

O'ZBEKISTON RESPUBLIKASI
OLIIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

FARG'ONA DAVLAT UNIVERSITETI

**FarDU.
ILMIY
XABARLAR**

1995-yildan nashr etiladi
Yilda 6 marta chiqadi

2-2024

**НАУЧНЫЙ
ВЕСТНИК.
ФерГУ**

Издаётся с 1995 года
Выходит 6 раз в год

O'zbek va ingliz tillaridagi ayrim antroponimlar semantikasi masalalari	444
I.V.Xoldarova, X.A.Erg'oziyeva	
Fonetikani o'qitish orqali o'quvchilar nutqini shakllantirish	448
M.Kaxarova, N.Yunusaliyeva	
O'zbek va nemis tillarida bayram bilan bog'liq leksik birliklar tadqiqi	455
D.M.Yuldasheva, Z.I.Usmonova	
Iboralarning lingvopoetik xususiyatlari (Siddiq Mo'min she'riyati misolida).....	458
O.K.Rakhmatova, G.N.Davlyatova	
The structure of speech acts in various types of discourse	462
X.M.Sotvaldieva	
Paremiologiya fan sifatida	467
A.E.Botirova	
Grammatik terminlar lug'atini yaratishda muammo va yechimlar	473
R.Radjabov	
Orfoepiya va uning normalari to'g'risida fikr-mulohazalar	478
M.N.Raxmanova	
Texnik oliy ta'lim muassasalari talabalari uchun ingliz tili darslarida kasbiy matnlarni tanlash usullari	482
U.B.Almaz, O.X.Barziyev	
Milliy uyg'onish davri Farg'ona vodiysi she'riyati va Ozarbayjon adabiyotidagi mazmuniy mushtarakliklar	486
D.Sh.Islomov	
His-tuyg'uning paydo bo'lishi, uning asosiy holatlari psixolog olim Kerroll Ellis Izard talqinida	493
M.M.Abdujabborova, M.M.Yakubbayev	
Talabalarga ingliz tilini o'qitishda aqliy hujum metodini qo'llashning o'rni (nofilologik ta'lim yo'nalishi misolida).....	498
G.A.Saydaliyeva	
Geshtaltlarning turli sinonimik lug'atlarda va kontekstda ifodalanishi.....	501
G.N.Isakova	
Fransuz tilidagi muqaddas matnlarga oid qanotli iboralarning semantikasiga doir.....	506
J.J.Egamberdiyev	
Lug'at zamon va davr elchisi.....	511
Sh.Sh.Zarmasov	
Ot turkumi ma'no guruhini modellashtirishning lingvostatistik tahlili	515
G.P.Nazarova, F.B.Alimova	
"Harry potter" turkumidagi asarlarda neologizm va okkazonalizmlarning qo'llanilish tadqiqi.....	522
S.A.Mannonova	
Tijoriy yozishmalarda kommunikativ-pragmatik intensiyalarining o'xshash va farqli jihatlari.....	526
N.K.Ergasheva	
Dynamic interaction of foreign languages: factors of development in a global context	529
A.K.Usmonov	
Monologik nutqda bog'lovchilarning pragmatik xususiyatlari	533
N.K.Abbasova	
Evaluating the impact of digital tools in classrooms and online learning platforms	538
D.G.O'rinboyeva	
Maktabgacha ta'lim muassasalarida bolalarga ingliz tilini o'rgatish xususida ayrim mulohazalar	542
N.K.Abbasova, M.Abdulkhakimova	
Promoting oral communication through reading integration.....	545
Д.Ш.Рахмонова, Д.У.Ашурова	
Когнитивный подход к анализу художественного текста	550



UO'K: 004.738.5:371.3

EVALUATING THE IMPACT OF DIGITAL TOOLS IN CLASSROOMS AND ONLINE LEARNING PLATFORMS**ОЦЕНКА ВЛИЯНИЯ ЦИФРОВЫХ ИНСТРУМЕНТОВ В АУДИТОРИЯХ И НА ПЛАТФОРМАХ ОНЛАЙН-ОБУЧЕНИЯ****AUDITORIYALARDA VA ONLAYN O'QUV PLATFORMALARIDA RAQAMLI VOSITALARNING TA'SIRINI BAHOLASH****Abbasova Nargiza Kabilovna**

Associate professor (PhD) FSU

orcid: 0009-0008-1204-8614

Abstract

This article provides evidence to support the hypothesis that digital tools enhance student engagement and participation in the classroom. The findings highlight the benefits of integrating digital tools in education, including increased student engagement, active participation and personalized learning experiences. Nowadays, language teachers should know how confidently integrate a variety of digital tools into their lesson plans and maintain an effective learning environment there language class. It is of a great importance to get necessary knowledge to integrate these apps into the classroom as valuable tools to support each student learning style.

Аннотация

В этой статье приводятся доказательства, подтверждающие гипотезу о том, что цифровые средства повышают вовлеченность учащихся в учебную деятельность. Полученные результаты подчеркивают преимущества интеграции цифровых средств в образование, включая повышение вовлеченности учащихся, активное участие и персонализированный опыт обучения. В наши дни учителя иностранных языков должны знать, как уверенно интегрировать различные цифровые инструменты в свои планы уроков и поддерживать эффективную среду обучения на уроке иностранного языка. Очень важно получить необходимые знания для интеграции этих приложений в учебный процесс в качестве ценных инструментов для поддержки стиля обучения каждого учащегося.

Annotatsiya

Ushbu maqolada raqamli vositalar o'quvchilarning o'quv faoliyatiga faolligini oshiradi degan gipotezani qo'llab-quvvatlovchi dalillar keltirilgan. Topilmalar raqamli vositalarni ta'limga integratsiyalashning afzalliklarini, jumladan, o'quvchilarning faolligini oshirish, faol ishtirok etish va shaxsiylashtirilgan ta'lim tajribasini ta'kidlaydi. Hozirgi kunda chet tili o'qituvchilari turli xil raqamli vositalarni dars rejalariga qanday qilib ishonchli tarzda qo'shishni va chet tili darslarida samarali o'quv muhitini saqlashni bilishlari kerak. Ushbu ilovalarni o'quv jarayoniga har bir o'quvchining o'rganish uslubini qo'llab-quvvatlash uchun qimmatli vosita sifatida integratsiya qilish uchun zarur bilimlarni olish juda muhimdir.

Key words: digital tools, student engagement, participation, classroom, transformation, integration, learning style.

Ключевые слова: цифровые средства, вовлечение учащихся, участие, класс, трансформация, интеграция, стиль обучения.

Kalit so'zlar: raqamli vositalar, o'quvchilarni jalb qilish, ishtirok etish, sinf xonasi, transformatsiya, integratsiya, o'rganish uslubi.

INTRODUCTION

In today's digital age, classrooms and learning environments are witnessing a significant transformation through the integration of digital tools. As 4th year students specializing in English philology, we recognize that this shift raises important questions about the impact of digital tools on student engagement and participation. This article aims to examine the hypothesis that digital tools enhance student engagement and participation in the classroom, drawing from the works of esteemed scientists and researchers in the field.

LITERATURE REVIEW

Digital tools encompass a wide range of resources, including interactive whiteboards, educational apps, online learning platforms, and multimedia materials. These tools leverage technology to create dynamic and interactive learning experiences, enticing students to actively engage with the subject matter. As suggested by Dr. John Dunlosky and colleagues (2013), digital tools have the potential to support learner engagement through features such as gamification, multimodal content, and interactive assessments.

Numerous studies have examined the impact of digital tools on student engagement and participation, providing insights into their efficacy. Research conducted by Dr. Karen Swan and colleagues (2017) reveals that digital tools, especially those embedded in online learning platforms, have a positive influence on student engagement and motivation. They found that students who engage with digital tools exhibit higher levels of active participation, collaboration, and a deeper immersion in the learning process.

Furthermore, Dr. Richard E. West and colleagues (2015) emphasize the benefits of digital tools in fostering a participatory learning environment. Their work highlights how these tools enhance student interactions, enabling them to actively contribute to discussions, share ideas, and collaborate with peers. The authors note that digital tools provide a platform for students to express themselves comfortably, particularly for those who may be hesitant or uncomfortable with traditional classroom participation.

The integration of digital tools in education offers multiple benefits, including increased engagement and participation, as well as the ability to provide personalized learning experiences. According to Dr. Carol Ann Tomlinson and Dr. Marcia B. Imbeau (2010), the use of digital tools allows for differentiated instruction, taking into account the specific needs, interests, and learning styles of each student. This customization leads to higher student engagement, as it provides content, pacing, and feedback that are tailored to individual students.

METHODOLOGY

For this study, an online Google form questionnaire was used to gather data. The questionnaire was distributed among 4th-year students from Fergana State University. The participants were selected based on their availability and willingness to participate. The sample size consisted of 65 participants, including both genders. Among the participants, 60% were female and 40% were male. Additionally, 50% of the participants were 20 years old, and the other 50% were 21 years old.

The collected data from the questionnaire was analyzed using statistical methods. The responses were tabulated and organized to identify patterns and trends. The findings were then compared with the works of esteemed scientists and researchers in the field of digital tools and student engagement.

RESULTS

The analysis of the question "How often do you see incorporated digital tools in your classroom?" reveals that a significant portion of the participants (40%) responded that digital tools are occasionally incorporated in their classrooms. This suggests that there may be some level of exposure and usage of digital tools, although not on a regular basis. Similarly, 40% of the respondents stated that digital tools are sometimes utilized in their classrooms, which indicates a moderate level of integration.

On the other hand, it is interesting to note that 20% of the participants reported that digital tools are frequently used in their classrooms. This minority response suggests that a small but significant group of students have regular exposure to digital tools. Overall, these findings support the hypothesis that digital tools are providing some level of engagement and participation in the classroom, albeit to varying degrees among the participants.

The analysis of the question "Have you noticed an increase in student engagement and participation when using digital tools in the classroom?" indicates that a majority of the participants (80%) reported a significant increase in student engagement and participation when utilizing digital tools. This suggests that the incorporation of digital tools is positively impacting student engagement in the classroom.

Furthermore, 20% of the respondents stated that they have observed some increase in student engagement and participation when using digital tools. While this proportion is lower than the previous category, it still indicates a positive impact on student engagement. Interestingly, no participants indicated a lack of noticeable increase in student engagement, which could suggest a generally positive perception of the benefits of using digital tools in the classroom. It's worth noting that no respondents chose the option "Not applicable, as I haven't used digital tools," which suggests that all participants had some level of experience with digital tools in the classroom.

Regarding the analysis of the question "How do you believe digital tools can enhance student engagement and participation in the classroom?", the results reveal that 40% of the participants believe that digital tools can enhance student engagement and participation by providing interactive and multimedia learning experiences (fig 1). This suggests that incorporating multimedia elements and interactive content in the classroom can positively impact student engagement.

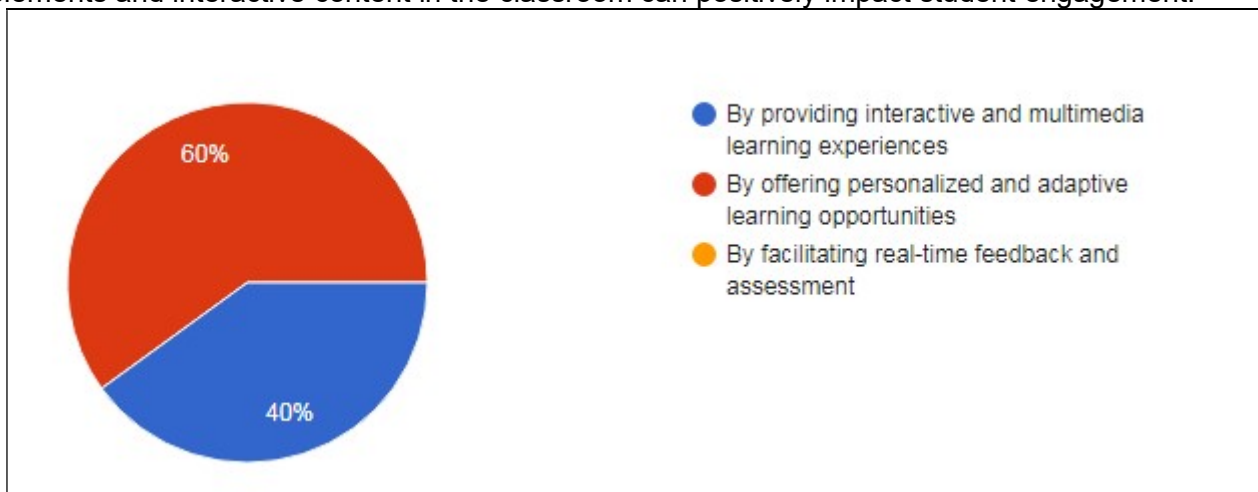


Figure 1: How do you believe digital tools can enhance student engagement and participation in the classroom?

Interestingly, a majority of the respondents (60%) indicated that digital tools can enhance student engagement and participation by offering personalized and adaptive learning opportunities. This finding suggests that the ability of digital tools to cater to individual student needs and provide adaptive learning experiences is seen as a valuable tool for enhancing engagement and participation. However, it is worth noting that no participants selected the option "By facilitating real-time feedback and assessment," indicating that this aspect of digital tools might not be widely recognized as a means of enhancing student engagement and participation in the classroom, at least among the participants in this survey.

The analysis of the question "Based on your personal experience, do you feel that digital tools have positively impacted your own engagement and participation in the classroom?" reveals conflicting responses among the participants.

40% of the participants feel that digital tools have significantly impacted their engagement and participation, indicating a positive personal experience with the use of digital tools in the classroom. Another 40% mention that digital tools have impacted their engagement to some extent, suggesting a more moderate level of influence.

Surprisingly, an equal proportion of participants (40%) responded "No, not really," indicating that they do not believe digital tools have positively impacted their engagement and participation in the classroom. This could suggest varying perspectives on the effectiveness of digital tools among the participants. It is important to note that no participants selected the option "Not applicable, as I haven't used digital tools," indicating that all participants had some level of experience with digital tools in the classroom.

Overall, these results highlight the diversity of experiences and opinions regarding the impact of digital tools on student engagement and participation. Further investigation and analysis may be necessary to understand the reasons behind these diverse responses.

CONCLUSION

Based on the collected data and analysis, it is evident that digital tools are being incorporated to some extent in the classroom, with occasional and moderate levels of integration reported by participants. This indicates that there is some exposure and usage of digital tools in the educational setting. Furthermore, the majority of participants reported a significant increase in student engagement and participation when digital tools were utilized, supporting the hypothesis that digital tools have a positive impact in this regard.

The findings also shed light on the perceived benefits of digital tools in enhancing student engagement and participation. A significant proportion of participants believed that digital tools have the potential to provide interactive and multimedia learning experiences, further supporting the idea that incorporating multimedia elements can contribute to engagement.

These research findings contribute to the growing body of knowledge on the benefits of digital tools in education and highlight the importance of incorporating such tools to enhance student engagement and participation in the classroom. The results can provide valuable insights for educators and policymakers seeking to optimize the use of digital tools in educational settings.

Behind the conflicting responses and varied perspectives expressed by the participants. It is interesting to note the absence of participants who selected the option "Not applicable, as I haven't used digital tools," indicating that all participants had some level of experience with digital tools in the classroom. This suggests that the participants' responses are based on their actual experiences with digital tools rather than hypothetical scenarios.

The conflicting responses regarding the impact of digital tools on personal engagement and participation indicate that individual experiences and perceptions play a significant role. While a substantial portion of the participants feel that digital tools have positively impacted their engagement and participation, an equal proportion does not share the same sentiment. This could be attributed to various factors, such as the types of digital tools used, instructional methods employed, and individual learning preferences.

To gain a deeper understanding of these divergent viewpoints, further investigation is recommended to explore the specific factors that contribute to different experiences with digital tools in the classroom. This could inform educators' decision-making processes regarding the selection and implementation of digital tools to maximize student engagement and participation.

BIBLIOGRAPHY

1. Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., & Willingham, D.T. (2013). Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. *Psychological Science in the Public Interest*, 14(1), 4–58.
2. Swan, K., Lee, J., Madanayake, N., & Van 't Hooft, M. (2017). Digital Tool Use in Online Learning: Comparisons and Challenges in Higher Education. *Journal of Higher Education*, 88(5), 779–805.
3. Tomlinson, C.A., & Imbeau, M.B. (2010). *Leading and Managing a Differentiated Classroom*. Alexandria, VA: ASCD.
4. West, R.E., Waddoups, G.L., & Graham, C.R. (2015). Understanding Student-Centered Learning in MOOCs. *International Review of Research in Open and Distributed Learning*, 16(3), 39–75.