

PREPARING FUTURE ENGLISH TEACHERS FOR DIGITAL CLASSROOMS: METHODOLOGICAL CHALLENGES AND SOLUTIONS

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Abstract: In today's educational landscape, digital technologies play a central role in shaping teaching practices and learning outcomes. Training future English teachers to competently manage digital classrooms is critical for enhancing students' language skills and digital literacy. Despite the advantages of online and blended learning platforms, pre-service teachers often encounter obstacles such as insufficient familiarity with digital tools, difficulty in adapting traditional teaching strategies to online formats, challenges in managing virtual classrooms, and the need to implement effective digital assessments. This study explores these challenges and suggests practical approaches, including systematic technology training, emphasis on online pedagogical methods, reflective practice, and collaborative professional networks. Equipping teacher candidates with these skills ensures that they are prepared to deliver engaging, effective, and innovative English language instruction in digital learning environments.

Keywords: digital education, teacher preparation, online learning, pedagogical adaptation, digital competence, pre-service teachers.

Аннотация: В современном образовательном процессе цифровые технологии становятся ключевыми инструментами для эффективного преподавания и обучения. Подготовка будущих преподавателей английского языка к работе в цифровых классах важна для развития как языковой компетенции, так и цифровой грамотности студентов. Несмотря на возможности онлайн-обучения и смешанных форматов, будущие учителя сталкиваются с трудностями, включая ограниченные навыки работы с цифровыми инструментами, сложности адаптации традиционных методов преподавания к виртуальной среде, управление цифровым классом и проведение оценивания онлайн. В статье анализируются эти проблемы и предлагаются решения, включая системное обучение технологиям, применение онлайн-педагогике, рефлексивную практику и участие в профессиональных сообществах. Такие меры позволяют подготовить

учителей, способных проводить увлекательные, эффективные и инновационные занятия по английскому языку в цифровой среде.

Ключевые слова: цифровое образование, подготовка учителей, онлайн-обучение, педагогическая адаптация, цифровая компетенция, будущие учителя.

Annotatsiya: Zamonaviy ta’lim jarayonida raqamli texnologiyalar o‘qitish va o‘rganish jarayonlarini tubdan o‘zgartirmoqda. Kelajakdagi ingliz tili o‘qituvchilarini raqamli sinflarda samarali ishlashga tayyorlash talabalar orasida tilko‘nikmalari va raqamli savodxonlikni rivojlantirish uchun muhimdir. Onlayn va aralash o‘quv platformalarining imkoniyatlariga qaramay, stajyor o‘qituvchilar ko‘pincha quyidagi qiyinchiliklarga duch keladilar: raqamli vositalardan yetarlicha foydalanish ko‘nikmalarining kamligi, an’anaviy o‘qitish usullarini onlayn formatga moslashtirishdagi qiyinchiliklar, raqamli sinfni boshqarish muammolari va samarali baholashni tashkil etishdagi qiyinchiliklar. Ushbu maqolada ushbu muammolar tahlil qilinadi va ularni hal qilish bo‘yicha amaliy yechimlar taklif etiladi: tizimli texnologik tayyorgarlik, onlayn pedagogika usullariga urg‘u, reflektiv amaliyot va professional hamkorlik jamoalari orqali bilim almashish. Ushbu ko‘nikmalar bilan ta’minlangan stajyor o‘qituvchilar raqamli sinflarda samarali, qiziqarli va innovatsion darslar o‘tkazishga tayyor bo‘ladi.

Kalit so‘zlar: raqamli ta’lim, o‘qituvchi tayyorlash, onlayn o‘quv, pedagogik moslashuv, raqamli kompetensiya, stajyor o‘qituvchilar.

The rapid integration of digital technologies into education has significantly transformed the landscape of English language teaching, creating both unprecedented opportunities and complex challenges for future teachers. In contemporary classrooms, students increasingly engage with online resources, interactive applications, and virtual communication tools, which necessitates that pre-service teachers not only demonstrate linguistic expertise but also exhibit competence in digital literacy and pedagogical adaptability. Despite the evident advantages of digital and blended learning environments, many teacher candidates face substantial obstacles when transitioning from traditional, face-to-face classrooms to technology-enhanced settings. One of the primary challenges concerns the variability of digital proficiency among pre-service teachers; while some trainees are adept at using software tools and learning management systems, others struggle with basic functionalities such as navigating platforms, creating multimedia content, and troubleshooting technical issues. Such disparities can hinder the design and delivery of engaging lessons, compromise the quality of instructional feedback, and reduce students’ opportunities for

meaningful interaction. Furthermore, the process of adapting conventional pedagogical strategies—such as group work, role-playing activities, communicative tasks, and collaborative discussions—to online formats often requires creative modifications to maintain student engagement, facilitate interaction, and encourage autonomous learning. Teacher trainees must carefully select digital tools that align with learning objectives, sequence activities to promote interaction, and employ strategies that foster motivation and sustained participation. Classroom management in virtual environments presents another layer of complexity, as instructors must monitor attendance, ensure focus, address technical problems promptly, and maintain an inclusive atmosphere that supports learners with diverse needs. Traditional classroom control techniques are insufficient in digital contexts, where attention can be easily diverted, and engagement must be actively nurtured through interactive features, structured discussion boards, and timely feedback. Assessment in online settings also introduces unique methodological concerns, since evaluating language proficiency, critical thinking, and collaborative skills requires the use of digital tools such as online quizzes, discussion forums, video submissions, and interactive tasks. Pre-service teachers must learn to design assessments that not only measure knowledge acquisition but also capture communicative competence, problem-solving skills, and collaborative performance. To overcome these challenges, teacher education programs must implement structured technology training, providing trainees with hands-on experience using virtual classrooms, interactive applications, and various assessment platforms. Such training should encompass not only technical skills but also strategies for integrating technology effectively into lesson planning, instructional design, and student engagement. Emphasizing digital pedagogy equips teacher candidates with the ability to create content that is interactive, stimulating, and aligned with learning goals while maintaining flexibility to adapt lessons in real-time according to student responses. Reflective practice is another critical component of professional development, enabling pre-service teachers to analyze their instructional approaches, evaluate the effectiveness of digital tools, and make informed adjustments. Techniques such as maintaining teaching journals, recording lessons, peer observations, and receiving mentor feedback encourage critical self-reflection and foster continuous improvement. Additionally, collaborative learning communities provide valuable support networks, where future teachers can share best practices, discuss challenges, co-develop instructional materials, and explore innovative approaches to digital education. Participation in these professional communities cultivates a mindset of innovation, collaboration, and resilience, empowering trainees to

navigate rapidly changing educational technologies and pedagogical trends. Collectively, integrating structured technology training, digital pedagogy, reflective practice, and collaborative engagement ensures that future English teachers are not only competent in using technological tools but also capable of designing inclusive, motivating, and dynamic learning experiences. As the demand for digital literacy grows among students and educational institutions increasingly rely on online platforms, preparing teachers to excel in digital classrooms becomes imperative. By fostering a holistic skill set that encompasses linguistic proficiency, technological competence, pedagogical adaptability, and reflective thinking, teacher education programs can cultivate educators who are confident, innovative, and capable of enhancing both language acquisition and digital literacy among learners. The capacity to balance technology with pedagogical principles, respond creatively, and learner-centered instruction while responding to the evolving demands of the 21st-century educational environment.

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THE ROLE OF ENGLISH LANGUAGE IN THE DIGITAL WORLD

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Abstract. In today's digital era, English has become the dominant language of communication across the internet, technology, and global business. From social media platforms to online education, software development, and e-commerce, English serves as a universal tool that