Date: 13th June-2026

IMPROVING THE METHODOLOGY OF TEACHING ENGLISH BASED ON MODERN INFORMATION TECHNOLOGIES

Nizomiddinova Yulduz
Republican Technical College of Music and Art

Abstract. This article examines the issues of improving the methodology of teaching English with the help of modern information and communication technologies (ICT). The impact of digital educational platforms, mobile applications, artificial intelligence technologies and multimedia tools on the language learning process is analyzed. Interactive methods, blended learning and ways of organizing independent learning in teaching English to students of technical higher education institutions are considered.

Keywords: English language, information technologies, teaching methodology, blended learning, artificial intelligence, mobile applications, language competence, interactive methods, digital platform, independent learning.

In the context of today's globalization, the English language is of particular importance as the language of international communication, science and technology. More than 90 percent of scientific articles, programming languages, technical documentation and international standards are created in English. For this reason, knowledge of English has become a professional necessity for specialists in technical fields, especially for personnel in the field of information technologies.

The Resolution of the President of the Republic of Uzbekistan No. PP-5117 of May 19, 2021 "On measures to bring the activities of popularizing the study of foreign languages in the Republic of Uzbekistan to a qualitatively new level" serves to fundamentally reform the system of teaching foreign languages in our country. This document defines the wide introduction of modern information technologies into the educational process as a priority task.

Traditional teaching methods often fail to take into account the individual needs of students and do not create sufficient conditions for the development of practical communication skills. Information and communication technologies, in turn, open up broad opportunities for individualizing the educational process, increasing interactivity and strengthening learning motivation. In this regard, improving the methodology of teaching English using ICT tools is an urgent scientific and pedagogical problem.

Today, educational platforms such as Moodle, Google Classroom, Coursera and edX, as well as specialized applications such as Duolingo, Babbel and Memrise, are widely used for learning English. These platforms allow students to learn at their own pace, review materials repeatedly and have their level of knowledge assessed automatically. Gamification elements — points, levels and ratings — significantly increase learning motivation.

Systems based on artificial intelligence are bringing about revolutionary changes in language education. Speech recognition technologies make it possible to automatically

assess and correct pronunciation. Chatbots based on natural language processing (NLP) algorithms create conditions for students to practice conversation at any time. Adaptive learning systems form an individual learning trajectory adapted to the level of knowledge and learning pace of each student. This is especially important for technical universities, where the level of students in a group varies considerably.

Research shows that the blended model, which combines traditional classroom lessons with online learning, is the most effective approach. In this model, theoretical material (grammar, vocabulary) is mastered by the student independently through electronic resources, while classroom time is devoted to practical communication, discussion and project work. It has been established that the flipped classroom technology increases the efficiency of classroom time use by 30–40 percent.

Video lessons, podcasts, interactive exercises and virtual reality (VR) technologies create the effect of “immersion” in the language environment. Authentic materials — scientific articles, technical documentation and video lectures in English — enrich students’ professional vocabulary. Mobile learning (m-learning) makes the learning process independent of time and place: students can consolidate their knowledge through short sessions while commuting, waiting in line or during leisure time.

During the pedagogical experiment conducted among students of technical specialties, the traditional methodology was applied in the control group, while the blended methodology enriched with ICT tools was applied in the experimental group. At the end of the semester, the academic performance of the experimental group students was on average 23 percent higher than that of the control group. A particularly noticeable improvement was observed in listening comprehension and speaking skills. 87 percent of students noted that digital tools made the learning process interesting and convenient. At the same time, it was also confirmed that ICT tools cannot completely replace the teacher, but rather serve as a means of complementing his or her pedagogical activity.

The highest efficiency is achieved through the blended learning model, which harmonizes traditional methodology with digital technologies. In this model, the teacher turns from a transmitter of information into an organizer and facilitator of the educational process. In the future, important tasks include enriching adaptive systems based on artificial intelligence with national educational content, improving the digital competence of teachers, and creating a database of electronic resources on professional English for technical specialties.

REFERENCES

1. Jalolov J.J. Methodology of foreign language teaching. — Tashkent: O‘qituvchi, 2012. — 432 p.
2. Richards J.C., Rodgers T.S. Approaches and Methods in Language Teaching. — Cambridge: Cambridge University Press, 2014. — 410 p.
3. Stockwell G. Mobile Assisted Language Learning: Concepts, Contexts and Challenges. — Cambridge: Cambridge University Press, 2022. — 250 p.

4. Graham C.R. Blended learning systems: Definition, current trends, and future directions // Handbook of Blended Learning. — San Francisco: Pfeiffer, 2006. — P. 3–21.