

THE USE OF DIGITAL TECHNOLOGIES IN TEACHING ENGLISH IN VOCATIONAL EDUCATION

Rakhmatova Nilufar Fakhridin qizi

Field: English Language Teaching in Uzbek-Speaking Groups

Abstract

This article explores the use of digital technologies in teaching English in vocational education. In the modern educational environment, digital tools have become an essential part of language teaching and learning. They help teachers organize interactive lessons, develop students' communicative competence, improve listening and speaking skills, and connect English language learning with professional training. The article focuses on the role of digital platforms, multimedia resources, mobile applications, online dictionaries, artificial intelligence tools, and project-based digital activities in English lessons. Special attention is given to Uzbek-speaking students in vocational institutions, who need practical and profession-oriented English for their future careers. The article concludes that the effective use of digital technologies can increase students' motivation, individualize learning, and improve the quality of English language education in vocational institutions.

Keywords: Digital technologies, English language teaching, vocational education, Uzbek-speaking students, communicative competence, online learning, artificial intelligence, professional English, digital literacy.

Introduction

Modern vocational education is closely connected with technological development. Today, a qualified specialist must possess not only professional knowledge and practical skills, but also digital literacy, communication skills, and the ability to work with information in different languages. In this process, the English language occupies an important place because it provides access to international information, professional terminology, digital platforms, scientific materials, and global communication.

The development of digital technologies has significantly changed the methods of teaching English. Traditional lessons based only on textbooks, grammar exercises, and translation are no longer sufficient for modern students. Learners need interactive, visual, practical, and profession-oriented materials. Digital tools make it possible to create such an educational environment.

In vocational institutions, English should be taught not only as a general academic subject, but also as a practical means of professional communication. Digital technologies help connect English lessons with students' future specialities. For example, students can watch professional videos, learn terminology through online platforms, complete interactive exercises, prepare



presentations, participate in virtual discussions, and use artificial intelligence tools for language practice.

The purpose of this article is to analyze the role of digital technologies in teaching English in vocational education and to identify effective methods for using digital tools in English lessons for Uzbek-speaking students.

The Importance of Digital Technologies in English Language Teaching

Digital technologies play an important role in improving the quality of English language teaching. They provide teachers and students with access to a wide range of educational resources. These resources include online dictionaries, electronic textbooks, video lessons, interactive exercises, language learning applications, virtual classrooms, podcasts, presentations, and digital assessment tools.

One of the main advantages of digital technologies is interactivity. Students do not only receive information passively; they participate in learning activities, answer questions, complete tasks, listen to audio materials, watch videos, and communicate with classmates. This makes the lesson more active and student-centered.

Another advantage is visualization. Many students understand new information better when it is supported by images, diagrams, videos, and animations. In English lessons, visual materials can help explain vocabulary, grammar structures, pronunciation, and professional terminology. Digital technologies also support independent learning. Students can continue learning English outside the classroom. They can use mobile applications, online tests, video lessons, and electronic dictionaries at home. This is especially important in vocational education, where classroom hours may be limited.

Moreover, digital technologies help teachers differentiate instruction. Students in one group may have different levels of English. Digital platforms allow teachers to give different tasks according to students' abilities. Stronger students can complete more advanced tasks, while weaker students can repeat basic material and practise at their own pace.

Digital Tools Used in English Lessons

There are many types of digital tools that can be used in English language teaching. Each tool has its own pedagogical function.

1. Online Dictionaries and Translation Tools

Online dictionaries help students learn pronunciation, meanings, synonyms, examples, and professional terminology. Unlike simple translation, a good online dictionary provides context and usage examples. Students can listen to the pronunciation of words and learn how they are used in sentences.

Translation tools may also be useful, but they should be used carefully. Students should not depend completely on automatic translation. The teacher should explain that translation tools are assistants, not substitutes for real language learning. Students need to compare translations, analyze mistakes, and learn correct usage.



2. Multimedia Resources

Multimedia resources include videos, audio recordings, podcasts, images, presentations, and animations. These materials make English lessons more interesting and practical. For example, students can watch a short video about their future profession and then discuss it in English.

Multimedia is especially useful for developing listening skills. Students hear real pronunciation, intonation, and natural speech. They also learn to understand English in professional contexts. For vocational students, videos related to their speciality are very effective.

3. Learning Platforms

Digital learning platforms allow teachers to organize lessons, give assignments, collect homework, conduct tests, and provide feedback. Such platforms make the learning process more systematic. Students can see their tasks, deadlines, grades, and teacher's comments.

Learning platforms are also useful for blended learning. In this model, classroom teaching is combined with online activities. For example, students may learn vocabulary online before the lesson and then practise speaking in class.

4. Mobile Applications

Mobile applications are convenient because students can use them anywhere and anytime. They help learners practise vocabulary, grammar, listening, pronunciation, and reading. Short daily tasks can improve students' language skills gradually.

However, mobile applications should be selected carefully. The teacher should recommend applications that match students' level and educational goals. Random use of applications may not bring good results if it is not connected with the lesson objectives.

5. Artificial Intelligence Tools

Artificial intelligence tools are becoming increasingly popular in education. They can help students practise dialogues, correct grammar mistakes, generate examples, explain difficult words, and improve writing skills. For example, a student can practise a job interview in English or ask an AI tool to explain a professional term.

At the same time, the use of artificial intelligence requires responsibility. Students should understand academic honesty and should not simply copy ready-made answers. The teacher must guide students and teach them how to use AI tools for learning, not for avoiding learning.

Digital Technologies and Professional English

In vocational education, English language teaching should be connected with professional training. Digital technologies make this connection easier and more effective. Students can learn English through materials related to their future profession.

For example, students of railway transport can watch videos about railway stations, train operations, safety instructions, passenger service, cargo transportation, and logistics. Students of economics can work with business correspondence, financial vocabulary, advertisements,



and presentations. Students of information technology can learn English through software interfaces, technical documentation, programming terms, and online tutorials.

Such an approach develops both language skills and professional competence. Students understand that English is not only a subject, but also a practical tool for their future career. This increases motivation and makes learning more meaningful.

Professional English activities may include:

- watching profession-related videos and discussing them;
- learning technical terminology through online flashcards;
- preparing digital presentations about professional topics;
- writing emails, reports, and instructions;
- completing online quizzes on professional vocabulary;
- creating short videos or projects in English;
- practising workplace dialogues.

These activities help students use English in real or simulated professional situations.

Teaching English to Uzbek-Speaking Students through Digital Technologies

Uzbek-speaking students may face several difficulties in learning English. These difficulties may be connected with pronunciation, grammar, vocabulary, listening comprehension, and lack of speaking practice. Digital technologies can help overcome these problems.

Pronunciation can be improved through audio dictionaries, pronunciation applications, and video materials. Students can listen to native or fluent speakers and repeat words and phrases. They can also record their own speech and compare it with the model.

Grammar can be practised through interactive exercises. Digital tasks often give immediate feedback, which helps students understand their mistakes. For example, if a student uses the wrong tense or preposition, the platform can show the correct answer.

Vocabulary can be learned through flashcards, images, games, and quizzes. For Uzbek-speaking students, visual support is especially helpful because it connects meaning with images and context, not only with translation.

Speaking skills can be developed through online dialogues, video assignments, role plays, and AI-supported conversation practice. Students who are shy in the classroom may feel more comfortable recording short audio or video responses.

Listening skills can be improved through podcasts, videos, and audio exercises. Teachers can choose materials according to students' level and profession. At first, students may listen to slow and simple texts, and later they can work with more authentic materials.

The Role of the Teacher in the Digital Learning Environment

Although digital technologies are powerful tools, they cannot replace the teacher. The teacher remains the organizer, guide, motivator, and evaluator of the educational process. Digital tools are effective only when they are used with clear pedagogical goals.

The teacher must select appropriate resources, explain tasks, control the learning process, support students, and analyze results. Without teacher guidance, students may use digital tools superficially or incorrectly.



The teacher should also develop students' digital culture. This includes the ability to search for reliable information, use online resources responsibly, respect copyright, avoid plagiarism, and understand the ethical use of artificial intelligence.

In modern English teaching, the teacher becomes not only a source of knowledge, but also a designer of the learning environment. A good teacher combines traditional methods with digital technologies and creates balanced lessons.

Advantages of Using Digital Technologies

The use of digital technologies in English lessons has many advantages.

First, it increases students' motivation. Digital tasks are often more interesting than traditional exercises. Videos, interactive quizzes, presentations, and online projects attract students' attention.

Second, it develops communicative competence. Students can practise listening, speaking, reading, and writing in different digital formats.

Third, it supports professional orientation. Teachers can easily find materials connected with students' specialities and use them in lessons.

Fourth, it encourages independent learning. Students can repeat materials, complete additional exercises, and improve their skills outside the classroom.

Fifth, it provides immediate feedback. Many digital platforms show mistakes and correct answers instantly.

Sixth, it helps develop digital literacy. Students learn not only English, but also how to work with digital information and educational technologies.

Problems of Using Digital Technologies

Despite many advantages, there are also some problems. One problem is the unequal level of digital skills among students. Some learners may use technologies confidently, while others may need additional support.

Another problem is technical limitation. Not all classrooms may have stable internet connection, computers, projectors, or interactive boards. Some students may not have access to modern devices at home.

A third problem is distraction. Students may use smartphones or the internet for non-educational purposes during the lesson. Therefore, digital activities must be well organized and controlled.

Another important issue is the quality of online materials. Not all internet resources are reliable or suitable for educational purposes. Teachers should carefully select materials and adapt them to students' needs.

Finally, there is the problem of overdependence on technology. Digital tools should not completely replace live communication, handwriting, reading printed texts, or face-to-face speaking practice. The best result can be achieved through a balanced combination of traditional and digital methods.



Recommendations for Effective Use of Digital Technologies

To use digital technologies effectively in English lessons, teachers should follow several recommendations.

First, every digital activity should have a clear educational goal. Technology should not be used only for entertainment. It must support language learning.

Second, digital materials should match students' English level and professional field. If the material is too difficult, students may lose motivation. If it is too easy, they may not develop their skills.

Third, teachers should combine individual, pair, and group work. Digital tools are useful, but communication between students is also very important.

Fourth, students should be taught how to use digital tools responsibly. They should learn to check information, avoid plagiarism, and use artificial intelligence ethically.

Fifth, teachers should regularly evaluate the effectiveness of digital activities. If a tool does not improve learning outcomes, it should be changed or adapted.

Conclusion

Digital technologies have become an important part of English language teaching in vocational education. They make lessons more interactive, practical, visual, and connected with students' professional needs. For Uzbek-speaking students, digital tools can help overcome difficulties in pronunciation, grammar, vocabulary, listening, and speaking.

The use of online dictionaries, multimedia resources, learning platforms, mobile applications, and artificial intelligence tools can improve the quality of English lessons. However, technology should be used wisely and purposefully. The teacher's role remains essential in planning, guiding, controlling, and evaluating the learning process.

In conclusion, digital technologies are not simply additional tools in English language teaching. They are an effective means of developing communicative competence, professional vocabulary, digital literacy, and students' readiness for the modern labour market. Therefore, the integration of digital technologies into English teaching in vocational education is one of the important conditions for preparing competitive and professionally competent specialists.

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