [1]. While the integration of ICT (Information and Communication Technologies) enhances the learning process, teachers require support in implementing digital technologies [5]. Marsh D. and others highlight the advantages of ICT in education, driven by advancements in teaching theories [4].

In the context of digital education, teachers' digital competencies are crucial for their professional development. Lack of expertise in IT and specific digital competencies can hinder Foreign Language (FL) teachers in selecting optimal software for effective multimedia tutorials tailored to students' needs [6]. Digital competence encompasses various skills, including online collaboration, digital media production, and problem-solving, essential for effective education in today's digital age. We also propose

completing the notion of teachers’ digital competencies with the following skills: understanding the general structure and interaction of computer devices; understanding the innovative potential of digital technologies; having a basic understanding of the reliability of the information received; the ability to use programs for the development of digital educational resources. The content of the notion of digital competencies comes down to the understanding that if there is clarity in the structure and content of digital reality, then there will be clarity in the control and interaction with digital technologies.

Methods. To achieve the research objective, diverse methodologies were employed: firstly, a bibliographic approach scrutinized regulatory documents and scholarly literature pertinent to the research topic, allowing for quantitative analysis. This method involved assessing the volume of relevant publications over the last two years using Google Scholar and the scientific citation database (PIHLI), along with tracking current search trends online.

Furthermore, an analysis of foreign language competencies was conducted to gauge their significance in university language instruction. Proficiency in these competencies serves as a barometer for educational effectiveness, enabling students to enhance their competitiveness, mobility, and commitment to ongoing self-improvement within their field.

Additionally, an examination of digital technology utilization in language instruction was undertaken, encompassing a review of contemporary literature and an exploration of online language teaching platforms and resources.

Finally, an experimental phase involved assessing the impact of digital technology on foreign language competency development. This involved comparing traditional teaching methods with WebQuest technology, with results revealing insights into the efficacy of digital resources in language learning.

Results. Findings.

During the study, the following results were obtained: the frequency of mentioning the subject of research in scientific and methodological literature and in search queries on the Internet was determined; foreign language competencies have been identified, the formation of which is a priority for modern students: speech, language, discourse, sociocultural; an analysis of digital technologies and modern teaching aids, with the help of which students’ foreign language competencies are formed, was carried out; An experiment was conducted on the use of WebQuest technology and conclusions were drawn based on its results.

During the analysis of scientific literature and generalization of work experience in teaching foreign languages, it was revealed that digital educational technologies provide great opportunities in the formation and development of foreign language competencies of students. Let's look at them.

Online learning using electronic textbooks.

The electronic textbook allows students, regardless of their level of preparation, to actively participate in the educational process, individualize their learning process (learn

anywhere, at any time, and any pace), and exercise self-control and reflection. Such a manual provides “an opportunity to present educational material in an interactive and visual form. This allows you to speed up the process of finding the necessary information” [5, p. 131]. Other advantages are the use of audio, which is extremely important for working on pronunciation when learning foreign languages; establishing hyperlinks with additional literature in electronic libraries, educational sites, and other resources; and performing interactive exercises and tests. A distinctive feature of the digital textbook is the visibility of multimedia technologies: animation, sound, hyperlinks, and video stories.

Limitations. A need to develop new forms of teaching aids, and carefully select and process large amounts of data into electronic format.

Examples. Currently, developments are emerging that allow teachers to create their textbooks, using their materials, as well as materials from various sources. An example of such a development would be DynamicBooks from Macmillan Corporation.

Digital educational platforms.

The educational platform is a set of software solutions, educational services, and interactive educational online and offline courses. It allows the user to choose any level of intensity, as well as study externally. There is an opportunity to study independently or with the help of a teacher. Electronic content can be of any complexity and contains image galleries, video and audio materials, interactive maps, simulators, dictionaries, and much more. Some platforms provide the opportunity to study with a teacher on the pages of an online textbook, individually complete virtual tasks, and use video communication and a built-in dictionary.

Limitations. The content may largely duplicate material presented in printed publications.

Examples. Hemis (Uzbekistan), Rosetta Stone Advantage (USA), Vimbox (Russia).

Internet resources.

Possibilities. Access to a huge array of foreign language sources of information. Internet users simultaneously act as readers, editors, censors, authors, and publishers of information. Students master the skills of independent search and evaluation of relevant foreign language information.

Limitations. Working in digital libraries requires not only the ability to navigate professional scientific journals in one’s specialty, but also the skills of searching, studying, and introductory reading in a foreign language. All this is possible provided that you know the language at least level B 2.

Examples. Search engines, reference catalogs, electronic libraries, podcasts, social networks, foreign media, etc.

Educational Internet platforms for assessing the level of knowledge in a game form.

These platforms represent an effective method for students’ research and educational activities. They allow the teacher to create a test, conduct a survey, conduct a

didactic game, or organize a knowledge marathon, and the student can participate in various activities. The platforms can be accessed on any device connected to the Internet. This method of assessing knowledge and self-testing students contributes to the development of interest in learning and filling gaps in knowledge when learning a foreign language.

Limitations. Monitoring of the test and quiz by the teacher is required to effectively assess the level of knowledge of students. Availability of paid options.

Examples. Kahoot! and Quizziz.

WebQuest technology.

The term WebQuest means “an activity-oriented project-based didactic model that provides for students’ independent search work on World Wide Web websites to solve an educational problem” [2, p. 232]. The task of such technology is to perform a problem task with elements of a role-playing game by using information resources from the Internet. There are short-term web quests, designed for 1–3 classroom sessions, and long-term ones (from several weeks to a month or even a semester). The teacher develops a plan or draft assignment and, if necessary, helps students find information. Students select and organize the information they find and create a presentation or other creative work that can be presented on their web page. WebQuest technology organizes students’ work in the form of targeted research, ensures autonomy and independence of students, motivates them to apply language knowledge and learn new language material, helps organize individual and group work, develops critical thinking and self-confidence, and increases motivation to learn.

Limitations. A large amount of work for the teacher to organize this teaching model.

Conclusions. Modern globalization processes actualize the importance of developing foreign language competencies among future specialists. Students must be able to carry out professionally-oriented communication with native speakers, as well as extract professionally relevant information from scientific and technical literature. Currently, there are more than 20,000 digital educational platforms that provide unlimited opportunities for professional training of students. The study showed that the use of digital technologies in the formation of foreign language competencies has become an integral part of the modern educational environment. The methodology of teaching foreign languages is reaching a qualitatively new level, which requires the digital literacy of a teacher who can create and apply content through digital technologies, including programming, search, information exchange, and multi-communication skills.

The results of the experiment made it possible to prove the suggested hypothesis. We can state that upon the completion of the described course, the students have enlarged the basic stock of knowledge necessary for creating multimedia educational resources and have developed digital competencies in this field. The results of the research can be applied as methodological support in increasing educators’ digital competencies. The course foundations can be used by the teachers of different subjects to develop their digital skills in creating multimedia educational recourses.

Thus, the course preparing future EFL teachers for creating foreign language multimedia educational tutorials based on authentic audio-visual materials contributes to the development of their professional digital competencies in the field of application of digital technologies. What is more, special attention should be paid to the issues of methodically correct use of authentic audio-visual materials in all aspects of the educational process.

In conclusion, it should be noted that the training process aimed at the development of future EFL teachers’ digital competencies in creating multimedia educational tutorials should include students in the process of designing a fragment of the pedagogical activity. In other words, training should ensure their activity- and professionally-oriented position in teaching and implement the principle of connection between theory and practice. The competencies acquired in the learning process have a well-defined professional focus and are closely related to the students’ strong motivation to create effective multimedia educational products.

References:

1. Bransford J., Brown A., Cocking R. How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press; 1999. 384 p.
2. European e-Competence Framework 3.0: A common European Framework for ICT Professionals in all industry sectors. CWA 16234:2014 Part 1. CEN-CENELEC publications; 2014. 52 p.
3. Karimov I. A., “On measures to further improve foreign language learning system” Resolution №1875 of the President of the Republic of Uzbekistan, December 10, 2012.
4. Marsh D. CLIL/EMILE: The European dimension – Actions, trends, and foresight potential [Internet]. 2002 [cited 2021 Jan 15]. Available from: http://europa.eu.int/comm/education/policies/lang/languages/download/david_marshall.pdf
5. Pachler N. Connecting schools and pupils: To what end? Issues related to the use of ICT in school-based learning [Internet]. In: Leask M. (ed.). Issues in teaching using ICT. London: Routledge Falmer; 2001 [cited 2021 Jan 15]. p. 15–30. Available from: <https://doi.org/10.4324/9780203185117-2>
6. Redeker K., Poonie J. European framework for the digital competence of teachers: DigCompEdu [Internet]. Brussels: Joint Research Center, European Union; 2017 [cited 2021 Jan 15]. Available from: <https://ec.europa.eu/jrc/en/digcompedu>