THE ROLE OF DIGITAL TECHNOLOGIES IN TEACHING ENGLISH IN THE EDUCATIONAL SYSTEM OF UZBEKISTAN

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ANNOTATION

In this article is discussed the use of qualitative methodology to investigate the role of digital technologies in second language acquisition and teaching. The results of the study show that the use of technology has a significant impact on students' second language learning. Although some teachers pointed to the negative impact of modern technology on student engagement, it was found that there were more positive opinions. Teachers have now demonstrated how the use of technology in teaching a foreign language can promote student engagement in the learning process. In general, this study provides the reader with an overview of student and teacher participation in digital media, as well as the effectiveness of teaching a second language through technology in higher education institutions in Uzbekistan. In the future, it is necessary to separately compare the views of teachers and students in the same specialty on a larger sample and identify the main factors influencing the teacher's decision to choose traditional methods.

KEY WORDS: *technology, digital education, teacher, student, media, technical means, perception, factor, education, second language.*

INTRODUCTION

The rapidly developing digitalization of our time requires education systems to adequately prepare everyone for emerging challenges. Various participants in education systems often see this solution in digital media education or computer education. Over the past decade, technology has become an integral part of the teaching and learning environment. This technological evolution of our lives is an important part of integrating students into the digital world with the help of teachers who facilitate the learning process. At present, almost all branches of Uzbekistan are trying to adapt to the globalizing world, including all levels of education. The Action Strategy for the Further Development of the Republic of Uzbekistan defines priority tasks, such as "radical improvement of the quality of education, in-depth study of foreign languages"[1].

Not all educational institutions are equipped with appropriate educational equipment, including projectors, interactive whiteboards, laptops and other related equipment. English teachers face challenges trying to make ELT lessons more effective and fun using digital technology. The level of teachers' awareness of the use of ICT is generally low. Most teachers in Uzbekistan use simple technological tools. They find ways to use some of the findings through social media or websites. In addition to the above, they try to use additional learning platforms that help students develop the pace of language learning, as well as repeat and consolidate their knowledge by getting the necessary information at home on the Internet. Nowadays, both teachers and students have access to the external environment through a variety of Internet browsers or applications. For example, Skype promotes the improvement of oral communication skills and creates new opportunities for the development of the communicative competence of students, since users must actively pay attention to the interlocutor's answer[7]. This means that it is not an exaggeration to say that modern technologies make it easier for us to learn a foreign language. At this stage, both students and teachers need to use multimedia in the appropriate places with the help of various technological devices. Digital technologies are one of the most important factors of language changes in the modern era. The tradition of teaching English has changed dramatically over the past decade with its remarkable introduction as a medium of instruction. Several scholars, including Graddol, say: "Technology is at the heart of the process of globalization; affects education, work and culture. The study of English grew rapidly after 1960. Currently, the role and status of the English language is such that it is the language of social context, politics, socio-culture, business, education, industry, media, libraries, cross-border communication and the main subject. in the curriculum and the language of instruction"[3].

"Technology has become an important aspect of society, helping students understand the world more broadly than what they are taught in schools and teachers in the classroom"[9]. Digital technologies are electronic system tools, devices and

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resources that produce, store or process information. Notable examples include social media, online gaming, multimedia, and mobile phones. Digital education is any type of education that uses technology. This can happen in all areas of the curriculum.

Of course, advanced technologies can replace traditional methods. Comparing foreign language teaching with Europe, the majority (90%) of teachers in Europe use IT to prepare their lessons (Chhabra, 2012). Outside the EU it seems to be the same story. In the US, the Institute of Educational Technology has developed the National Education Technology Plan to transform education through technology[4]. It can be seen that IT plays a crucial role in the teaching and learning of English in most countries. Even in the United States, we are seeing educational reforms to bring technology into English classes. How are digital technologies used in teaching English? Digital technologies help language teachers provide timely and relevant feedback while guiding the development of the four language skills: listening, reading, speaking and writing. Every teacher should be equipped with a set of necessary technological competencies that can be used to integrate digital technology into the classroom. Key digital tools available to educators to enhance classroom learning.

During the pandemic, we actively used the use of digital technologies in all aspects of education. Digital tools for learning are evolving every day, and the introduction of technology in education is no longer an option, but a requirement. New requirements create new standards. New standards create new problems. Instant video lectures are no longer new to classrooms, classrooms, and classrooms, but the benefit of this change is that teachers have more room to be creative about how to improve their classrooms

As teachers, we can ask ourselves the following questions: How can we follow the progress of the class? How can we involve our students in the virtual world? How can I implement feedback by focusing on our students? What options do we have to make a class interactive?

Many studies have now been carried out to find answers to this basic question, and most of them have proven the importance of using digital technologies in English classes. For example, a study of teachers in Iran found that they had a positive attitude towards the use of technology in their classrooms[5]. Researchers from Saudi Arabia came to the same conclusion: there is a positive relationship between teachers' participation in computer use and computer-assisted language learning (CALL) and positive attitudes towards the use of information and communication technologies (IT) and methodologies[2]. In addition, Korean EFL teachers believe that computer technology is a useful teaching tool that can easily support their teaching methods, providing students with a variety of language information and empowering students in learning in real life situations[6]. According to Chong, the benefits of using the Internet in English classes are to provide students with authentic materials, introduce students to local online friends, and facilitate teacher-student communication[10]. Teachers' personal interest in using the Internet, the ability of teachers to integrate Internet resources into classroom assignments, and computer equipment and technical support in schools were the three main factors influencing the use of the Internet in foreign language classes[8]. All participants in the current study emphasize the importance of digital opportunities to support teachers and students. We preferred to find answers to several questions in the course of our research. Including:
1. Advantages of digital technologies in English.
2. Difficulties in the process of understanding and developing the idea of technology in ESL classrooms, not the older generation of teachers, because the new generation of teachers grew up with digital technologies and they entered their lives. During the experience, schoolchildren and students emphasized the importance of certain digital devices and their use. During the practice, we used several digital technologies. English lessons (tape-recorder, video presentations, online dictionaries, speakers and poster electronic devices, high-speed Internet and personal laptops).

As one of the technological tools, the audio recorder is said to be useful for improving language skills such as listening and speaking. Some educators claim that by using technology tools, students can identify errors in pronunciation and sentence structure when listening to their own English speech, using video presentations for almost every new material. If we use presentations correctly during our classes, they can provide learning opportunities that help us understand and assimilate new material easily. The results show that language teaching and the use of digital technologies are interrelated and can be seen as an integral part of the language learning process. After analyzing the data obtained, we were able to highlight some important points regarding the use of technology in the classroom among teachers of different age groups.

1. Digital technologies as a tool to facilitate ESL teaching. Research questions were asked to determine the assistive aspects of technology in terms of second language learning. The interviews showed that there is a real connection between teaching a second language and using digital technologies. All teachers noted that the use of digital technologies brings great benefits to both teachers and students, and called it a requirement of modern systems.

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Computers and projectors are widely used for listening exercises or presentations.

Projectors are an effective tool for teaching any language, but many teachers say they are sorely lacking in classrooms. Currently, the use of electronic dictionaries shows the possibility of saving time for both students and teachers. The most missing tool is the lack of facilities equipped with electronic devices necessary for translation practice.

However, the study found that schools in remote areas lack high-speed internet and personal laptops for students. However, we must ensure that the use of technology tools provides teachers with authentic materials and language contexts that can be influenced.

In the minds of some educators, there is no thought that many years ago good results were achieved even without the use of technology, but we must not forget that we live in an age of technological development. Digital devices have both positive and negative sides. When discussing the negative effects of such devices, all teachers point to at least one drawback. He noted that although most English learners have advantages in teaching and learning a second language, it can also distract students from the main subject. Since technology has become a major attraction for young people, it can be abused during lessons. There were no cases of distraction to other applications instead of functions that should be used in the lesson. This is especially observed in the 6th and 7th grades, because it is natural for students to be interested in something during this period.

CONCLUSION

Digital technologies: such as laptops, tablets and phones dominate classrooms with positive results. Software, websites and learning management systems allow people to enjoy hybrid virtual learning.

We're not just adding digital tools to the classroom, we're using them to create a whole new learning experience. What are digital classroom tools? Digital classroom tools include apps, software, and devices that enable virtual collaboration between students. We use multimedia, social media, games, and interactive learning to engage students with online content. Simply put, digital student tools are any technology that adds a virtual dimension to education. For example, a common digital medium is a telephone. This is the main advantage of digital learning tools used in the classroom: they bridge the gap between the local and virtual worlds. Acquiring strong technological skills prepares students for their future careers and improves the skills needed for entry-level jobs.

Variety of digital tools for the school The main benefit of using many types of digital tools for the classroom is the ability to fully customize your classroom or implement a hybrid model to meet student learning needs. Since 90% of students in Uzbekistan prefer blended learning styles to traditional learning environments, it is better to have a choice when it comes to digital tools. Here it is appropriate for us to plan a more active use of digital means.

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