Advantages of using digital technologies in teaching English

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ABSTRACT

This article analyzes the theoretical and practical foundations of using digital technologies in the process of teaching English. It highlights the advantages of digital educational tools, their role in modern pedagogical practice, and presents the views of both foreign and local scholars. The article also discusses the challenges related to the implementation of digital technologies in English language teaching and explores possible solutions to overcome them.

Ingliz tilini o'qitishda raqamli texnologiyalardan foydalanishning afzalliklari

ANNOTATSIYA

Ushbu maqolada ingliz tilini o'qitish jarayonida raqamli texnologiyalardan foydalanishning nazariy va amaliy asoslari tahlil qilinadi. Unda raqamli ta'lim vositalarining afzalliklari, zamonaviy pedagogik amaliyotdagi o'rni, shuningdek, xorijiy va mahalliy olimlarning qarashlari yoritilgan. Maqolada, shuningdek, ingliz tili ta'limida raqamli texnologiyalarni joriy etish bilan bog'liq muammolar va ularni bartaraf etishning mumkin bo'lgan yechimlari muhokama qilinadi.

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Преимущества использования цифровых технологий в преподавании английского языка

АННОТАЦИЯ

В данной статье анализируются теоретические и практические основы использования цифровых технологий в процессе преподавания английского языка. Освещаются преимущества цифровых образовательных инструментов, их роль в современной педагогической практике, а также приводятся взгляды как зарубежных, так и отечественных ученых. Кроме того, в статье рассматриваются проблемы, связанные с внедрением цифровых технологий в обучение английскому языку, и предлагаются возможные пути их решения.

INTRODUCTION

In the 21st century, the development of information and communication technologies has led to profound changes in the field of education. Within the framework of the "Digital Uzbekistan – 2030" strategy, modernization of the education system and the implementation of new pedagogical technologies based on digital tools have been identified as one of the priority directions of state policy [3]. In particular, the use of digital technologies in English language teaching simplifies the learning process, increases learners' motivation, and strengthens collaboration between teachers and students. In the context of globalization, as English has become the main means of international communication, the need for innovative approaches to teaching it effectively is growing [2].

Purpose of the Article: The purpose of this article is to analyze the advantages of using digital technologies in English language teaching, to present existing practices, and to identify promising approaches. The article aims to accomplish the following objectives:

-to highlight the theoretical foundations of applying digital technologies in English language teaching;

-to analyze the advantages of modern educational tools;

-to compare the views of foreign and Uzbek scholars;

-to identify existing challenges and suggest ways to overcome them.

Main Part

1. The Role of Digital Technologies in the Educational Process

Traditional forms of education are characterized by limited opportunities for learners, where the learning process largely depends on the teacher's activity. Digital technologies, on the other hand, make the process interactive, flexible, and individualized. Prensky (2010) introduced the concept of the "digital generation" and emphasized the necessity of integrating digital environments into the learning process for modern students [5]. Bachmann (2017), in his research, demonstrated that the use of digital tools enhances learners' independent study skills and increases motivation in language learning [4].

2. Advantages of Using Digital Technologies in Teaching English

Digital technologies provide several significant advantages in the process of teaching English. These advantages can be considered from the following key aspects:

2.1. Opportunity for an Individual Approach

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While it is often difficult to take into account students' language proficiency levels in traditional classroom settings, digital technologies make this process much easier. Through online platforms such as Moodle, Duolingo, and Quizlet, learners can complete exercises tailored to their individual proficiency levels. This provides every student with the opportunity to receive personalized instruction [4]. Moreover, AI-powered programs (such as ChatGPT and Grammarly) allow students to identify and correct their individual errors instantly.

2.2. Interactivity and Active Participation

Interactivity plays a vital role in English language teaching. Video lessons, audio files, virtual conversation tools, and online tests ensure that students actively participate in the learning process. For example, using resources such as BBC Learning English or TED-Ed, learners can listen to real-life situations and analyze them. This process allows students to master the language not only theoretically but also practically.

2.3. Flexibility and Convenience

One of the greatest advantages of digital learning is the ability to continue the educational process anytime and anywhere. For instance, with the help of mobile applications, a learner can complete English exercises on the bus, at home, or during leisure time. Therefore, digital technologies turn language learning into a "continuous process."

2.4. Multimodality through Multimedia

According to psychological research, receiving information through multiple sensory channels enhances learning efficiency [9]. With the help of digital technologies, learners can acquire English not only through text but also through sound, video, graphics, and animation. For example, educational videos on YouTube allow learners to listen to pronunciation, read subtitles, and analyze the content simultaneously. This contributes to the simultaneous development of all four key skills—listening, reading, writing, and speaking.

2.5. Opportunities for Intercultural Communication

As English serves as an international means of communication, it requires direct interaction with people from other countries. Through digital technologies, learners can participate in online conversations and practice their language skills with speakers of different nationalities in real time. For example, on platforms such as italki or Tandem, learners can communicate in English and improve their proficiency level. This process not only enhances language skills but also develops learners' intercultural competence [7].

2.6. Increasing Motivation and Gamification

Numerous studies emphasize that motivation is the key to success in learning English. Many digital applications integrate game elements such as point collection, level advancement, and ranking systems. This process is known as gamification [10]. Applications like Duolingo increase learners' engagement by rewarding users and encouraging them to complete daily exercises. As a result, students practice English regularly and consistently.

2.7. Enhancing Learning Efficiency

Digital technologies contribute to improving learning efficiency. On one hand, they enable teachers to enrich lessons with visual and audio materials; on the other hand, they facilitate the monitoring of students' learning progress. For instance, through the Moodle system, students' completed tasks can be automatically analyzed, and statistical reports can be generated based on their results. This allows teachers to apply an individualized approach to instruction.

3. Digital Tools Used in English Language Teaching

The main types of digital educational tools include the following:

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Online courses and platforms: Coursera, EdX, Moodle, BBC Learning English;
Mobile applications: Duolingo, Quizlet, Memrise;
Multimedia resources: YouTube videos, podcasts, interactive quizzes;
Virtual reality (VR) and blended learning approaches.

4. Views of Foreign and Uzbek Scholars

In foreign literature, the effectiveness of digital technologies in the learning process is widely discussed. For example, Warschauer (2015) emphasizes that digital media can fundamentally transform schools [2].

Uzbek researchers have also highlighted the effectiveness of using multimedia and digital tools in English language teaching. Abduazizova (2021) particularly points out the importance of interactive programs in developing listening and pronunciation skills in English [6].

5. Practical Experiences and Challenges

A survey was conducted to examine the effectiveness of using digital technologies in teaching English, and the following results were analyzed.

Section 1: General Information

1. How many years of teaching experience do you have?
A) 1–3 years
B) 4–7 years
C) 8–15 years
D) More than 15 years

2. At which educational level do you mainly teach?
A) School
B) Lyceum/College
C) Higher Education

Section 2: Experience in Using Digital Technologies

3. How often do you use digital technologies in your English lessons?
A) Every day
B) Several times a week
C) Several times a month
D) Never

4. Which digital tools do you use most frequently? (You may choose more than one option)
A) Interactive presentations (PowerPoint, Canva, Prezi, etc.)
B) Online platforms (Google Classroom, Moodle, Edmodo)
C) Mobile applications (Duolingo, Quizlet, Kahoot, Memrise, etc.)
D) Video lessons (YouTube, Coursera, etc.)
E) Artificial intelligence tools (ChatGPT, etc.)

Section 3: Advantages

5. What advantages do you think digital technologies provide in lessons?
A) Increase students' motivation
B) Make the learning process more engaging
C) Improve listening and pronunciation skills
D) Expand opportunities for independent learning

6. In your opinion, which skill can be developed most effectively with the help of digital tools?
A) Listening

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B) Speaking
C) Reading
D) Writing
Section 4: Challenges and Drawbacks
7. What are the main challenges you face when using digital technologies?
A) Internet speed and technical issues
B) Students' excessive interest in phones and gadgets
C) Time consumption during lessons
D) Insufficient teacher qualification
8. In your opinion, what kind of support is needed to use digital technologies effectively?
A) Organizing special training sessions and seminars
B) Improving the technical infrastructure in educational institutions
C) Providing teachers with methodological guides
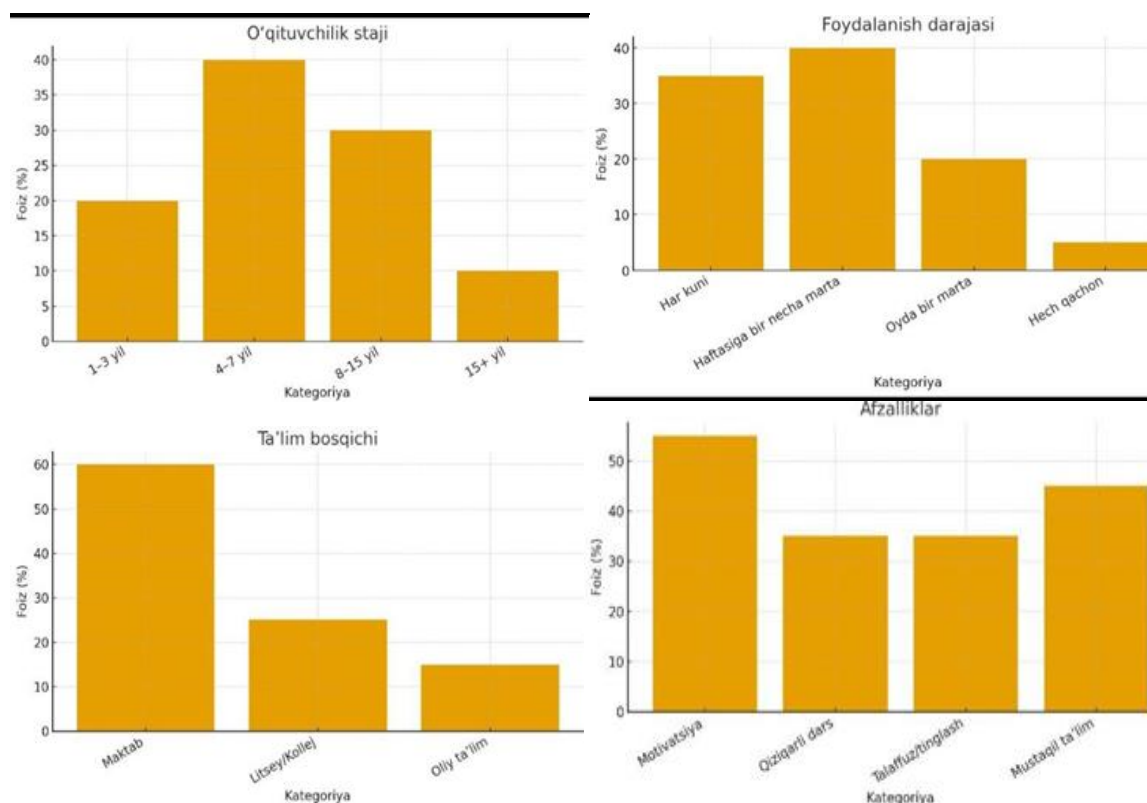D) Strengthening control over students' use of digital tools
Section 5: Final Question
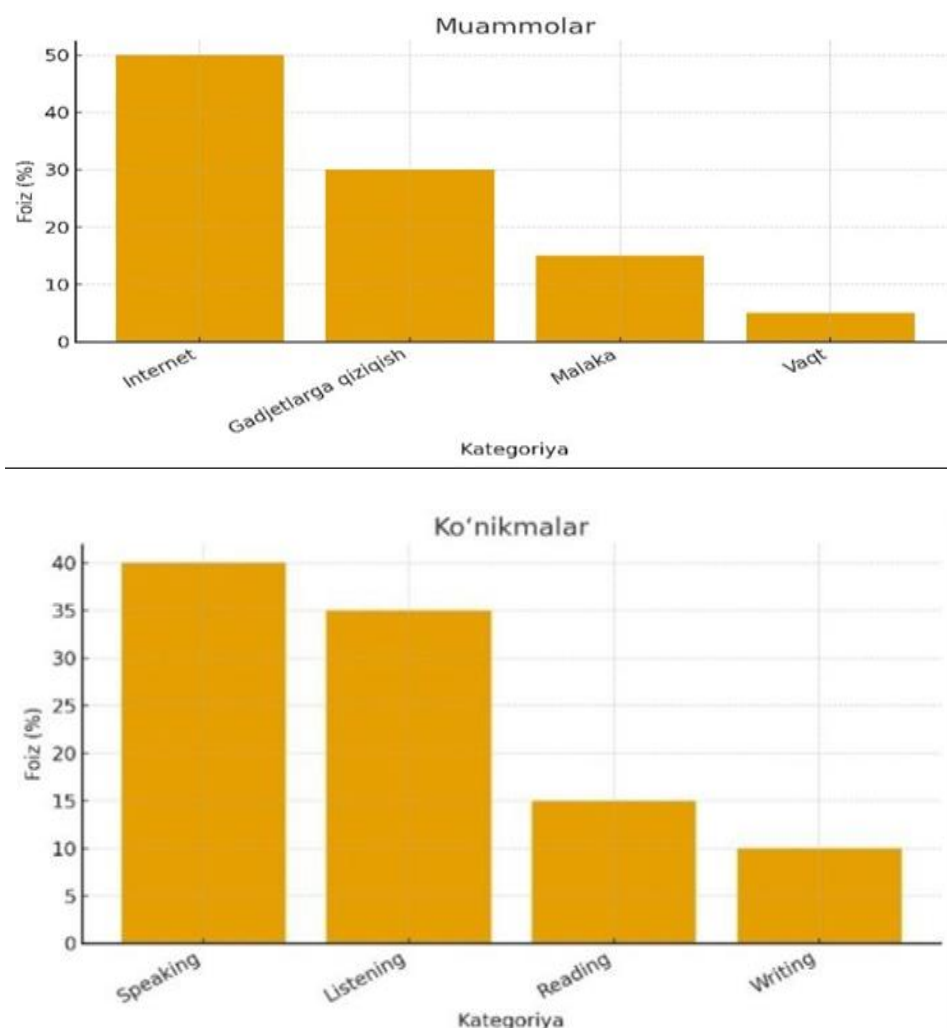9. In your opinion, how much more effective are digital technologies compared to traditional methods in teaching English?
A) Very effective
B) Moderately effective
C) Slightly effective
D) Not effective at all
10. Your suggestions for improving the use of digital technologies in English language teaching:
(Open-ended question for participants to provide written responses) Sample Analysis of Survey Results

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Muammolar

Ko'nikmalar

A total of 50 English language teachers participated in the survey. The results were analyzed as follows:

1. Teaching Experience:

40% of participants (20 teachers) have 4–7 years of experience;

30% (15 teachers) have 8–15 years of experience;

20% (10 teachers) have 1–3 years of experience;

10% (5 teachers) have over 15 years of experience.

→ This indicates that most respondents belong to the mid-career category, with sufficient professional background to effectively use digital tools in teaching.

2. Educational Level:

60% (30 teachers) work in schools;

25% (13 teachers) work in lyceums or colleges;

15% (7 teachers) represent higher education institutions.

→ The majority of digital technology users are school teachers, where interactive and technology-supported learning is becoming more widespread.

3. Frequency of Using Digital Technologies:

35% (18 teachers) use digital technologies daily;

40% (20 teachers) use them several times a week;

20% (10 teachers) use them several times a month;

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5% (2 teachers) never use digital tools.

→ These figures suggest that nearly three-quarters of respondents (75%) integrate digital technologies into their lessons regularly, showing a positive trend toward digitalization in English language teaching.

GENERAL CONCLUSION

The survey results demonstrate that the majority of English teachers in Uzbekistan actively use digital tools in their teaching process. However, differences in frequency and effectiveness of use depend on teachers' experience, institutional resources, and digital literacy. Continuous professional development and improved technical support are essential for further enhancing digital integration in English language education.

When asked about the advantages of digital technologies, most teachers emphasized their role in increasing students' motivation and making lessons more engaging. Listening and speaking were identified as the skills that improve most effectively through digital means. However, some challenges were also highlighted: 48% of teachers mentioned technical issues and low internet speed, while 30% pointed out insufficient teacher training in using advanced tools. A smaller group expressed concern about students' distraction caused by the overuse of gadgets.

Respondents suggested that organizing regular professional development training and enhancing digital infrastructure in schools would significantly improve the efficiency of digital technology integration in English teaching. Overall, the findings show that while digital technologies bring considerable benefits to English language teaching, their effectiveness largely depends on teachers' digital competence, institutional support, and access to reliable technical resources.

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