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MANAGING DIGITAL ENGLISH EDUCATION PROJECTS IN UZBEKISTAN: SUCCESS FACTORS AND BARRIERS

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ABSTRACT:

The rapid development of modern digital technologies in the educational systems of countries such as the United States, the United Kingdom, Germany, Russia, and China has created a growing demand for new forms of language learning based on digital educational resources. In the Republic of Uzbekistan, significant attention is also being paid to preparing innovative and creative specialists who are capable of using digital tools in their professional and academic activities. Today's students, regardless of their field of study, are expected to possess basic knowledge of information technologies, to work independently with digital tools, and to actively use them in learning foreign languages, especially English.

The process of digital transformation in education is viewed as an important factor in increasing the competitiveness of future professionals, improving quality of life, and accelerating learning processes. One of the key objectives of educational digitalization is to enhance the quality of teaching and learning while preparing young people who can successfully compete in various professional fields, particularly those related to digital technologies. In this regard,

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special attention is given to the role of digital tools in the professional training of future English teachers.

Introduction

The modern stage of globalization demands that individuals adapt to rapidly changing social, economic, and technological conditions. In this context, professionals in different fields are expected not only to possess deep knowledge in their specialties but also to communicate effectively in several foreign languages in addition to their native language. Therefore, improving the system of foreign language teaching through innovative approaches and integrating digital technologies into the learning process has become especially important.

The importance of digital competence in education is clearly reflected in national policy documents. In particular, the fourth priority direction, "Conducting a fair social policy and developing human capital," outlined in the Decree of the President of the Republic of Uzbekistan dated January 28, 2022, No. PF-60, "On the Development Strategy of the Republic of Uzbekistan for 2022–2026," emphasizes the need for teachers to master modern competencies. These include the ability to design interactive presentations, develop mobile applications, and create video materials for educational purposes. Achieving such competencies requires every teacher to confidently and effectively use digital technologies in their professional practice.

The integration of theoretical and methodological advancements related to digital tools into the educational process represents a new qualitative stage in the development of education, commonly referred to as the digitalization of education. Digital technologies today influence virtually all areas of human activity, and education is no exception. Their implementation transforms teaching methods, learning environments, and the roles of both teachers and students.

The use of digital technologies in teaching enhances students' motivation and engagement, supports research-oriented and independent learning activities, and enables them to search, process, store, and present information more effectively. By realizing the didactic potential of digital tools, the educational process becomes more interactive and learner-centered. As a result, students develop digital literacy, which is increasingly recognized as a new and essential form of literacy in the 21st century.

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Currently, one of the most pressing tasks in the development of teacher education is preparing highly qualified specialists who are capable of independent thinking, critical analysis, and effective decision-making in diverse professional situations. The formation of such competencies is closely connected with the purposeful and systematic integration of digital technologies into the teacher training system.

Literature review

Recent reforms in the Republic of Uzbekistan highlight the strategic importance of integrating digital technologies into teacher education. In particular, the Resolution of the President of the Republic of Uzbekistan dated June 21, 2022, No. PP-289, "On measures to improve the quality of teacher education and further develop the activities of higher educational institutions for the training of pedagogical personnel," emphasizes the need for the active implementation of digital tools in the educational process. This document underlines that future teachers must acquire practical skills in using internationally recognized software products, creating and editing video lessons, and publishing educational materials on web platforms and electronic learning systems. Such measures are aimed at aligning teacher training with global educational standards and technological advancements.

The growing global demand for foreign language proficiency further reinforces the relevance of digital transformation in education. In the context of globalization and international cooperation, knowledge of foreign languages has become a key factor in professional competitiveness. Specialists are now expected to master not only their native language but also one or more foreign languages in order to participate effectively in the global labor market.

In response to these challenges, the Decree of the President of the Republic of Uzbekistan dated May 19, 2021, No. PP-5117, "On measures to bring activities to promote the study of foreign languages to a qualitatively new level in the Republic of Uzbekistan," introduced significant institutional reforms. Within the framework of this decree, the Agency for the Promotion of the Study of Foreign Languages under the Cabinet of Ministers was established. The Agency is responsible for expanding public interest in foreign language learning—particularly English—creating favorable conditions for effective language acquisition, coordinating the introduction of internationally recognized curricula and textbooks at all levels of education, and supporting the development of modern teaching skills, including the use of digital technologies.

To further implement the objectives of Decree No. PP-5117, the Cabinet of Ministers adopted Resolution No. 34 dated January 19, 2021, "On additional measures to improve the

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study of foreign languages." This resolution emphasizes the urgent need to train highly qualified language teachers who are capable of integrating information and communication technologies into their professional activities. It provides for the development of innovative software projects, digital platforms, and multimedia educational resources. Particular attention is given to equipping teachers with the skills necessary to create educational videos, interactive games, entertainment-based learning programs, films, and other digital content designed to develop fundamental English language skills.

Thus, contemporary literature and regulatory documents consistently highlight the central role of digital competence in teacher preparation and the modernization of foreign language education.

Methodology

Numerous scientific studies have focused on improving the professional competence of future English language teachers and developing their pedagogical thinking. For instance, researcher T. F. Kuzennaya emphasizes that the formation of professional thinking among philology students is a key indicator of the quality of their professional preparation. According to this perspective, the ability to analyze linguistic phenomena, apply theoretical knowledge in practice, and make independent pedagogical decisions reflects the level of readiness of future teachers for professional activity.

Many scholars have also addressed the development of specialized competencies among philology students. M. A. Pakhnotskaya, for example, examines the process of forming linguistic and cultural professional competencies, highlighting the importance of integrating cultural knowledge with language teaching skills. Similarly, G. V. Kruglyakova explores the content and technological aspects of developing professional information and communication competencies in philology students. The research of E. V. Frolova focuses on the role of computer-assisted learning, analyzing the forms, methods, and content of using digital tools to support the development of students' language competence.

Other studies concentrate on enhancing the professional skills of future foreign language teachers through international pedagogical experience. In particular, U. A. Zhabbarov investigates ways to improve the training of future English teachers by drawing on the educational practices of England. This research highlights the importance of strengthening professional and pedagogical competence through the integration of linguistic and cultural knowledge, the development of effective verbal and non-verbal communication skills, and the stimulation of students' cognitive activity and communicative motivation.

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The concept of "computer linguodidactics," introduced by M. A. Bovtenko, reflects the comprehensive theoretical and practical application of information technologies in the teaching of English. This concept underscores the growing role of digital tools in language instruction and their potential to transform both teaching methods and learning outcomes. In addition, M. E. Mamaradjabov, in his research on improving the professional training of future teachers in the context of educational digitalization, stresses the importance of combining traditional teaching approaches with modern digital technologies. His work focuses on enhancing professional training during practical teaching experiences, increasing motivation for learning, and fostering the personal and professional development of future teachers.

The rapid expansion of internet technologies has significantly changed the ways in which information is accessed and used, leading to a more individualized learning process. As a result, traditional educational models are gradually evolving into digital learning environments that allow students to choose personalized learning paths. In Uzbekistan, the digital transformation of education is being actively implemented through national initiatives such as the Presidential Decree dated October 5, 2020, No. PF-6079, which approved the "Digital Uzbekistan – 2030" strategy. This program outlines key directions for the effective integration of digital technologies into various sectors, including education, and serves as a foundation for the modernization of teacher training and the development of digital competencies among future educators.

Results

The notion of digital technology allows modern computer-based tools to be reconsidered not only as technical instruments but also as means of transforming the interaction between users and information. Contemporary digital technologies rely on computer systems, yet they also redefine the relationship between the learner and technological resources by enabling more flexible, interactive, and personalized forms of learning.

At present, many researchers acknowledge the positive role of digital technologies in enhancing the effectiveness of English language teaching. Based on an analysis of various scholarly perspectives on the application of digital tools in education, it can be concluded that the ability to use digital technologies represents both a personal and social competence for future English teachers. They must be capable of independently selecting appropriate digital tools, integrating them into the teaching process, and effectively working with digital information. This includes searching for information, interpreting and processing it, creating

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and editing digital content, and sharing educational materials within the framework of a digitally oriented learning environment.

Digital educational resources serve as an important means of organizing a modern educational space. Such resources support key elements of the learning process, including active student participation, collaborative work, interactive communication, and continuous feedback. Through these features, digital tools contribute to more student-centered and engaging learning experiences.

According to the views of N. V. Zhuraeva, a digital educational resource can be defined as an electronic product that requires computer technology for its use in the learning process. The introduction of these resources into education creates new opportunities for improving teaching effectiveness. They enable quick visualization of learning materials, provide convenient tools for practicing and reinforcing practical skills, and support the monitoring and assessment of students' independent work. In addition, digital resources facilitate work with visual materials such as diagrams, tables, graphs, and symbols, and they assist in editing texts and correcting errors in students' creative tasks. Thus, the use of digital technologies contributes to a more dynamic and efficient educational process and supports the development of essential digital competencies among future teachers.

Discussion

The integration of digital technologies into educational practice opens broad opportunities for both teachers and learners. The use of virtual simulations, video materials, animations, audio recordings, and graphic elements significantly increases students' interest in learning English. Such tools make lessons more dynamic and visually engaging, helping learners better understand complex linguistic concepts. However, despite their advantages, digital technologies cannot fully replace the teacher. Just as a textbook cannot substitute for professional guidance, digital tools serve primarily as supportive instruments that enhance the lesson but do not substitute for pedagogical interaction and instructional design. They are implemented according to the lesson objectives and structure, yet the teacher remains the central figure in organizing and guiding the learning process.

Digital tools introduce elements that are difficult or impossible to implement through traditional methods. For example, animated images and GIFs can be used for quick formative assessment, online quizzes allow immediate feedback during classroom interaction, and multimedia resources help simulate an authentic language environment. Through video and graphic modeling, students can immerse themselves in communicative situations that resemble real-life contexts, which strengthens their speaking and listening skills.

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At the same time, the most effective learning occurs when students themselves actively create digital content. When learners design presentations, produce videos, prepare interactive tasks, or develop multimedia projects, they demonstrate their knowledge while engaging their peers in collaborative learning. Providing students with opportunities to independently work with text, visuals, audio, and video materials encourages deeper understanding and personal involvement. Acting as creators of digital educational resources fosters the development of creative thinking, critical analysis, and problem-solving skills. In this process, the teacher plays the role of facilitator, guiding students in organizing their ideas and structuring their work effectively.

Multimedia presentations, educational videos, and graphic tools that present information in diverse visual formats make vocabulary acquisition, grammar practice, speaking activities, and professional topic discussions more vivid and memorable. As a result, English lessons become more meaningful and motivating for students.

Conclusions

Digital technologies have become an essential component of modern society, and their integration into education is a natural and necessary process. Since students are already accustomed to using various electronic devices in their everyday lives, they adapt quickly to digital tools in learning environments. This familiarity facilitates the comprehension of educational materials and simplifies the implementation of innovative teaching approaches.

The application of digital technologies allows for the differentiation and personalization of instruction. Teachers can tailor tasks according to students' individual abilities and levels of preparation, thereby improving the overall quality of education. Digital tools create favorable conditions for transforming learners from passive recipients of information into active participants in the educational process. Students engage more actively, take responsibility for completing assignments, and demonstrate greater independence in their learning.

Furthermore, the development and use of digital educational resources significantly influence the professional activity of future English teachers. As digitalization advances, the content and nature of their pedagogical work evolve, requiring higher levels of digital competence, creativity, and adaptability. Thus, the purposeful integration of digital technologies contributes not only to improving the effectiveness of English language teaching but also to shaping a new model of professional teacher activity in the digital era.

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