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THE ROLE OF MODERN PEDAGOGICAL TECHNOLOGIES IN INCREASING STUDENTS' MOTIVATION IN LEARNING ENGLISH

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Abstract. This article analyzes the role of modern pedagogical technologies in teaching English and their importance in increasing students' motivation. The study examines the impact of interactive methods, ICT tools, and gamification technologies on educational efficiency. Furthermore, it provides structural analysis on how digital integration helps in overcoming psychological barriers such as "language anxiety." The research concludes with practical recommendations for English language practitioners to foster a more engaging and student-centered learning environment.

Key words: pedagogical technologies, motivation, ICT, interactive methods, Gamification, communicative approach, English language, educational efficiency, digital literacy, student-centered learning.

Annotatsiya. Ushbu maqolada ingliz tilini o‘qitishda zamonaviy pedagogik texnologiyalarning o‘rni va ularning talabalar motivatsiyasini oshirishdagi ahamiyati tahlil qilinadi. Tadqiqotda interfaol metodlar, AKT vositalari va o‘yin texnologiyalarining ta’lim samaradorligiga ta’siri yoritilgan. Shuningdek, xorijiy tillarni o‘rganishda "til to'sig'i" kabi psixologik to'siqlarni bartaraf etishda raqamli integratsiyaning o'rni tahlil qilingan va amaliy tavsiyalar berilgan.

Kalit so'zlar: pedagogik texnologiyalar, motivatsiya, AKT, interfaol metodlar, Gamifikatsiya, kommunikativ yondashuv, ingliz tili, ta’lim samaradorligi, raqamli savodxonlik, talabaga yo'naltirilgan ta'lim.

Аннотация. В данной статье анализируется роль современных педагогических технологий в обучении английскому языку и их значение в повышении мотивации студентов. В исследовании рассматривается влияние интерактивных методов, ИКТ и игровых технологий на эффективность обучения. Кроме того, анализируется роль цифровой интеграции в преодолении психологических барьеров, таких как «языковой барьер», и даются практические рекомендации для преподавателей.

Ключевые слова: педагогические технологии, мотивация, ИКТ, интерактивные методы, геймификация, коммуникативный подход, английский язык, эффективность обучения, цифровая грамотность.

Introduction. In the contemporary era of globalization, the English language has emerged as a fundamental tool for international communication, scientific exchange, and professional development. For the students in Uzbekistan, particularly those at the Namangan State Pedagogical Institute, mastering English is no longer an optional academic pursuit but a critical necessity for future career success. However, the pedagogical landscape of English Language Teaching (ELT) has undergone significant changes. Traditional teacher-centered models, which primarily focus on rote memorization and mechanical grammar drills, often fail to sustain student engagement over long periods.

The primary obstacle in foreign language acquisition is often not a lack of cognitive ability, but a lack of sustainable motivation. Motivation serves as the "engine" of the learning process. Without it, even the most sophisticated curriculum remains ineffective. This article aims to explore how modern pedagogical technologies—ranging from Information and Communication Technology (ICT) to gamification and interactive methodologies—act as a catalyst to transform the learning experience from a passive obligation into an active, self-driven journey.

Theoretical Framework: Understanding Motivation

In the field of Second Language Acquisition (SLA), motivation is divided into two major categories: Intrinsic and Extrinsic. Intrinsic motivation refers to learning a language because the process itself is rewarding, while extrinsic motivation is driven by external rewards like grades, certificates, or parental pressure.

Modern pedagogical research, including the works of Dörnyei and Gardner, suggests that technology plays a crucial role in shifting students from extrinsic to intrinsic motivation. When students use digital tools that they are already comfortable with in their daily lives (like smartphones and social media), the psychological distance between

the classroom and reality decreases. This "low-filter" environment allows for better acquisition of linguistic input [1].

1. The Impact of ICT And Multimedia Integration. Information and Communication Technology (ICT) has revolutionized how language is delivered. In the traditional classroom, the teacher was the sole source of input. Today, ICT provides students with access to "authentic language."

Audio-Visual Stimuli: Using platforms such as YouTube, TED-Talks, and Netflix in ELT allows students to hear different accents and see cultural nuances that textbooks cannot provide. This visual context aids in understanding 60% better than text-only instructions [2].

Blended Learning Models: This approach combines face-to-face classroom time with online learning components. At Namangan State Pedagogical Institute, for instance, using Moodle or Google Classroom allows students to review complex grammatical structures at their own pace, which significantly reduces "classroom anxiety."

2. Gamification: competition as a learning tool

Gamification is the integration of game-design elements in educational contexts. It addresses the natural human desire for competition, achievement, and status.

Interactive Quizzes: Tools like *Kahoot!* and *Quizizz* have become staples in modern classrooms. They provide immediate feedback, which is essential for motivation. When a student sees their name on a leaderboard, it triggers a positive psychological response, encouraging them to study harder for the next session.

Risk-Free Learning: In a game-based environment, "failing" a task is perceived as a "try again" moment rather than a permanent academic failure. This builds resilience and encourages students to experiment with difficult language structures [3].

3. Interactive methodologies and student autonomy. Modern technologies go hand-in-hand with student-centered methodologies. These methods shift the focus from the teacher's lecture to the student's active participation.

The Flipped Classroom: This model reverses the traditional teaching order. Students watch an instructional video or listen to a podcast before class, and class time is dedicated to debate, role-play, and problem-solving in English. This maximizes Student Talking Time (STT).

Project-Based Learning (PBL): In this approach, students use technology to solve real-world problems. For example, creating a digital travel guide or a podcast series on local culture. This forces the learner to use English as a functional tool rather than an abstract subject.

Psychological benefits: overcoming the "language barrier"

One of the greatest benefits of modern technology is its ability to lower the "Affective Filter"—a psychological barrier that prevents learners from speaking due to fear of making mistakes. Digital tools allow for anonymous participation and creative expression (e.g., creating avatars or voice-overs), which helps shy students find their voice. Once a student feels successful in a digital simulation, they are more likely to participate in real-life English conversations.

Practical recommendations for educators

Based on the current educational trends, the following recommendations are offered for English teachers:

1. Integrate Mobile Learning (M-Learning): Encourage students to use language apps like *Duolingo* or *Memrise* for vocabulary building outside of class hours.

2. Use Social Media for Education: Create Telegram or Instagram groups where students must post short video blogs or comments in English. This makes the language part of their social identity.

3. Balance Technology and Human Interaction: While apps are useful, they should facilitate—not replace—human muloqot. Technology should serve as the "ice-breaker" for oral communication.

Conclusion. In conclusion, the role of modern pedagogical technologies in the English classroom is transformative. They do not merely provide new ways to deliver old information; they fundamentally change the student-teacher dynamic. By fostering a high-motivation environment through ICT, gamification, and interactive projects, we can equip students with the linguistic and digital skills necessary for the 21st century. The success of English language education in Uzbekistan depends on our ability to embrace these innovations while keeping the student's needs at the center of the pedagogical process.

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WHY TRAVELING IS IMPORTANT FOR PERSONAL GROWTH: A REVIEW OF PSYCHOLOGICAL AND SOCIOCULTURAL EVIDENCE

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Abstract: This paper examines how travel contributes to personal growth across four key dimensions: self-confidence, cultural awareness, problem-solving ability, and creativity. Using a systematic literature review methodology, peer-reviewed studies in psychology, tourism science, and cross-cultural communication are synthesised and critically evaluated. The findings indicate that travel — particularly international travel involving substantive cultural engagement — functions as a powerful developmental context that produces measurable and often lasting psychological change. These benefits are neither incidental nor universal; rather, they arise from specific experiential conditions that travel uniquely provides, including novelty, autonomy, and meaningful intercultural contact. Implications for higher education, organisational development, and individual well-being are discussed.

Keywords: travel, personal growth, self-efficacy, cultural competence, identity development, transformative learning, creativity, problem-solving.

1.Introduction. The relationship between travel and human development has been acknowledged across cultures and centuries. From the Grand Tour undertaken by eighteenth-century European elites to the contemporary proliferation of gap-year programmes and international exchange initiatives, societies have long recognised that sustained exposure to unfamiliar environments holds transformative potential. Yet it is only in recent decades that developmental psychology, cross-cultural