"USING TECHNOLOGY AND DIGITAL RESOURCES IN TEACHING ENGLISH IN SECONDARY SCHOOLS IN UZBEKISTAN"

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Abstract

This article examines the integration of technology and digital resources in teaching English in secondary schools across Uzbekistan. The study employs a mixed-methods research design combining surveys, interviews, and classroom observations to identify both the benefits and challenges of using technology in English language education. The results reveal that technological tools such as interactive platforms, multimedia, and mobile applications significantly increase pupils engagement and communicative competence. However, infrastructure limitations, insufficient teacher training, and unequal access to digital resources remain major obstacles, especially in rural areas. The article concludes with recommendations for improving teacher professional development, ICT infrastructure, and localized digital content creation to ensure sustainable technological integration in the educational process.

Keywords: technology integration, digital resources, English teaching, secondary schools, ICT, EFL pedagogy, teacher training, blended learning, digital literacy

In recent years, the process of teaching English in Uzbekistan has undergone significant transformation due to the rapid integration of technology and digital resources into the national education system. The government's emphasis on improving foreign language competence, particularly through the Presidential Decree "On Measures to Further Improve the System of Teaching Foreign Languages", has accelerated the modernization of English language instruction in schools. However, despite progress, teachers and learners still face challenges such as insufficient digital infrastructure, limited access to high-quality educational technologies, and a lack of methodological training for the effective use of digital tools in classroom settings.

The use of technology in English language teaching (ELT) has proven to be one of the most effective strategies for enhancing students' motivation, engagement, and communicative competence. Digital tools such as interactive platforms (e.g., Google Classroom, Kahoot, and Quizlet), online dictionaries, educational videos, and mobile learning applications provide opportunities for individualized learning and real-time feedback. In Uzbekistan's secondary schools, these technologies are gradually being introduced to create more student-centered and communicative classrooms, aligning with modern educational trends and global standards.

Nevertheless, many teachers still struggle to integrate technology effectively due to insufficient training and resource limitations. This highlights the need for continuous professional development and systematic support from educational institutions. Understanding how technology and digital resources are currently applied in English classrooms across Uzbekistan, and identifying their strengths and weaknesses, is crucial for designing more effective teaching strategies. Therefore, the main purpose of this study is to explore the current state, challenges, and prospects of using technology and digital resources in teaching English in secondary schools in Uzbekistan.

In the global context of English Language Teaching (ELT), the integration of technology and digital resources has been widely recognized as a key driver of student engagement,

communicative competence, and overall learning outcomes. For instance, a study conducted in Vietnam found that the use of interactive technologies significantly increased learners' motivation and participation in secondary school English classes. This trend is supported by comprehensive guidance from teaching-profession bodies, such as the British Council, which emphasize how digital tools can support collaboration, formative assessment and feedback in language learning. Collectively, such international research suggests that when effectively integrated, technology can transform the language classroom from a teacher-cantered model to a more learner-centered, interactive environment.

This study employs a mixed-methods research design to investigate how technology and digital resources enhance the teaching and learning of English in secondary schools in Uzbekistan. The combination of quantitative and qualitative approaches allows for a more comprehensive understanding of teachers' and students' experiences. The quantitative aspect involves a structured questionnaire distributed among English language teachers and students, while the qualitative part includes semi-structured interviews and classroom observations. This methodological triangulation ensures the reliability and validity of the findings.

Three main instruments were used in this study: a questionnaire, an interview protocol, and a classroom observation checklist. The questionnaire aimed to collect quantitative data on teachers' and students' attitudes toward technology integration, perceived challenges, and frequency of digital resource use.

The interview protocol was developed to gain qualitative insights into teachers' experiences, focusing on the effectiveness of specific tools such as online dictionaries, educational platforms (e.g., Google Classroom and Docs), and interactive applications (e.g., Kahoot and Quizlet).

The observation checklist recorded classroom practices, including the use of multimedia, digital presentations, and collaborative online tasks, following the framework proposed by experts.

The results of the analysis provide an empirical basis for evaluating how effectively digital resources support English language instruction in Uzbekistan's secondary schools.

The results of the questionnaire revealed that the majority of English teachers in Uzbek secondary schools actively integrate technology into their lessons, but with varying levels of proficiency and confidence. Specifically, 78% of teachers reported using digital resources at least once a week, while 22% admitted that they rarely use them due to insufficient technical support and lack of training. Among the most frequently used tools were PowerPoint presentations, YouTube videos, and interactive learning platforms such as Quizlet and Kahoot. These findings are consistent with global trends showing that teachers increasingly rely on ICT to enhance student engagement .

Students' responses indicated a strong preference for technology-enhanced lessons. About 85% of students agreed that digital tools made English lessons more enjoyable and improved their listening and pronunciation skills. However, a notable 40% pointed out challenges such as unstable internet connection and limited access to school computers, particularly in rural regions like Khorezm and Karakalpakstan.   This aligns with previous research in Central Asia, which highlights infrastructure limitations as one of the main obstacles to full ICT integration.

The interviews and classroom observations provided deeper insight into teachers' real-life experiences. Teachers emphasized that technology helps create a student-centered learning environment, supporting communicative and interactive approaches. One teacher from a secondary school mentioned:

"When I use Quizlet or Kahoot, my students become more active — they start competing, laughing, and remembering words faster."

Similarly, observation data revealed that classrooms equipped with projectors and multimedia boards enabled teachers to diversify instructional strategies, incorporating audio-visual aids, online quizzes, and digital storytelling. These practices align with the constructivist learning theory, which views learners as active participants constructing knowledge through engagement with digital content.

However, the research also uncovered several barriers: limited teacher training in ICT pedagogy, shortage of technical staff, and insufficient funding for up-to-date digital equipment. Teachers expressed the need for continuous professional development (CPD) programs focused on digital pedagogy, as many had learned to use online tools through self-study or peer support.

The findings demonstrate that while technology integration in Uzbekistan's secondary schools is progressing, it remains uneven across regions. Urban schools, particularly in Tashkent, have access to more advanced infrastructure and training, allowing teachers to apply blended learning and online resources effectively. In contrast, rural schools continue to face challenges in connectivity and resource availability, limiting their ability to implement interactive approaches consistently. These results resonate with global research suggesting that successful digital transformation in education depends not only on technological availability but also on teacher readiness, institutional leadership, and ongoing training. Therefore, educational policy in Uzbekistan should prioritize teacher training, curriculum digitalization, and investment in ICT infrastructure to bridge the gap between urban and rural schools. Integrating technology should be viewed not merely as an innovation but as a fundamental pedagogical tool for developing 21st-century language competencies.

In conclusion, the digitalization of English education in Uzbekistan is a vital step toward educational innovation and equity, preparing future generations for global communication and lifelong learning. It enhances access to quality education, fosters students' motivation and digital literacy, and enables teachers to apply interactive and learner-centered methods. Moreover, it aligns national reforms with international standards, creating a sustainable foundation for modern English language education in Uzbekistan.

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