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DIGITAL TECHNOLOGIES AS LINGUODIDACTIC INSTRUMENTS IN MODERN PHILOLOGICAL EDUCATION

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Abstract. The rapid digitalization of education has significantly influenced the development of philological training and foreign language teaching methodologies. This study examines the linguodidactic potential of digital technologies and computer programs in the development of philological education. The research is based on a theoretical and discourse-analytical examination of contemporary studies on computer-assisted language learning, digital educational platforms, and corpus technologies. Previous research indicates that digital tools enhance learners' communicative competence, autonomy, and access to authentic linguistic materials [1; 2]. In philological education, digital technologies also enable new pedagogical strategies, interactive learning environments, and individualized instruction [3; 4]. The analysis demonstrates that integrating digital resources expands linguodidactic possibilities and supports the modernization of philological education in the context of global digital transformation.

Keywords: digital technologies, linguodidactics, computer-assisted language learning (CALL), philological education, digital educational platforms, corpus technologies, digital competence.

Annotatsiya. Ta'limning tezkor raqamlashtirilishi filologik tayyorgarlikni rivojlantirish va xorijiy tillarni o'qitish metodologiyalariga sezilarli ta'sir ko'rsatdi. Ushbu tadqiqot filologik ta'limni rivojlantirishda raqamli texnologiyalar va kompyuter dasturlarining lingvodidaktik salohiyatini o'rganadi. Tadqiqot kompyuter yordamida til o'qitish (CALL), raqamli ta'lim platformalari va korpus texnologiyalari bo'yicha zamonaviy tadqiqotlarning nazariy hamda diskurs-analitik tahliliga asoslanadi. Avvalgi tadqiqotlar shuni ko'rsatadiki, raqamli vositalar o'quvchilarning kommunikativ

kompetensiyasini, mustaqil o‘rganish ko‘nikmalarini hamda autentik til materiallariga kirish imkoniyatlarini oshiradi [1; 2]. Filologik ta’limda raqamli texnologiyalar yangi pedagogik strategiyalarni, interaktiv o‘quv muhitlarini va individuallashtirilgan ta’limni ham ta’minlaydi [3; 4]. Tahlil natijalari shuni ko‘rsatadiki, raqamli resurslarni ta’lim jarayoniga integratsiya qilish lingvodidaktik imkoniyatlarni kengaytiradi hamda global raqamli transformatsiya sharoitida filologik ta’limni modernizatsiya qilishga xizmat qiladi.

Kalit so‘zlar: raqamli texnologiyalar; lingvodidaktika; kompyuter yordamida til o‘qitish (CALL); filologik ta’lim; raqamli ta’lim platformalari; korpus texnologiyalari, raqamli kompetensiya.

Аннотация. Быстрая цифровизация образования существенно повлияла на развитие филологической подготовки и методик преподавания иностранных языков. Данное исследование рассматривает лингводидактический потенциал цифровых технологий и компьютерных программ в развитии филологического образования. Исследование основано на теоретическом и дискурсивно-аналитическом анализе современных работ по компьютерно-ассистированному обучению языкам, цифровым образовательным платформам и корпусным технологиям. Предыдущие исследования показывают, что цифровые инструменты повышают коммуникативную компетенцию обучающихся, их автономность и обеспечивают доступ к аутентичным языковым материалам [1; 2]. В филологическом образовании цифровые технологии также позволяют применять новые педагогические стратегии, создавать интерактивную образовательную среду и реализовывать индивидуализированное обучение [3; 4]. Анализ показывает, что интеграция цифровых ресурсов расширяет лингводидактические возможности и способствует модернизации филологического образования в условиях глобальной цифровой трансформации.

Ключевые слова: цифровые технологии; лингводидактика; компьютерно-ассистированное обучение языкам (CALL); филологическое образование; цифровые образовательные платформы; корпусные технологии, цифровая компетенция.

Introduction. The integration of digital technologies into education has become a defining characteristic of contemporary pedagogical development, particularly in the field of philological education. The expansion of information and communication technologies (ICT) has transformed traditional approaches to teaching foreign languages, shifting the focus from teacher-centered instruction to interactive, learner-centered environments. In this context, digital tools such as

multimedia platforms, computer-assisted language learning (CALL) systems, and corpus technologies provide new opportunities for enhancing linguistic competence and developing communicative skills.

The relevance of this study is determined by the increasing role of digitalization in higher education systems worldwide. Modern educational environments are characterized by multilingualism, globalization, and the necessity of digital competence, which together require the implementation of innovative teaching methods and tools [3]. Digital technologies facilitate access to authentic materials, promote learner autonomy, and intensify the learning process, thereby improving the overall quality of philological education [5].

In the international context, numerous studies have explored the effectiveness of CALL and digital platforms in language education. These studies emphasize the role of technology in enhancing cognitive and communicative abilities, as well as in supporting individualized and flexible learning pathways [1]. Furthermore, research highlights the importance of learners' attitudes and technological acceptance in determining the success of digital integration in language learning environments [2].

Despite the growing body of research, a significant research gap remains in the systematic analysis of the linguodidactic potential of digital technologies specifically within philological education as an integrated system. Many studies focus on individual tools or specific contexts, while insufficient attention is paid to the comprehensive theoretical framework that connects digital technologies with linguodidactic principles.

The aim of this study is to analyze and conceptualize the linguodidactic potential of digital technologies and computer programs in the development of philological education.

The research addresses the following questions:

What are the key linguodidactic characteristics of digital technologies in philological education?

How do digital tools influence the development of linguistic and communicative competencies?

What theoretical approaches can explain the integration of digital technologies into philological education?

The hypothesis of the study is that the systematic and pedagogically grounded integration of digital technologies significantly enhances the effectiveness of philological education by expanding linguodidactic opportunities, fostering learner autonomy, and improving communicative competence.

Literature Review. The integration of digital technologies into language education has been extensively explored within the frameworks

of computer-assisted language learning (CALL), digital didactics, and corpus-based methodologies. A substantial body of international research demonstrates that digital tools have transformed both the theoretical foundations and practical implementation of philological education.

One of the central approaches is CALL, which is defined as the use of computer technologies to facilitate language learning processes. CALL has evolved from behaviorist models based on repetitive drills to communicative and integrative models that emphasize interaction, authenticity, and learner autonomy [1]. The integrative stage of CALL incorporates multimedia, internet-based resources, and mobile technologies, enabling learners to engage in authentic communicative contexts and develop multiple language skills simultaneously.

Further research highlights the importance of learner-related factors, particularly attitudes toward digital technologies. Studies show that positive attitudes significantly influence the effectiveness of technology-enhanced language learning, as they affect motivation, engagement, and behavioral intentions [2]. Theoretical models such as the Technology Acceptance Model (TAM) and the Theory of Planned Behavior (TPB) explain how perceived usefulness and ease of use determine the adoption of digital tools in educational contexts.

In addition to CALL, the concept of digital didactics has emerged as a new direction in pedagogy, focusing on adapting traditional teaching principles to digital environments. Digital educational technologies are understood as tools for collecting, processing, and presenting information in various formats, including text, audio, and video, which enhances the accessibility and effectiveness of learning materials [5]. These technologies support individualized learning trajectories and promote active learner participation.

Another significant direction in philological education is the use of corpus technologies. Corpus-based approaches provide access to authentic linguistic data and enable learners to develop writing competence through exposure to real language usage. Such technologies serve not only as tools but also as linguistic resources that contribute to the formation of lexical and grammatical skills [6]. This reflects a shift toward data-driven learning and empirical language analysis.

Moreover, recent studies emphasize the linguodidactic potential of digital educational platforms and applications. These tools facilitate interactive learning, immediate feedback, and the visualization of linguistic information, thereby increasing learner motivation and improving the quality of language acquisition [4]. In inclusive education contexts, digital technologies also provide opportunities for accessibility and personalization, supporting diverse learner needs and promoting equal participation [7].

The theoretical framework of this study is grounded in an integrative approach that combines CALL theory, digital didactics, and linguodidactic principles. This framework considers digital technologies not merely as technical tools but as pedagogical instruments that reshape the structure of the educational process. It emphasizes interactivity, authenticity, learner autonomy, and the alignment of technological affordances with linguistic and communicative objectives.

Methodology / Materials and Methods. This study employs a theoretical and discourse-analytical research design aimed at identifying and conceptualizing the linguodidactic potential of digital technologies and computer programs in philological education. Since the available sources do not provide unified empirical datasets relevant to the present study, the research is conducted as a conceptual and analytical investigation based on the interpretation and synthesis of existing academic literature.

Research Design. The research design is based on a qualitative analytical approach combining theoretical analysis, comparative analysis, and synthesis of scholarly works devoted to digital technologies in language education. The study focuses on identifying the main linguodidactic functions of digital technologies and examining how they contribute to the modernization of philological education.

Data Sources. The primary data sources for the study consist of academic publications provided in the uploaded materials, including studies devoted to computer-assisted language learning, digital educational technologies, and digital platforms in language teaching. These sources examine various aspects of technology integration in foreign language education, including CALL development, digital didactics, and corpus-based learning [1; 3; 2]. Additional theoretical insights are drawn from works that analyze the pedagogical characteristics of digital educational platforms and applications in higher education [4].

Analytical Approach. The analytical framework of the research includes several complementary methods:

Theoretical analysis of pedagogical and linguodidactic literature related to digital technologies in education.

Comparative analysis of different technological approaches used in foreign language teaching.

Discourse analysis of scholarly interpretations of digitalization in language education.

Generalization and conceptual synthesis of the identified linguodidactic principles.

These analytical methods allow for the identification of common theoretical patterns and methodological principles underlying the integration of digital technologies into philological education.

Instruments. The study uses conceptual analytical instruments, including classification of digital educational tools and identification of their pedagogical functions. The analysis focuses on several categories of digital technologies frequently discussed in the literature:

- computer-assisted language learning systems,
- digital educational platforms and applications,
- multimedia learning tools,
- corpus technologies and digital linguistic resources.

These tools are examined in terms of their capacity to support language acquisition, communicative competence, and learner autonomy.

Data Analysis Methods. The collected theoretical materials were analyzed through qualitative synthesis and thematic categorization. The analysis aimed to determine how digital technologies influence various aspects of the educational process, including teaching methods, learning environments, and the role of teachers and students.

Results. The analysis of the selected studies reveals several key aspects of the linguodidactic potential of digital technologies in philological education.

First, digital technologies significantly enhance the accessibility and diversity of learning resources, allowing students to interact with authentic linguistic materials and multimedia content. Such resources contribute to the development of linguistic competence and improve the effectiveness of language instruction.

Second, digital tools promote learner autonomy and active participation in the learning process. Through online platforms and interactive applications, students can regulate their learning pace, access additional materials, and engage in collaborative activities.

Third, the integration of digital technologies enables the creation of interactive and multimodal learning environments, which support different learning styles and increase student motivation. Multimedia technologies, including video, audio, and visual elements, facilitate the perception and retention of linguistic information.

Finally, digital technologies contribute to the transformation of the teacher's role, shifting from a traditional transmitter of knowledge to a facilitator and organizer of learning activities in digital environments.

Overall, the results demonstrate that digital technologies possess significant linguodidactic potential and play an essential role in the modernization of philological education.

Discussion. The results of the theoretical analysis confirm that digital technologies significantly expand the pedagogical possibilities of philological education and create new conditions for the development of linguistic and communicative competencies. The integration of digital educational tools into language teaching reflects broader processes of educational digitalization and the transformation of traditional pedagogical models.

One of the most important findings of the study is the recognition of digital technologies as a linguodidactic resource rather than merely a technical tool. Digital platforms, applications, and multimedia environments provide access to authentic linguistic materials, interactive exercises, and real-time communication opportunities. These features make it possible to implement communicative and student-centered approaches more effectively than in traditional classroom settings. Previous studies have also emphasized that digital technologies allow learners to interact with diverse forms of linguistic input, including audiovisual materials and authentic texts, which improves both comprehension and language production [3].

The results also support the conclusions of research on computer-assisted language learning, which highlights the role of digital tools in improving learners' cognitive and communicative skills. CALL environments facilitate the development of autonomous learning strategies and provide opportunities for individualized instruction. As noted in earlier studies, the integration of multimedia resources and internet-based tools enhances learners' engagement and helps create interactive learning environments [1].

Another important aspect concerns the role of learner attitudes toward digital technologies. Studies indicate that positive attitudes toward technology significantly influence learners' motivation and their willingness to participate in technology-enhanced learning activities. Understanding students' perceptions of digital tools is therefore essential for successful implementation of digital learning environments [2].

The findings of this study also align with research on digital didactics, which emphasizes that digital educational technologies contribute to the individualization and flexibility of learning processes. Digital environments enable students to access educational resources independently, manage their learning pace, and develop digital literacy alongside linguistic competence [5].

Furthermore, the use of electronic educational platforms and applications introduces new forms of pedagogical interaction between teachers and learners. Such platforms provide tools for communication, assessment, and collaborative work, which increases the effectiveness of

foreign language instruction and supports the formation of communicative competence in academic contexts (Shults, 2024).

From a theoretical perspective, the study demonstrates that the linguodidactic potential of digital technologies is manifested through several interconnected functions: facilitating access to authentic materials, supporting interactive communication, enabling individualized learning trajectories, and integrating multimodal educational resources. These functions illustrate how digital technologies contribute to the modernization of philological education and the development of innovative teaching strategies.

Conclusion. The study examined the linguodidactic potential of digital technologies and computer programs in the development of philological education through a theoretical and discourse-analytical approach.

The findings indicate that digital technologies play a crucial role in transforming the structure and methodology of philological education. They enable access to authentic linguistic resources, support communicative and interactive learning environments, and promote learner autonomy. The integration of digital educational platforms, multimedia tools, and computer-assisted language learning systems significantly enhances the effectiveness of language teaching and learning processes.

From a theoretical standpoint, the research contributes to the development of digital linguodidactics by conceptualizing digital technologies as pedagogical instruments that reshape the educational process. The results highlight the importance of aligning digital tools with linguodidactic principles in order to achieve meaningful learning outcomes.

Further research may also explore the integration of emerging technologies such as artificial intelligence, adaptive learning systems, and advanced corpus tools in language education. Such studies could provide deeper insights into the evolving relationship between digital technologies and linguodidactic theory.

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INGLIZ TILI O‘QITUVCHISINING PROFESSIONAL NUTQ KOMPETENSIYASINI SHAKLLANTIRISH VA RIVOJLANTIRISH YO‘LLARI

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Annotatsiya. Mazkur maqolada ingliz va o‘zbek tillarining semiotik tizimi hamda nutqning funksional yo‘naltirilganligi asosida o‘qitish jarayoni tahlil qilinadi. Unda ingliz tilini o‘qitishda strukturaviy va kommunikativ yondashuvlarning o‘zaro uyg‘unligi, talabalarning nutqiy va kommunikativ kompetensiyasini rivojlantirishdagi ahamiyati yoritiladi. Shuningdek, ingliz va o‘zbek tillari o‘rtasidagi o‘xshashlik va farqlarni qiyosiy tahlil qilish orqali samarali o‘qitish metodlari asoslab beriladi. Maqolada til va tafakkur o‘rtasidagi bog‘liqlik hamda talabalar yo‘l qo‘yadigan xatolariga nisbatan to‘g‘ri metodik yondashuvning zarurligi ta’kidlanadi.

Kalit so‘zlar: ingliz tili, o‘zbek tili, kommunikativ yondashuv, strukturaviy yondashuv, nutq kompetensiyasi, qiyosiy metod, til va tafakkur, muloqot, o‘qitish metodikasi.

Аннотация. В данной статье анализируется процесс обучения на основе семиотической системы английского и узбекского языков и функциональной направленности речи. Рассматривается