

PAPER

# THE IMPACT OF DIGITAL TECHNOLOGY ON STUDENTS' LANGUAGE PROFICIENCY

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## Abstract

By harnessing the Internet and a diverse array of computer-assisted tools, modern language education benefits from direct audiovisual interactivity and authentic source engagement. Integrating ICT with traditional methods enables practice across speech skills, cultivates linguistic insight, and supports individualized, autonomous learning. Interactive multimedia features—interactivity, polymodality, visualization—enhance cognitive engagement and motivation. Experts such as Ryabtseva emphasize pedagogical “why” over “what” in technology selection, guiding purposeful integration of resources (e.g., MOOCs, collaborative platforms, Google Docs, Camtasia) aligned to specific lesson objectives. When chosen thoughtfully, digital technologies foster deeper comprehension, increased teacher efficiency, ultimately preparing students for future academic and professional challenges.

**Key words:** Digital technologies, computer-assisted language learning, interactive multimedia, authentic materials, audiovisual interactivity, individualized learning, autonomous learning, cognitive engagement.

## The main part

The development of the Internet and the emergence of many computer programs that simplify the learning process have significantly changed the study of foreign languages, accelerating and facilitating work with authentic sources. Computer training programs have a number of advantages over traditional teaching methods, being, first of all, means of direct audiovisual interactive interaction.

Their use in classes together with traditional teaching methods allows training various types of speech activity, understanding the nature of linguistic phenomena, forming linguistic abilities, creating communicative situations, automating language and speech skills and ensuring the implementation of an individual approach and intensification of independent work of the student, and also contributes to an increase in cognitive activity, motivation and quality of knowledge of students. Computer communication technologies allow for a new implementation of methods that activate the creative activity of students.

They can participate in virtual discussions on various educational sites and thematic forums, carry out joint creative projects together with students from various educational

institutions. Thus, the use of modern information and communication technologies in the educational process can be considered as one of the active forms of individualization of learning. The integral properties of new technologies, such as their interactivity, polymodality, multimedia, and content visualization, play an important role in learning.

Thus, computer visualization of educational content, especially in a playful, interactive form, develops cognitive thinking styles, creativity, and mental activity of students, and also has a positive effect on their psychological and emotional state. According to N.K. Ryabtseva, “the use of computer technology brings heuristic novelty to the learning process and creates motivation for productive self-knowledge and self-improvement, and also makes the lesson attractive and truly modern, individualization of learning occurs, control and summing up are objective and timely”.

According to Tony Prince, Academic Director of NILE (Norwich Institute for Language Education), when teachers think about using digital technologies for teaching purposes, they most often focus on the question: “What applications or software should I use to achieve the best result?”. The next questions that come up are: “How should I use these technologies?”, “What methods

of using different applications give the fastest result?”, “How should I use them during the lesson?”, “**How should I use them for my needs?**”, “**How should I update them?**” etc. At the same time, the seemingly primary question: “**Why should I use digital resources?**” is very rarely asked. It should be noted that if we want teaching to be most effective, we must reverse the order of these questions and begin planning the use of technology by setting the goal we are trying to achieve, i.e. with the question “**Why?**”. When considering the question “**What to use?**”, we will inevitably encounter a huge number of available digital resources, each of which has a large number of fans who prefer it as the most effective or revolutionary.

There are many digital resources, both online and requiring installation on a 106 device, implementing the processes of creating a new or researching an existing one. These resources can also be presented in the form of various courses (MOOCs, I- tunes Courses ), tools (Google Docs , Camtasia , Explain Everything ), encyclopedias and other academic sources (Google Search, Wikipedia, offline dictionaries, Microsoft Office ce ) and help conduct research at various stages: collecting information, synthesis, further supervision of the study process and working with the research results.

As well as the creation process, starting from uniting into creative groups, planning, and ending with the analysis of the work done. The main difficulty in choosing digital technologies, asking first of all the question: “What to use in the learning process?” and considering all these applications is that we often do not realize the difficulties that arise with the direct use of the selected resources due to insufficient awareness of how to apply and use them correctly.

The teacher may not have enough time or desire to preliminarily study in detail all the possibilities and rules for using the selected resources. In order to use applications and programs most effectively, we must first ask ourselves the questions: “**Why? What is the main purpose of using computer technology in the educational process?** ” **The reasons may be different:**

- improve understanding of the subject being studied;
- increase learning time, encouraging students to use educational applications and resources outside the classroom;
- increase the level of teacher efficiency; - development of independence in students;
- improving the level of skills in working with computer technology;
- developing such qualities in students as determination and purposefulness in achieving results;
- preparing students for future life; - increasing students' motivation;
- reducing the amount of physical resources used, etc. For example, if we want to improve students' understanding of the material or topic being studied, we should consider the resources that will facilitate their understanding of the topic when planning. To do this, we need to look at the problem from different angles. Nowadays, the Internet and various online resources offer teachers and students extensive access to expert opinions on many issues.

A teacher cannot always act as such an expert because it is impossible to be fully informed in every area, and also because he or she is often too immersed in the problems and needs of their students to objectively evaluate a particular issue. Therefore, in order to study a particular topic, it is necessary to get acquainted with the opinion of an expert who has a more complete and up-to-date vision of the subject of study. To get acquainted with the opinions of experts, such Internet resources as youtube.com and ted.com with the ed.ted.com platform are suitable, allowing you to create your own lesson based on the proposed video. The teacher can break the video into thematic fragments and work out a discussion of what was seen in the lesson . The use of Internet resources in teaching foreign languages allows you to

create conditions for the development of all the necessary and relevant competencies in students.

Methods of joint familiarization with modern ideas and trends and their subsequent discussion, widely used by teachers at present, also have great motivational power in teaching foreign languages. Along with this, the presence of their own computer and digital devices with Internet access for almost every student significantly facilitates the teacher's task of involving students in the process of learning a foreign language via the Internet . The main questions when a teacher chooses digital technologies are: what to use, how to use and, most importantly, why use this or that resource. It is necessary, first of all, to define the main goals and objectives of the lesson itself, and, consequently, the use of computer innovations within the framework of this lesson.

Then we should ask ourselves what resource should be used to most effectively achieve these goals and objectives, and, finally, how the training tool we have chosen functions. A detailed understanding of the above issues can significantly increase the involvement of students in the educational process and the development of their skills and abilities necessary for the successful implementation of future professional activities.

The rapid introduction of information and communication technologies (hereinafter referred to as ICT) into various spheres of human activity poses a serious challenge to conceptual approaches to the long-term development of education. New requirements are imposed on graduates of educational institutions, among which the ability to analyze, systematize and apply information of various kinds, including through ICT, as well as to master foreign-language communication technologies in situations of social, everyday and professional communication are emphasized.

## Conclusion

Consequently, proficiency in a foreign language is an important criterion for the successful professional activity of future specialists, and their linguistic and professional training requires a new approach using modern teaching aids in the era of digitalization of higher education.

Digital educational technologies are used everywhere to intensify the process of learning foreign languages, increasing the information content, interactivity and effectiveness of learning. However, their comprehensive use requires an innovative approach to organizing the educational process in compliance with the necessary pedagogical conditions.

The objectives of this study are to examine the concept of “digitalization of education”, review and analyze the practice of using modern digital educational tools, identify their didactic potential and pedagogical conditions that contribute to the most effective process of developing foreign language communicative competence of students in higher education.

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