

Digitalizing English Learning in Uzbekistan: The Rise of Technology-Enhanced Pedagogy

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Abstract: *This article provides information about modern interactive methods used in English language teaching, information technologies, interactive methods used in improving students' knowledge, and the importance of digital technologies in English language teaching.*

Key words: *Digital technologies, information technologies, English language, interactive methods, pedagogical technologies.*

Today, people require the use of electronic media of the 21st century to communicate with each other. Information and communication technologies (ICT) have become the main part of our daily life in this technological age [2]. Digitization and wide-scale use of information and communication technologies are being introduced in our country in all areas, including educational institutions. This phenomenon has been highlighted by many as the wave of the future, where language teaching will be influenced by new advances in computers, the Internet, and mobile technologies [3]. The impact of technological innovations in language teaching and the theoretical and practical foundations of the introduction of smart agriculture in Uzbekistan have also begun to manifest themselves. Extensive opportunities for teaching foreign languages are being created in our country. In particular, to ensure the quality of teaching foreign languages to the growing young generation at all stages of the continuous education system, to fundamentally improve the system of training specialists who can speak foreign languages fluently, to promote the integrity and continuity of educational programs in this direction providing, along with digitization of the system, some relief has been created for users, learners. Development of foreign

language teaching, equipping higher education institutions with modern information and communication technologies, access to world educational resources of students, teachers and young researchers of higher education institutions, electronic catalogs and databases of modern scientific literature. Significant work has been done to expand access. Education through digital technologies is making learning easier for learners. In this case, multimedia, overhead projector, computer, laptop, televisions connected to the Internet, telephone lines, smart boards, and projectors play the role of educational system mediators. Training teachers with such tools ensures the improvement of the quality of education. We all know that the use of digital technologies in online classes has good results. For example, online lessons given through television can be considered as a type of digital education. The rapid development of new information technologies and their introduction in our country has left its mark on the formation of a modern child's personality. Today, a new link is being added to the traditional "teacher-student-textbook" scheme - a computer, and computer education is becoming an integral part of today's education system. One of the main parts of the informatization of education is the use of information technologies in educational subjects. Modernization of the English language teaching competition is, first of all, its teaching through modern opportunities and electronic technologies, just like learning face-to-face with a teacher. In this regard, special attention is being paid to creating conditions for the development of the creative personal potential of students, gaining in-depth knowledge, including language skills. The Internet has become an integral part of modern reality. The Internet can help in learning English because the use of ICT provides a unique opportunity for foreign language learners to use real texts, listen and communicate with native speakers, that is, it creates a natural language environment. Access to the Internet allows access to a large amount of additional materials that enrich the lessons with various ideas and exercises.

Classification of digital educational resources used in English classes.

Digital educational resources for foreign languages can be divided into the following groups according to their content and functionality:

- 1) information and references (encyclopedias, reference books, dictionaries, magazines, newspapers, almanacs);
- 2) e-books for reading;
- 3) DVD movies;
- 4) libraries and databases of electronic visual aids;
- 5) teaching-methodical materials on electronic media (lesson development, methodological instructions for teaching aspects of the language and types of RD, tests and other control-measurement materials);
- 6) Internet resources;
- 7) integrated electronic educational tools (manuals, electronic textbooks, exercise books and educational games);
- 8) teaching-methodical software that accompanies foreign language lessons created by the teacher for a specific lesson (visual materials, presentations, projects, computer processing of lessons, etc.).

Therefore, teaching English through digital technologies provides the following opportunities;

- has the opportunity to study wherever and whenever he wants;
 - the culture of receiving and using information from the Internet is formed;
 - raises the education system to a new level;
 - dramatically reduces time and money consumption;
 - increases students' enthusiasm for studying;
 - takes into account the regional aspect;
 - lessons are held in an emotional and memorable way;
 - implements an individual approach;
 - students' knowledge is assessed objectively;
 - eases the teacher's work.
- such as not getting lost in the "digital world" and having advantages in finding a good job.

At this point, a question arises: "Who are the communicators and promoters of advanced pedagogical ideas and technologies to the general public?" Professors of

higher education institutions, senior pedagogues working in universities play an important role in researching and popularizing the experience of a particular pedagogue or educational institution. The reason for this can be explained as follows:

- the author of the innovation cannot give a necessary and accurate assessment of the prospect of a particular pedagogical idea or innovation;

- advanced pedagogues do not always think about popularizing their ideas. The reason is that innovation requires additional time and labor of the pedagogue;

- the idea is not always scientifically and methodologically justified by its creator;

- the authors face obstacles related to the individual characteristics of themselves and their colleagues in describing their innovations and ways of their implementation;

- the task of not only promoting and popularizing pedagogical innovations, but also making corrections to the quality of pedagogues based on them, enriching the professional knowledge and skills of future teachers, is assigned to the creative group;

- the tasks of systematic selection of innovations, monitoring, evaluation of innovative ideas, technologies, enriching the work experience of higher educational institutions are also carried out by the members of the creative group.

The author of the innovative idea does not participate in the management of activities aimed at implementation. This kind of approach creates a basis for expanding the capabilities of an innovative pedagogue and directing him to a specific goal. Innovativ pedagogika asoschisi va ommalashtiruvchining quvvatlari shu tariqa bir nuqtaga jamlanib, ma'lum bir maqsadga yo'naltiriladi.

In this way, the powers of the founder and popularizer of innovative pedagogy are concentrated in one point and directed towards a certain goal. Pedagogical innovation has its own dimensions. Pedagogical innovation consists of the following dimensions that shape the creative activity of the future teacher: how new the innovative methods are; its optimality; how effective; possibility of application in mass experiment and so on. The main measure of innovative methods is their novelty, results of scientific research and equality with advanced pedagogical experiences. For

this reason, it is important for teachers who want to work in the innovative process to understand what the real essence of innovation is.

In conclusion, we can say that digital technologies are virtual reality. The emergence of technical devices that allow a person to be in virtual reality has made this technology in demand in the entertainment industry. The use of information technology in language learning makes it much easier to achieve this goal. They help to acquire the skills of writing, reading, speaking, expanding vocabulary. In addition, information technology significantly reduces teaching time, which is a very important factor in the high rhythm of modern society. The independent research, language learning and analysis of a student who has learned English through the use of digital technologies directly and indirectly significantly increases the effectiveness of his learning.

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