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

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Annotation: This article examines the issues of preparing future English teachers to work effectively in digital classroom environments. In modern education, the widespread use of digital technologies, online platforms, and multimedia tools requires teachers to develop new pedagogical and methodological competencies. Therefore, the integration of digital pedagogy, interactive teaching methods, and innovative approaches in teacher training programs has become increasingly

important. The paper discusses several methodological challenges that arise in digital classrooms, including teachers' level of technological literacy, the development of digital learning materials, increasing student engagement, and organizing effective assessment in online environments. In addition, the article proposes modern pedagogical approaches, digital learning strategies, and practical solutions aimed at overcoming these challenges. The findings contribute to improving the digital competence of future English teachers and enhancing the effectiveness of the teaching and learning process.

Keywords: digital education, English teacher training, methodological challenges, innovative pedagogy, multimedia tools, digital competence, interactive learning, online education.

Annotatsiya: Mazkur maqolada kelajakdagi ingliz tili o‘qituvchilarini raqamli ta’lim muhitida samarali faoliyat yuritishga tayyorlash masalalari tahlil qilinadi. Zamonaviy ta’lim tizimida raqamli texnologiyalar, onlayn platformalar va multimedia vositalarining keng qo‘llanilishi o‘qituvchilardan yangi pedagogik va metodik kompetensiyalarni talab etadi. Shuning uchun ingliz tili o‘qituvchilarini tayyorlash jarayonida raqamli pedagogika, interaktiv o‘qitish usullari hamda innovatsion metodlardan foydalanish muhim ahamiyat kasb etadi. Maqolada raqamli sinf muhitida yuzaga keladigan metodik muammolar, jumladan texnologik savodxonlik darajasi, o‘quv materiallarini raqamli shaklda ishlab chiqish, talabalar faolligini oshirish hamda baholash jarayonini samarali tashkil etish kabi masalalar ko‘rib chiqiladi. Shuningdek, ushbu muammolarni bartaraf etish bo‘yicha zamonaviy pedagogik yondashuvlar, raqamli ta’lim strategiyalari va amaliy tavsiyalar taklif etiladi. Tadqiqot natijalari kelajakdagi ingliz tili o‘qituvchilarining raqamli kompetensiyalarini rivojlantirish hamda ta’lim jarayonining samaradorligini oshirishga xizmat qiladi.

Kalit so‘zlar: raqamli ta’lim, ingliz tili o‘qituvchilari tayyorlash, metodik muammolar, innovatsion pedagogika, multimedia vositalari, raqamli kompetensiya, interaktiv o‘qitish, onlayn ta’lim.

Аннотация: В данной статье рассматриваются вопросы подготовки будущих учителей английского языка к работе в условиях цифровой образовательной среды. В современной системе образования широкое использование цифровых технологий, онлайн-платформ и мультимедийных средств требует от преподавателей формирования новых педагогических и методических компетенций. В связи с этим особое значение приобретает внедрение цифровой педагогики, интерактивных методов обучения и инновационных подходов в процесс подготовки учителей. В статье анализируются основные методические проблемы, возникающие в цифровых

классов, такие как уровень технологической грамотности преподавателей, разработка цифровых учебных материалов, повышение активности студентов и организация эффективной системы оценивания в онлайн-обучении. Кроме того, предлагаются современные педагогические подходы, стратегии цифрового обучения и практические рекомендации по преодолению указанных трудностей. Результаты исследования направлены на развитие цифровых компетенций будущих учителей английского языка и повышение эффективности образовательного процесса.

Ключевые слова: цифровое образование, подготовка учителей английского языка, методические проблемы, инновационная педагогика, мультимедийные средства, цифровая компетентность, интерактивное обучение, онлайн-образование.

The rapid development of digital technologies has significantly transformed the modern educational environment and created new opportunities as well as challenges for teachers and learners. In recent years, the integration of digital tools, online platforms, and multimedia resources has become an essential component of the teaching and learning process. These changes have had a particularly strong impact on the field of foreign language education, including the teaching of English. As education systems around the world continue to move toward digitalization, the role of the teacher is also evolving. Teachers are no longer only providers of knowledge but also facilitators, designers of digital learning experiences, and managers of interactive learning environments. In this context, the preparation of future English teachers for digital classrooms has become an important issue in teacher education programs. The effectiveness of English language teaching in the digital era depends largely on the ability of teachers to use technology in a pedagogically meaningful way and to adapt their teaching strategies to the needs of digitally oriented learners.

Future English teachers are expected to possess a wide range of competencies that combine language proficiency, pedagogical knowledge, and technological skills. The modern classroom is no longer limited to a physical space with textbooks and a blackboard. Instead, it often includes virtual learning platforms, online communication tools, digital content, and multimedia materials that support interactive learning. This shift requires teacher training institutions to rethink traditional approaches to preparing English teachers. The training process must include the development of digital competence, critical thinking, creativity, and the ability to design engaging learning activities using technology. Without these competencies, teachers may struggle to effectively manage digital

classrooms or to take full advantage of the opportunities provided by modern technology.

One of the main methodological challenges in preparing future English teachers for digital classrooms is the gap between theoretical knowledge and practical digital teaching skills. Many teacher education programs still focus primarily on traditional teaching methods and provide limited opportunities for students to practice using digital tools in real teaching situations. As a result, future teachers may graduate with strong theoretical knowledge but lack confidence and experience in using digital technologies during their lessons. This situation highlights the importance of integrating technology-related training into all stages of teacher preparation. Future teachers should not only learn about digital tools but also actively use them while designing lesson plans, creating digital materials, and conducting microteaching sessions.

Another significant challenge is the varying level of technological literacy among teacher trainees. While many young people are familiar with digital devices and social media, this familiarity does not automatically translate into the ability to use technology for educational purposes. Using technology effectively in the classroom requires specific pedagogical knowledge, including the ability to select appropriate digital resources, organize interactive activities, and manage online communication between students. Teacher educators therefore need to provide systematic guidance and training that helps future teachers understand how digital tools can support language learning objectives rather than simply adding technological elements without pedagogical value.

Student engagement is another important issue in digital classrooms. In traditional classrooms teachers often rely on direct interaction, physical presence, and immediate feedback to maintain students' attention and motivation. In digital environments these forms of interaction can be more difficult to achieve. Learners may become distracted, lose focus, or feel less connected to the teacher and their peers. Future English teachers need to learn strategies that help maintain active participation in online or technology enhanced learning environments. This includes the use of interactive platforms, collaborative tasks, multimedia content, and communicative activities that encourage students to use English in meaningful contexts. Digital storytelling, online discussions, virtual group projects, and interactive quizzes are examples of methods that can increase learner engagement and make language learning more dynamic.

Assessment in digital classrooms also presents methodological challenges for future English teachers. Traditional assessment methods such as written exams or paper based assignments may not always be

suitable for digital learning environments. Teachers must learn to use alternative forms of assessment that reflect the interactive and communicative nature of language learning. Digital assessment tools allow teachers to evaluate students' progress through online quizzes, project based tasks, electronic portfolios, and peer assessment activities. However, these methods require careful planning and clear criteria to ensure fairness and reliability. Teacher training programs must therefore include instruction on how to design effective digital assessments and how to use online feedback to support students' learning development.

Another important aspect of preparing future English teachers for digital classrooms is the development of digital content creation skills. Teachers increasingly need to produce their own digital learning materials such as presentations, videos, interactive exercises, and online course modules. These materials can enhance the learning process by providing visual support, authentic language input, and opportunities for independent practice. However, creating high quality digital resources requires both technical skills and pedagogical understanding. Teacher education programs should encourage students to experiment with different digital tools and platforms while also focusing on the principles of effective instructional design. Future teachers should learn how to organize information clearly, select appropriate multimedia elements, and ensure that digital materials support language learning objectives.

Collaboration and communication are also essential elements of digital classrooms. Modern technologies allow students to communicate with each other and with their teachers in ways that were not possible in traditional learning environments. Online forums, video conferences, shared documents, and collaborative platforms make it easier to organize group work and interactive discussions. For language learning these opportunities are particularly valuable because they allow students to practice communication skills in authentic contexts. Future English teachers must therefore develop the ability to facilitate online collaboration and to create tasks that encourage meaningful interaction among students. They should also learn how to manage digital communication effectively and maintain a supportive learning atmosphere in virtual environments.

Teacher attitudes toward technology play a crucial role in the successful integration of digital tools into the classroom. Some teachers may feel uncertain or even resistant to using new technologies, especially if they have limited experience with digital teaching methods. This can affect their willingness to experiment with innovative approaches and limit the potential benefits of digital learning. Teacher education programs must therefore focus not only on technical training but also on

developing positive attitudes toward technology. Future teachers should be encouraged to see digital tools as valuable resources that can enhance their teaching rather than as complicated systems that create additional difficulties. Providing opportunities for experimentation, reflection, and collaborative learning can help build confidence and motivation among teacher trainees.

Institutional support is another factor that influences the preparation of future English teachers for digital classrooms. Universities and teacher training institutions must provide adequate technological infrastructure, access to digital platforms, and professional development opportunities for both students and teacher educators. Without this support it becomes difficult to implement innovative teaching approaches or to provide practical experience with digital tools. In addition, educational institutions should promote a culture of continuous learning and encourage teachers to update their digital skills throughout their professional careers. Technology evolves rapidly, and teachers must remain flexible and open to new developments in order to keep their teaching methods relevant and effective.

The development of digital competence among future English teachers should also include ethical and responsible use of technology. Digital classrooms often involve the use of online resources, communication platforms, and shared information. Teachers must understand issues related to digital safety, copyright, data protection, and responsible online behavior. They should also guide students in developing their own digital literacy and critical thinking skills so that learners can evaluate online information and use digital resources responsibly. Integrating these topics into teacher education programs helps ensure that future teachers are prepared to manage digital learning environments in a safe and ethical manner.

Practical training plays a crucial role in preparing future English teachers for digital classrooms. Teaching practice, internships, and simulated classroom activities allow teacher trainees to apply their knowledge in realistic situations and to develop confidence in using digital tools. During these experiences future teachers can experiment with different technologies, observe the impact of digital activities on student learning, and reflect on their teaching strategies. Mentorship and feedback from experienced educators can further support the development of effective digital teaching practices. Through continuous reflection and practice teacher trainees gradually build the skills needed to design engaging and meaningful learning experiences.

Innovative pedagogical approaches also contribute to the successful preparation of English teachers for digital education. Methods such as blended learning, flipped classrooms, and project based learning

combine traditional instruction with digital tools to create flexible and interactive learning environments. In a flipped classroom model, for example, students study theoretical materials online before class and then use classroom time for discussions, problem solving, and communicative activities. This approach encourages active participation and allows teachers to focus on developing students' language skills through collaborative tasks. By learning how to implement such methods, future English teachers can create more effective and student centered learning experiences.

The preparation of future English teachers for digital classrooms ultimately requires a holistic approach that integrates technological, pedagogical, and linguistic competencies. Teacher education programs must recognize that digital technologies are not simply additional tools but integral components of modern education. By combining theoretical knowledge with practical experience and encouraging innovation and reflection, universities can help future teachers develop the skills needed to succeed in digital learning environments. The development of digital competence among English teachers will not only improve the quality of language education but also help learners become more active, independent, and confident users of English in a globalized world.

In conclusion, the digital transformation of education has created new challenges and opportunities for English language teaching. Preparing future English teachers for digital classrooms requires systematic changes in teacher education programs, including the integration of digital pedagogy, practical training with technology, and the development of innovative teaching methods. Addressing methodological challenges such as technological literacy, student engagement, digital assessment, and content creation will help ensure that teachers are ready to meet the demands of modern education. With appropriate training, support, and continuous professional development, future English teachers can successfully use digital technologies to create interactive, engaging, and effective language learning environments.

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THE INTEGRATION OF GENERATIVE MODELS OF ARTIFICIAL INTELLIGENCE INTO THE TEACHING SYSTEM

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Annotation This article analyzes effective methods of training future foreign language specialists in the current era of digital development. Today, artificial intelligence has become not just an assistant, but an important factor in improving the quality of teaching methods. The article interprets the integration of generative models such as ChatGPT and Gemini, as well as speech analysis systems such as Linguix, into the teaching system and the key to developing the