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GLOBAL AND NATIONAL CONTEXT OF DIGITAL TRANSFORMATION IN EDUCATION AND ITS SPECIFIC RELEVANCE TO EFL IN UZBEKISTAN

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MAQOLA MALUMOTI	**ANNOTATSIYA:**

Digital transformation has become one of the main drivers of change in education at the global level. Many countries are integrating digital technologies into teaching and learning processes in order to expand access, improve quality and develop learners' 21st-century skills. Uzbekistan is also actively implementing national strategies for the digitalization of education, which directly affects the process of teaching English as a Foreign Language (EFL).This article analyzes the global and national context of digital transformation in education and discusses its specific relevance to EFL in Uzbekistan.

The study's foundation is a review of earlier studies and document analysis. The findings demonstrate how digital technologies foster student autonomy, open up new avenues for communicative language instruction, and give access to real materials. At the same time, difficulties linked to infrastructure, teacher training and computer literacy exist. The article concludes with recommendations for more effective integration of digital technologies into EFL teaching in

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Uzbekistan.

Introduction

Over the previous few decades, the swift expansion of the information and communications technologies had a substantial impact on all strata of society, including the educational one. Digital transformation in education is not merely the exploitation of computers or the internet in the classroom, but rather a fundamental change in the content of education, pedagogical techniques, types of communication and administrative processes. English is a universal language, especially in the digital age. Much of Internet information, electronic communication and worldwide collaboration develops using English. Thus, the process of digitization of education and teaching English as a Foreign Language (EFL) are strongly intertwined.

Uzbekistan is now pursuing substantial reforms, which are expected to transform the education system and boost the position of the foreign language, and more specifically English. In these regards, it is vital to focus on how global tendencies of the digital transformation are repeated at the national scale and what impact they create on EFL instruction in the country. This article is primarily intended to explain both the international and national environment of digital transformation in education and discuss its application to EFL in Uzbekistan in specific.

Methodology

The global and national context of digital revolution in education is examined in this study using a qualitative descriptive technique, with an emphasis on its applicability to EFL instruction in Uzbekistan. Academic literature, government policy documents, strategic frameworks, and reports from international organizations like UNESCO, the World Bank, and the OECD were the sources of the data.

These resources shed light on the main forces behind, difficulties encountered, and results of the digital transformation of education. The IMRAD format serves as the framework for the analysis. The Introduction provides an overview of digitalization trends in the world and the significance of technology in modern education. The analytical and descriptive approaches to the synthesis of secondary data are presented in the Methods section. The results section provides findings regarding the policies of the country

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concerning Uzbekistan, the global developments, and the implications of these practices on EFL teaching.

Lastly, these results are interpreted and future prospects for incorporating technology into EFL instruction in Uzbekistan are explored in the Discussion and Conclusion sections. This paper combines credible secondary data to offer a comprehensive image of the processes of digital transformation although there is no fieldwork. This approach is effective with policy based research when the researcher is interested in understanding the trends, structures, and strategic priorities rather than measuring individual behaviors or classroom results.

Result

Global context of digital transformation in education

The analysis of international sources shows that digital transformation in education includes several key directions:

1. Digital capabilities and skills incorporated into curricula. Digital literacy and the opportunity to learn by means of technology are regarded in most countries as the competences of the 21st century.

2. Creation of online education. Blended and distance learning is facilitated through learning management systems, virtual classrooms, online platforms and mobile applications.

3. Use of open educational resources. Free online courses, digital textbooks and video lectures increase access to quality education regardless of geographical location.

4. Use of digital assessment tools. Online tests, electronic portfolios and learning analytics help monitor learners' progress and individualize teaching.

In the sphere of EFL, worldwide digital revolution has led to the widespread use of multimedia materials, interactive exercises, online dictionaries, pronunciation trainers, language learning software and platforms for international communication.

National context: digital transformation in education in Uzbekistan

One of the goals of state policy in Uzbekistan is acknowledged to be the digitization of education. A number of actions have been taken in recent years, including:

1. The gradual development of national online platforms and electronic educational resources;

2. The integration of digital tools into teaching and learning processes at various educational levels;

3. The implementation of programs targeted at improving teachers' and students' ICT skills;

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4. More opportunities for home and online learning, especially during and after the covid-19 pandemic. These approaches directly affect the teaching of other languages, particularly English. In the program documents, special attention is paid to the use of modern digital technologies in language teaching to develop new educational materials and ensure students' access to international information resources.

Especially important for EFL in Uzbekistan. We can highlight several ways that digital change is especially relevant to EFL in Uzbekistan by looking at the national and international context:

1. There are authentic English-language resources available. The usage of original writings, movies, audio files, and online platforms produced by native speakers is made possible by digital technologies. This promotes the growth of speaking, listening, and reading abilities in addition to intercultural competency.

2. It is important to support the communicative language instruction, particularly among such students as we are. Online discussions, group and pair work, project-based assignments, and simulations can be facilitated with the help of digital technology. These tasks are consistent with the modern EFL learner-centered and communicative practices.

3. I believe that it is far easier to increase motivation and remain engaged when we are using interactive platforms and games and multimedia materials such as the entertaining videos, podcasts, and interactive quizzes we can find online because it makes the learning process significantly more engaging to us and helps us not to lose motivation throughout the semester.

4. Challenges and constraints. Despite the abovementioned advantages, several challenges remain:

- differences in the level of digital infrastructure between regions;

- limited digital and methodological competencies of some teachers;

- lack of localized digital content that fully corresponds to the national curriculum and learners' needs;

- the risk of using technology only for demonstration, without deep pedagogical integration.

Discussion

The results of the analysis show that digital transformation in education offers significant opportunities for improving the quality of EFL teaching in Uzbekistan. But, the successful

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utilize of the technology according to technical resources, as well as pedagogical and organizational elements.

First and foremost, digital tools must to be methodically incorporated into EFL instruction. Technology ought to support defined learning objectives, promote active use of language and stimulate interaction between learners, rather than merely replacing traditional materials with electronic ones.

Secondly, the professional development of EFL teachers plays a significant role. Teachers require not just fundamental ICT abilities, but also knowledge of digital pedagogy: how to construct online and blended learning activities, how to assess learners in digital settings and how to select relevant materials for different levels.

Thirdly, it is vital to produce and adapt digital resources to the local context. While global resources give essential insight, national platforms and content connected with the Uzbek curriculum and cultural realities can provide greater relevance and accessibility.

Finally, attention should be paid to issues of digital inequality. If learners do not have equal access to devices and the internet, digital transformation may deepen existing educational gaps. Therefore, policies and projects aimed at improving infrastructure, especially in remote areas, are essential.

Conclusion

Digital transformation is a global process that significantly transforms the way education is organized and implemented. In the realm of EFL, digital technology offer access to authentic materials, enhance communicative and student-centered techniques and foster learner autonomy. Uzbekistan, as part of the global educational arena, is aggressively advancing towards the digitization of its education system. This process has a direct impact on EFL teaching and generates both new opportunities and fresh duties. To fully realize the potential of digital transformation, it is necessary to:

- continue to develop educational infrastructure and digital platforms;
- strengthen the digital and methodological competencies of EFL teachers;
- support the creation of localized digital content;
- monitor and evaluate the effectiveness of technology integration in EFL.

Future research may focus on empirical studies of learners' and teachers' experiences with digital EFL tools, as well as on the design and evaluation of specific digital interventions in different educational contexts in Uzbekistan.

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