

USING DIGITAL TECHNOLOGIES IN TEACHING ENGLISH IN HIGHER EDUCATION

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Abstract: This article examines the importance of using digital technologies in teaching English in higher education. It highlights how digital platforms support effective management and individualization of the learning process. The author analyzes the potential of modern tools for enhancing language acquisition. The role of these technologies in developing students' independent learning skills is also discussed. The study substantiates the increase in learning motivation through digital tools. The practical advantages of digital methods are briefly summarized. As a scientific novelty, the article presents a systematic analysis of how the integration of technologies influences educational efficiency.

Keywords: digital technologies, online learning, English language teaching, digitalization, interactive platforms, artificial intelligence, multimedia resources, pedagogical innovations.

Аннотация: В данной статье раскрывается значение использования цифровых технологий в преподавании английского языка в высшем образовании. Показано, что цифровые платформы способствуют эффективному управлению учебным процессом и его индивидуализации. Автор анализирует возможности современных инструментов для повышения качества освоения языка. Также рассматривается роль технологий в формировании навыков самостоятельного обучения у студентов. В ходе исследования обосновано повышение учебной мотивации благодаря цифровым средствам. Кратко обобщены практические преимущества цифровых методов. Научная новизна работы заключается в системном анализе влияния интеграции технологий на эффективность образовательного процесса.

Ключевые слова: цифровые технологии, онлайн-обучение, преподавание английского языка, цифровизация, интерактивные платформы, искусственный интеллект, мультимедийные ресурсы, педагогические инновации.

Globalization processes, the rapid development of information technologies and the widespread introduction of digital education systems require a fundamental renewal of the methodology of teaching English in higher education. Today, English is of great importance as the main tool for international scientific communication, innovative research, technical progress and professional communication. Therefore, the integration of modern digital technologies into English language education is an important factor in increasing the effectiveness of education, developing students' independent learning skills and individualizing the learning process.

The object of this study is the process of teaching English in higher education.

The subject of the study is the impact of digital technologies, platforms and interactive tools used in teaching English on the learning process.

The purpose of the work is to study the effectiveness of using digital technologies in English language education, analyze their advantages and practical application possibilities.

To achieve this goal, the study includes the following tasks:

1. To study the theoretical foundations of digital education.
2. Analyze modern digital platforms and tools used in English language teaching.
3. Identify opportunities for developing language skills in students using digital technologies.
4. Evaluate the advantages and limitations of digital methods in the learning process.
5. Develop proposals and conclusions for the effective integration of digital tools in English language teaching.

Recent studies on the use of digital technologies in English language teaching have further strengthened the relevance of this area. Foreign scholars M. Warschauer and R. Blake emphasize that online environments develop a communicative approach and increase students' independent thinking and communication skills. G. Motteram scientifically substantiates that digital technologies make the language teaching process flexible, multimodal and student-centered. The theory of "digital natives" put forward by M. Prensky shows that today's students learn faster and more effectively in a digital environment.

Among domestic researchers, the work of A. Khoshimov, B. Turaev and N. Azimova is of particular importance. They note that the application of electronic textbooks, interactive platforms, multimedia resources and mobile applications to the English language teaching process is highly effective, especially in developing speech activity. They also emphasize that digital tools individualize the educational process, increase student engagement, and facilitate monitoring for the teacher. While most of the existing literature has studied a separate aspect of digital technologies, this study differs in that it studies them in a comprehensive approach, that is, together with the impact of technology on educational content, methodological processes, and student motivation. Therefore, the scientific novelty of the work is the development of an integrative model of the use of digital tools in higher education and a practical analysis of its effectiveness.

This study used several scientific methods to determine the effectiveness of the use of digital technologies in teaching English in higher education. First, the differences, advantages and limitations of traditional teaching and digital learning were compared through a comparative analysis method. In this process, criteria such as student activity, motivation level, development of speaking skills and interest in independent learning were taken as the basis.

Also, using the pedagogical observation method, the process of students' use of interactive platforms (Quizlet, Moodle, Duolingo, etc.) was studied. The observation results showed that students' activity in the lesson process and the speed of mastering the material increased.

In addition, the questionnaire and interview methods were used to collect opinions from students and teachers about the effectiveness of digital technologies. The data obtained were summarized and statistically analyzed.

The combination of methods in this study made it possible to clearly demonstrate the practical results of using digital technologies, comprehensively assess their impact on the educational process, and draw sound conclusions.

During the research, the data collected were statistically and substantively analyzed to assess the effectiveness of using digital technologies in English language teaching. The analysis process was carried out by comparing the mastery indicators of two groups - students who studied on the basis of traditional teaching and students who worked with digital technologies.

*First, it was found that the level of memorization of educational materials was 22% higher in the group where digital technologies were used. The use of interactive exercises, audio-video materials, and test platforms significantly increased student involvement in the learning process.

*Secondly, as a result of surveys on student motivation, it was observed that interest in the lesson increased by 30% among students who studied using digital tools. In the traditional group, motivation remained at an average level. This is due to the visual, interactive and individual learning capabilities of digital tools.

*Thirdly, when analyzing the development of speaking and writing skills, it was noted that students who regularly used digital technologies significantly increased their lexical wealth and grammatical accuracy in a short period of time. In particular, the opportunity to practice independently using online platforms had a positive effect on the result.

Some problems were also identified during the analysis. In particular:

1. Some students lack technical literacy in using digital tools.
2. In cases of poor internet quality, the learning process is partially slowed down.
3. Teachers' methodological approach to using digital platforms is not uniform, which may affect the stability of results.

Overall, the results of the analysis confirmed that the use of digital technologies increased students' activity in the learning process, their level of mastery, and their interest in independent learning. When comparing the indicators through tables and diagrams, it was found that the effectiveness of digital methods is significantly superior to traditional teaching.

Indicator	Traditional Method	Digital Method
Retention (%)	58	80
Motivation (%)	52	82
Vocabulary Growth (%)	40	68
Grammar Accuracy (%)	45	73

The results of the analysis show that the introduction of digital technologies into the English language learning process significantly increases the level of mastery, motivation and independent learning skills of students. The fact that the level of memorization in the digital group was 22% higher and the motivation indicators were 30% higher confirmed the effectiveness of the technologies in practical terms. It was also found that interactive exercises and the use of multimedia in the development of lexical and grammatical skills gave positive results. However, some problems were also observed during the research process. It was found that differences in students' technical literacy, limitations associated with the quality of the Internet, and the uneven experience of teachers in using digital platforms can affect the stability of the results. The following proposals are made to eliminate the identified problems and increase the effectiveness of digital teaching:

*Organize short training seminars on technical literacy for students, which will facilitate the use of digital tools;

*Regular training courses on digital methodologies should be established for teachers;

*Improving stable internet and technical infrastructure in educational institutions, increasing the possibility of effective use of interactive platforms;

*It is recommended to widely introduce artificial intelligence-based platforms that individualize exercises into the educational process.

In order to increase student motivation, it is advisable to use gamification elements, for example, using incentive methods such as a point system, ratings, and awards. In conclusion, I can say that the results of the study show that the deep integration of digital technologies into the higher education system not only increases the efficiency of language teaching, but also raises the quality of the educational process to a new level.

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