



# THE ROLE OF DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

**Rustamova Adash Eshankulovna**

Samarqand davlat chet tillar institute

PhD, dotsent

**Pardayeva Aziza Rahmatilloevna**

Samarqand davlat chet tillar institute

katta-o'qituvchisi

**Abstract.** *This article examines the role of digital technologies in foreign language teaching, highlighting both their benefits and the challenges faced by teachers and learners. It discusses how electronic educational environments, online platforms, and digital tools can enhance language learning, while emphasizing the need for teacher training, adequate infrastructure, and practical teaching experience. The article underscores the importance of integrating digital literacy systematically into curricula to ensure effective and meaningful language education.*

**Key words:** *Digital technologies, language teaching, digital literacy, teacher training, electronic educational environment, language learning*

## INTRODUCTION.

There is a consensus among policy-makers, researchers, teacher educators and school management that the digital literacy area needs to be explored more deeply in our contemporary educational institutions [Kiran S, Soumen D, 2018, 74-b]. This urgency stems from the rapid transformation of the global information landscape, where students increasingly interact with digital tools in both academic and personal contexts. However, many schools still lack systematic approaches to teaching digital literacy, resulting in significant gaps in students' ability to evaluate online content, use technology responsibly, and engage in digital communication effectively. Recent studies show that while students are frequent users of digital devices, they often struggle with critical skills such as identifying misinformation, protecting their personal data, and applying digital tools for creative problem-solving. For this reason, educational institutions are encouraged to integrate digital literacy across the curriculum rather than treat it as an optional or isolated subject. Furthermore, continuous professional development for teachers is essential, as educators must be equipped with both the technical and pedagogical competencies required to guide learners in a digital environment. By strengthening digital literacy training, schools can better prepare students for academic success, future employment, and responsible participation in an increasingly digital society.

There is a consensus among policy-makers, researchers and teacher educators that digital literacy must be examined more deeply in today's educational institutions. Although technology has become an integral part of modern learning environments, many schools still fail to provide structured programmes that develop students' critical digital skills. As a result, learners often struggle to assess online information, navigate digital platforms safely, and use technology for meaningful academic tasks. Addressing these challenges requires curriculum reform and continuous teacher training so that educators can model effective and responsible digital practices. Even if technology access in teacher education institutions is being mandatory, we still find that there is a lack of essential digital literacy among teachers and there is too much low-speed Internet access in the institutions, neither of which is taken into account in the reformers' ambitious visions for digital literacy [Lei J. 2009, 87-b].

There is a growing agreement among educators and policy-makers that digital literacy must be strengthened within modern educational institutions. Although many schools have integrated technology into



their teaching processes, they often lack coherent strategies that develop learners' critical and practical digital skills. The electronic educational environment is designed to provide the student with access to curricula, programs and materials from any point where there are appropriate communication networks [Iryna O, Alla F, Halyna D, Yuliia Yu. 2021, 21-b]. However, this potential is not fully realised because students frequently struggle to evaluate online information, manage digital tools effectively and use technology for academic purposes. To address these issues, institutions need not only improved digital resources but also ongoing professional development for teachers, ensuring they can confidently guide learners in a digital context. Even if technology access in teacher education institutions is becoming mandatory, we still find that there is a lack of essential digital literacy among teachers and low-speed Internet access in many institutions, neither of which is considered in reformers' ambitious visions for digital literacy.

There is a growing agreement among educators and policy-makers that digital literacy must be strengthened within modern educational institutions, especially in the field of language learning. Although many schools have introduced technology into their lessons, they often lack clear strategies that help language learners develop both linguistic skills and essential digital competences. The electronic educational environment is designed to provide students with access to curricula, programs and authentic language materials from any point where appropriate communication networks are available. However, this potential is not fully realised, as many learners struggle to evaluate online texts, use digital tools for vocabulary development, or engage effectively in virtual communication. Even if technology access in teacher education institutions is becoming mandatory, challenges remain—teachers often lack the digital skills necessary to guide students in using online platforms for language practice, and low-speed Internet further limits meaningful digital interaction. A recent study by scientists among students preparing for teaching in this area demonstrates the persistence of dissatisfaction due to the insufficient number of hours devoted to teaching practice, which is especially concerning for future language teachers, since practical classroom experience is a fundamental component of effective psychological, pedagogical and linguistic training [Anca P. 2013, 643-b].

The heavy workload of teachers limits their ability to keep up with the growing body of knowledge on the digitalization of education [Thierry K, Olga M, Victoria A. 2020, 82-b]. As a result, many language teachers struggle to integrate modern digital tools that could enrich learners' exposure to authentic materials and interactive communication. Although electronic educational environments are designed to give students access to curricula, programs and language resources from any place with a stable connection, this potential is often underused in practice. Learners still face difficulties evaluating online texts, using digital platforms for vocabulary building, and participating confidently in virtual language exchanges. Even though technology access in teacher education institutions is becoming mandatory, digital literacy among teachers remains insufficient, and slow Internet in many institutions further restricts effective digital learning. A recent study among pre-service teachers shows persistent dissatisfaction due to the limited hours dedicated to teaching practice—an essential component of psychological, pedagogical and linguistic preparation for future language educators.

Approximately a quarter of university teachers and a fifth of school teachers prefer not to communicate with their students via social nets, explaining this situation by the need to protect their privacy. However, half of those who use this form of communication in their work tend to use only a foreign language for educational purposes. Turning to the use of digital technologies in writing, only one third of the teachers agreed that firstly, it is important to teach digital writing and the comprehensive use of all digital technologies. Only a few people saw advantages of digital writing. On the whole, Russian teachers' attitudes towards the use of digital competences is rather critical [Kozarenko O, 2018, 230-b].

Digital technologies offer a wide range of benefits for language teachers, significantly enhancing both instruction and learner engagement. With access to online platforms, teachers can provide students with authentic materials such as videos, podcasts, news articles and interactive tasks that mirror real-life communication. These tools also support differentiated instruction, allowing teachers to tailor activities to



learners' individual levels, needs and learning styles. In addition, digital applications—such as vocabulary trainers, pronunciation tools and automated feedback systems—help teachers monitor progress more efficiently and give timely, personalized feedback. Technology also enables greater collaboration through virtual classrooms, discussion forums and video conferencing, which expose students to diverse accents and cultural contexts. Ultimately, digital tools not only enrich the teaching process but also empower language teachers to create more dynamic, flexible and learner-centered environments.

In conclusion, the integration of digital technologies into language education offers significant advantages, yet it also reveals important gaps that must be addressed to improve teaching and learning. While digital tools provide language teachers with access to authentic materials, interactive platforms and flexible instructional methods, many educators still lack the digital literacy required to use these resources effectively. Institutional challenges—such as heavy teacher workloads, insufficient training, and low-speed Internet—further limit the realization of digitalization's full potential. Moreover, despite the promise of electronic educational environments, both teachers and learners often struggle to navigate online information critically and apply technology meaningfully in language learning contexts. Recent studies also highlight dissatisfaction among future teachers due to limited teaching practice, a crucial element for developing psychological, pedagogical and linguistic competence. Therefore, strengthening digital literacy training, improving technological infrastructure and expanding practical teaching opportunities are essential steps toward ensuring that digitalization truly enhances language education.

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