

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHLI (Russia) = 3.939  
ESJI (KZ) = 9.035  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

### International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 11 Volume: 103

Published: 30.11.2021 <http://T-Science.org>

QR – Issue



QR – Article



**Shakhlo Shukurlaeva Yuldasheva**

Nukus State Pedagogical Institute named after Ajiniyaz  
candidate of pedagogical sciences, professor

Nukus, Uzbekistan

[shahlondpi@gmail.com](mailto:shahlondpi@gmail.com)


## THE ISSUES OF DIGITALIZATION OF UZBEK LANGUAGE TEACHING IN THE CONTEXT OF INNOVATIVE EDUCATION

**Abstract:** The article is devoted to the current state of digitalization of Uzbek language teaching. The author cites the positive impact of research on the trends of digital education in language teaching in the world on the digitalization of Uzbek language teaching, analyses the works of Uzbek scholars in the field. The results of questionnaires and observations on the readiness of Uzbek language teachers for the new educational format – the process of digitalization of teaching, the new role of the teacher are discussed in the article.

**Key words:** Uzbek language, digitalization, digitalization of teaching, education, digital education, blended learning.

**Language:** English

**Citation:** Yuldasheva, Sh. Sh. (2021). The issues of digitalization of Uzbek language teaching in the context of innovative education. *ISJ Theoretical & Applied Science*, 11 (103), 1150-1153.

**Soi:** <http://s-o-i.org/1.1/TAS-11-103-134> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.11.103.134>  
**Scopus ASCC:** 3304.

### Introduction

Since 2018 in Uzbekistan much attention has been paid to the issues of developing a national concept of digital economy and implementing the program "Digital Uzbekistan – 2030". Consequently, reforms on introducing digital technologies in all areas cannot bypass the field of education [17]. It is no coincidence that experts acknowledge that this process is "increasing the number of teaching methods, creating an open, transparent, convenient, popular, efficient, corruption-free and, most importantly, quality education system" [9]. The search for new approaches to the application of digital technologies in the process of teaching the Uzbek language, the introduction of new methods of using digital technologies is also relevant today. This will allow to get acquainted with the experience of the world and the CIS countries, to identify modern approaches.

The application of digital educational technologies in Russia has been studied by N.Sh.Kozlova [4], V.N.Minina [7], N.Y.Ignatova [3], and they show the transformation of higher education in the digital environment, the new trends in the field.

In particular, their works reflect the essence and characteristics of four important trends – directions, such as the formation of a blended learning model, the transition to online education, the creation of a virtual (digital) learning environment, changes in the management of educational institutions (V.M.Minina). There are a number of studies on the use of computers in the teaching of Russian and English, its advantages, as well as its disadvantages [6,10,11,13,16]. In the works of Uzbek scientists on the application of information technology in the teaching of the Uzbek language [1,15,19,20,21,22] in secondary schools, secondary special and higher education as a native language, as a state language the possibilities of author's programs, pedagogical software in developing students' oral and written speech are covered. A number of works have been studied the creation of electronic literature, tools and methods of teaching the Uzbek language in a blended learning environment. While, during the pandemic, 1.7 billion students were suspended from face-to-face classes and transferred to distance learning in the world, the Uzbekistan also conducted lessons with the help of the systems such as dist.edu.uz, moodle, srs,

## Impact Factor:

<b>ISRA (India)</b>	<b>= 6.317</b>	<b>SIS (USA)</b>	<b>= 0.912</b>	<b>ICV (Poland)</b>	<b>= 6.630</b>
<b>ISI (Dubai, UAE)</b>	<b>= 1.582</b>	<b>PIHII (Russia)</b>	<b>= 3.939</b>	<b>PIF (India)</b>	<b>= 1.940</b>
<b>GIF (Australia)</b>	<b>= 0.564</b>	<b>ESJI (KZ)</b>	<b>= 9.035</b>	<b>IBI (India)</b>	<b>= 4.260</b>
<b>JIF</b>	<b>= 1.500</b>	<b>SJIF (Morocco)</b>	<b>= 7.184</b>	<b>OAJI (USA)</b>	<b>= 0.350</b>

zoom, kundalik.com television and other social nets. Analysing this experience we see that it is necessary to expand the scope of research on the problems of digitalization of language teaching and the search for their solutions.

However, the digitization of pre-pandemic education has not been easy. In particular, most teachers of Uzbek language and literature envied the multimedia classrooms of their foreign language colleagues. However, when they had the opportunity to use computer technology in their demonstrative lessons, they were "terrified" and preoccupied with the new tool in the classroom and had various problems (not being able to open the computer, not using the installed software, not being able to connect to the video projector, etc.) and Uzbek teachers did not tire of saying that they had failed to achieve the objectives of the lesson. This was a situation that was often observed, especially in secondary schools, and it could continue to be so. However, the pandemic has forced people to "compromise" with concepts such as online learning, blended learning, digital learning, social media and educational applications (zoom platform, google meet, etc.). So, the era of blended learning has come. The situation made us study of teachers' activities deeply. In order to learn teachers' attitude to the digitalization of teaching we sent an electronic questionnaire to the teachers of Uzbek language and literature.

The survey included specific questions to find out the age of teachers and what kind of educational institution they work in, and it is not in vain. Although it is natural for teachers of different ages and in different educational institutions (from pre-school education to in-service training) to have different attitudes and use of digital technologies, it is necessary to clarify the situation. The survey involved mostly teachers between the ages of 22 and 60. 37% of them are middle-aged. It was found that 77.8% of the participants are school teachers, 18.5% are teachers of higher education, and 3.7% are teachers of Uzbek language and literature at teacher training institutions. Most teachers reported not being able to take advantage of distance learning opportunities, in particular working with online applications (moodle, zoom, google meet, etc.), and not being able to use an online whiteboard. Content teachers clearly stated the reasons for addressing to digital resources to improve their professional skills, acknowledging that they were had to do so, as their authorities required it (38.2 percent).

Prior to the pandemic, most content teachers were opposed to students using mobile devices, especially cell phones, in class, and did not allow them. While 23 per cent of teachers prepared video lessons, interactive dictations, electronic tests, presentations, 77 per cent of teachers' responses revealed that no kind of digital learning resources were prepared by teachers individually. Sixty-three

percent of respondents said they had a positive attitude towards online education. During the survey, teachers asked some important questions related to the use of online learning, like "What is your attitude to the integration of digital technology with course books?", "How do we develop students' written literacy in the digitization of Uzbek language teaching?", "How to improve the calligraphy? What to do if students' handwriting and calligraphy changed?" and others.

Indeed, the study and monitoring of the current situation has served to clarify many aspects of the application of digital educational technologies in the process of teaching the Uzbek language.

At a time when the digitalization of teaching is gaining the world, it is clear that we are not in a position to boast of the professional competence of teachers of Uzbek language and literature. Observations show that most teachers are not able to install zoom software on their computers, smartphones or laptops, they do not know how to adjust audio and video settings, are not able to understand the ID and code, to access to lessons according to the link and all of this affected the quality of lessons. Of course, students and teachers, colleagues supported each other, provided prompt assistance. After a few sessions, they gradually developed the skills to use the many features of the zoom platform (chat, presentations, etc.), online board, GoogleDisk and others.

Especially in our setting, master classes organized at the department gave good results. In particular, these master classes introduced the teachers of our department and the Uzbek language teachers of the Republic of Karakalpakstan with new world-tested tools for distance learning, for online learning. Instructions for using Google services: Google classroom, Google jamboard, Google docs, use of Google disk, preparation of texts, presentations, assignment of tasks, permission to perform tasks together with students through these Google services, as well as online lessons using Google MEET and ZOOM Guidelines have played an important role in the development of teachers' information competencies.

While most educators organize classes by showing students only ready made presentations through the ZOOM platform, it was a novelty for them to explore the possibilities of using Google services, especially Google as a whiteboard. The teachers who conducted the practical lessons noted that Google's possibilities as a board served to activate the students, making it a convenient tool for doing exercises together, correcting mistakes and shortcomings together, and editing. The teachers also acknowledged that the students were familiar with Google services and could easily perform tasks such as joining Google classes, opening independent Google classes, student membership, placing assignments in Google Classrooms, allowing students, reviewing their work,

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHII (Russia) = 3.939  
ESJI (KZ) = 9.035  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

and leaving comments. In fact, students also gained the ability to conduct control tasks through Google forms and monitor the results of assessments through Google tables.

So, our colleagues have experienced a wider range of methods and techniques for compiling lectures for distance online learning, providing as much visualisation as possible, presenting the video lectures, individualizing practical assignments, implementing educational projects, providing educational resources. These cases indicate the formation of technological competence of teachers of Uzbek language at the initial stage of distance learning, which is rapidly entering the education system.

Although the previous version of the Law of the Republic of Uzbekistan "On Education" defined the forms of full-time, part-time and evening education, which are separate and inseparable from production, there was no form of distance learning in it. The new version of the law, approved on September 23, 2020, also provides for a form of distance learning. The legal framework for distance education is thus being strengthened. At the same time, economic and social issues remain unresolved.

Mainly,

1. It would be advisable to include in the employment contracts a condition for each teacher to improve their skills in digital technologies or to use a specific pedagogical software. The fact that in the analysis of the questionnaire, "getting used to doing it when asked by management" is also a proof of our opinion.

2. The lack of webinar and online conference rooms in most departments has a negative impact on the quality of online classes organized by teachers.

3. Most students use mobile phones rather than personal computers. There is a problem of lack of mobile applications for all types of education in the Uzbek language. Teachers need innovative centers to help them develop and implement educational content and mobile applications in Uzbek. This could solve the problem of lack of content in the National segment of the Internet.

4. It is required to study "Digitization of Uzbek language teaching" as a separate module in advanced training courses for teachers of native language and literature, Uzbek (state) language.

5. Confidence in the student, as in face-to-face exams, is one of the most important issues in the digitization of Uzbek language teaching. However, the world's leading universities have already tested in practice the lessons worth learning from distance examinations. In particular, the authors of "PROCTORIO" - Arizona programmers noted that they can independently detect students cheating during computer exams. In the neighboring republics, in particular in some universities of Kazakhstan, examinations were conducted through the international system "PROKTORIO" [8]. This means that educational institutions need to be provided with these programs.

The solution of these issues would serve to accelerate the digitization of Uzbek language teaching.

## References:

1. Adilova, S. (2004). *Organising Uzbek language classes with the help of computer technologies (in Russian groups of higher educational institutions)*, Dissertation for the degree of candidate of pedagogical sciences. (p.160). Tashkent.
2. Vayndorf-Sisoeva, M.E., & Subocheva, M.L. (2018). "Digital Education" as a system forming category: approaches to identification. *Bulletin of Moscow State Regional University*. Series: Pedagogy, №3, pp. 25-36. DOI: 10.18384/2310-7219-2018-3-25-36. <https://cyberleninka.ru/article/n/tsifrovoe-obrazovanie-kak-sistemoobrazuyuschaya-kategoriya-podhody-k-opredeleniyu>
3. Ignatova, N.Yu. (2017). *Education in digital era*. Retrieved 08.03.2021 from [https://elar.urfu.ru/bitstream/10995/54216/1/978-5-9544-0083-0\\_2017.pdf](https://elar.urfu.ru/bitstream/10995/54216/1/978-5-9544-0083-0_2017.pdf)
4. Kozueva, G.R. (2015). Peculiarities of implementing multimedia technologies into the educational process of Sxinval Multidisciplinary College/ G.R.Kozueva, D.G.Parastaeva. – Text: direct. *Molodoy Uchoni*, № 6 (86), pp. 625-627. <https://moluch.ru/archive/86/16439/>
5. Kozlova, N.Sh. (2019). *Digital technologies in Education*. DOI: 10.24411/2078-1024-2019-11008. Retrieved 08.03.2021 from <https://cyberleninka.ru/article/n/tsifrovye-tehnologii-v-obrazovanii>
6. Marchuk, Yu.N. (1978). *Using ECM in academic lexicography*. Problems of academic lexicography and teaching of lexics. (pp.161-168). Moscow.

**Impact Factor:**

**ISRA (India) = 6.317**  
**ISI (Dubai, UAE) = 1.582**  
**GIF (Australia) = 0.564**  
**JIF = 1.500**

**SIS (USA) = 0.912**  
**PIHII (Russia) = 3.939**  
**ESJI (KZ) = 9.035**  
**SJIF (Morocco) = 7.184**

**ICV (Poland) = 6.630**  
**PIF (India) = 1.940**  
**IBI (India) = 4.260**  
**OAJI (USA) = 0.350**

7. Minina, V.N. (n.d.). *Digitization of Higher education and its social results*. Retrieved 08.03.2021 from <https://dspace.spbu.ru/bitstream/11701/17547/1/84-101.pdf>
8. Narikbaev, T. (2021). *Distance education in RK-tectonic shift to digitization*. Retrieved 08.03.2021 from <https://liter.kz/talगत-narikbaev-distanczionnoe-obuchenie-v-rk-tektonicheskij-sdvig-v-storonu-czifrovizaczii/>  
<https://newtonew.com/higher/tri-idei-kotorye-izmenjat-vysshee-obrazovanie>
9. Sadikov, S. (2020). *When economics is digitized, Education should come before it*. Retrieved 23.09.2020 from <https://uza.uz/oz/society/i-tisodiyet-ra-amlashsa-demak-undan-oldin-talim-ushbu-zharaye-30-04-2020>
10. Starodubseva, E.A. (2009). Using Internet resources in teaching foreign languages (on the examples of the English language). *Works of MELI e-journal*, № 9. <http://www.e-magazine.meli.ru/vipusk9.htm>
11. Titova, S.V. (2017). *Digital technologies in language teaching, Theory and practice*. (p.248). Moscow: Editus. Retrieved 06.10.2020 from <https://obuchalka.org/2017070295214/cifrovie-tehnologii-v-yazikovom-obuchenii-teoriya-i-praktika-titova-s-v-2017.html>
12. Troshina, A.V. (2013). *Study guide on the subject "Information technologies in linguistics"*. – SPBSEU, p.103. Retrieved 08.03.2021 from <http://www.allbest.ru/>
13. (2018). *Explanatory dictionary of the Uzbek language*. Volume 4. – T. Uzbekistan National Encyclopedia State Scientific publication, pp. 27-28.
14. Umarova, N. (2005). Language education and e-learning manuals. *Language and Literature Education*, № 6, pp. 75-79.
15. (2019). *Digital teaching: challenges, risks and perspectives*. Retrieved 23.09.2020 from [http://journal.homocyberus.ru/Verbitskiy\\_AA\\_1\\_2019](http://journal.homocyberus.ru/Verbitskiy_AA_1_2019)
16. (2019). *Expert's opinion: learners should be allowed to use phones during the lesson*. Retrieved 08.03.2021 from <https://kun.uz/news/2019/01/08>
17. Yuldasheva, Sh. (2008). *Scientific-Methodological Basis of developing learner literacy in teaching the State language* (on the examples of karakalpak academic lyceums). Dissertation for the degree of candidate of pedagogical sciences. (p.23). Tashkent.
18. Yuldasheva, Sh.Sh., & Urazbaeva, D.A. (2017). Provide with didactic facilities in the process of teaching native language. *Actual scientific researches in the world*, №. 5-1, pp. 140-145.
19. Yusupova, G.A. (2020). *Methods of using blended learning in developing linguistic competence of pre-service teachers*. Dissertation for the degree of candidate of pedagogical sciences. (p.56). Urganch. <http://library.ziyonet.uz/uz/book/113351>
20. Yusupova, Sh.J. (2005). *Scientific-methodological basis of improving learner contemplation in the lessons of uzbek literary language*. Dissertation for the degree of candidate of pedagogical sciences. (p.277). Tashkent.
21. Yuldasheva, Sh. (2017). *Innovative information technologies in teaching the Uzbek language*. Nukus.