

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

**2-2025
FILOLOGIYA**

**НАУЧНЫЙ
ВЕСТНИК.
ФерГУ**

Издаётся с 1995 года
Выходит 6 раз в год

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UO'K: 81'23:004

CUTTING-EDGE APPROACHES TO EFFECTIVE LANGUAGE TEACHING IN THE DIGITAL ERA**СОВРЕМЕННЫЕ ПОДХОДЫ К ЭФФЕКТИВНОМУ ОБУЧЕНИЮ ЯЗЫКАМ В ЦИФРОВУЮ ЭПОХУ****RAQAMLI DAVRDA SAMARALI TIL O'QITISHNING ILG'OR YONDASHUVLARI****Kambarova Diloram Yusupovna** 

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Annotatsiya

Ushbu tadqiqot raqamli davrda til o'qitishning ilg'or yondashuvlarini, xususan, shaxsiylashtirilgan va moslashuvchan ta'lim texnologiyalarining rolini o'rganadi. An'anaviy til o'qitish usullari rivojlanib borayotganligi sababli, tadqiqotda ushbu raqamli vositalarning til ko'nikmalarini shakllantirishga an'anaviy usullarga nisbatan qanday ta'sir ko'rsatishi tahlil qilinadi. Ingliz filologiyasi yo'nalishida tahsil olayotgan 13 nafar bakalavr talabasi orasida so'rov o'tkazilib, ularning shaxsiylashtirilgan ta'lim texnologiyalarining samaradorligi haqidagi fikrlari o'rganildi. Natijalar shuni ko'rsatdiki, aksariyat ishtirokchilar ushbu vositalarni individual o'qish uslublariga moslashish va til rivojlanishiga ijobiy ta'sir ko'rsatish jihatidan foydali deb hisoblashadi. Biroq, ijobiy fikrlarga qaramay, tadqiqot bunday texnologiyalarning kamdan-kam qo'llanilishi bilan bog'liq muammolarni aniqladi, bu esa ularning cheklangan tanishligi yoki ularga kirish imkoni kabi to'siqlarni bartaraf etish zarurligini ko'rsatadi. Ushbu tadqiqot an'anaviy va raqamli ta'lim yondashuvlarini uyg'unlashtirish raqamli davrda maksimal ta'lim natijalariga erishishda muhim ekanligini ta'kidlaydi.

Abstract

This study explores the role of cutting-edge approaches in language teaching within the digital era, focusing on personalized and adaptive learning technologies. With traditional language teaching methods evolving, the research examines how these digital tools can enhance language skills development compared to conventional methods. A survey of 13 Bachelor's degree students majoring in English philology was conducted to assess their perceptions of the effectiveness of personalized learning technologies. The results show that the majority of participants find these tools beneficial in accommodating individual learning styles and contributing positively to their language development. However, despite the positive perceptions, the study highlights challenges related to the occasional use of such technologies, suggesting that barriers such as limited familiarity or access need to be addressed. This research emphasizes the importance of blending traditional and digital learning approaches for maximizing educational outcomes in the digital age.

Аннотация

Данное исследование рассматривает роль передовых подходов в обучении языкам в цифровую эпоху, с акцентом на персонализированные и адаптивные технологии обучения. В связи с эволюцией традиционных методов преподавания, в работе анализируется, как цифровые инструменты способствуют развитию языковых навыков по сравнению с классическими методами. Был проведен опрос 13 студентов бакалавриата, обучающихся по специальности «Английская филология», с целью оценки их восприятия эффективности персонализированных образовательных технологий. Результаты показали, что большинство участников считают эти инструменты полезными для учета индивидуальных стилей обучения и позитивного влияния на развитие языковых навыков. Однако, несмотря на положительные отзывы, исследование выявило трудности, связанные с нерегулярным использованием таких технологий, что указывает на необходимость преодоления барьеров, таких как ограниченное знакомство с ними или доступ к ним. Данное исследование подчеркивает важность сочетания традиционных и цифровых методов обучения для достижения максимальных образовательных результатов в цифровую эпоху.

Ключевые слова: персонализированное обучение, адаптивные технологии, преподавание языков, цифровое образование, развитие языковых навыков, образовательные технологии, усвоение языка, смешанное обучение

Key words: personalized learning, adaptive technologies, language teaching, digital education, language skills development, educational technology, language acquisition, blended learning

Kalit so'zlar: shaxsiylashtirilgan ta'lim, moslashuvchan texnologiyalar, til o'qitish, raqamli ta'lim, til ko'nikmalarini rivojlantirish, ta'lim texnologiyalari, til o'zlashtirish, aralash ta'lim.

INTRODUCTION

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The digital age has revolutionized many aspects of life, including education. Language teaching, traditionally dependent on face-to-face interactions and standard textbooks, is increasingly incorporating digital technologies to enhance learning experiences. Personalized and adaptive learning technologies have become a key feature of this transformation, enabling tailored learning experiences that adjust to individual student needs. These tools promise to offer more dynamic, flexible, and efficient ways to acquire language skills, addressing diverse learning styles and allowing for more targeted instruction. As technology advances, the question arises whether these cutting-edge approaches can significantly enhance language learning outcomes compared to traditional methods alone. This study aims to investigate the effectiveness of personalized and adaptive learning technologies in language acquisition, focusing on their role in the development of language skills in the digital era.

While digital technologies offer potential advantages, they also raise important questions regarding their integration into traditional teaching methods. Although personalized and adaptive learning tools have gained popularity, many students continue to rely heavily on conventional language learning methods, which may not always cater to their individual needs. This study examines how students perceive the effectiveness of digital tools in comparison to traditional instruction and aims to identify potential barriers to their widespread use. By analyzing the impact of these modern learning technologies, the research seeks to explore how they shape the future of language teaching in the digital era and whether they can provide an effective complement to traditional pedagogical approaches.

LITERATURE REVIEW

According to Obidovna, the realm of language education, the integration of Artificial Intelligence (AI) has the potential to revolutionize pedagogical approaches, particularly in the teaching of English and Latin. AI technologies, such as natural language processing and machine learning, offer personalized and adaptive learning experiences that cater to individual learning styles, enabling tailored language instruction. The existing challenges in teaching these languages, including historical complexities and terminology nuances, are addressed by AI tools that enhance language proficiency. For instance, virtual reality applications are integrated to create immersive learning environments, allowing students to interact with language content in a simulated space, which enhances engagement and comprehension. Real-world examples of AI-driven modules in educational institutions show that these innovations lead to improvements in language proficiency. However, the integration of AI must consider ethical issues such as accessibility, bias, and privacy to ensure an equitable learning environment. The future of AI in language instruction points toward continuous advancements, with AI playing an even greater role in shaping language teaching methodologies [1, pp.20-21].

Additionally, Rocque states that Holistic training strategies, enhanced by advanced technologies like machine learning and artificial intelligence (AI), are transforming organizational learning by automating data analysis and identifying skill gaps. Previously, manual identification of training deficiencies would take days, but now, AI can rapidly analyze trainees' skills and suggest improvements. New technological advancements have reshaped learning approaches, impacting various sectors like labor markets, industrial services, and agriculture. With these technologies streamlining tasks like onboarding, educators now face the challenge of retraining trainers to keep pace with rapid technological changes. The future will require workers to reskill, and a focus on developing essential "people skills" such as creativity, judgment, and communication will be vital for successful adaptation [2, p.2].

Van Dulmen et al. in their research work conducted in the Netherlands at the University of Twente, explored the integration of cutting-edge research into chemistry education. Specifically, the research on early cancer diagnosis provided the context for learning materials focused on chemical bonding, aimed at upper secondary pre-university education. The learning activities were designed using the 5E instructional model and involved students spending extra time—one to two more lessons—on chemical bonding. These materials not only focused on scientific content but also aimed to teach scientific inquiry. Through piloting these materials in four tenth-grade pre-university chemistry classes, the study examined both student and teacher experiences with the new teaching approach, finding that the context of cancer research made the content more

relevant and engaging for students [3, pp.1621-1622]. The results, supported by teacher and student interviews, indicated that students appreciated the real-world connection and the opportunity to work on collaborative assignments, although some students preferred working alone or in pairs.

The analysis of the study revealed valuable insights into student motivation and engagement. The context of cancer research made the assignments more interesting and meaningful for students, as they felt the knowledge was directly applicable to real-life situations. Group work also contributed positively to the learning environment, with students appreciating the ability to collaborate and discuss problems together. However, some students expressed a preference for working alone, believing it would be more effective. The teacher interviews corroborated these findings, with teachers noting that the context of the research made the learning materials more appealing and that students were more involved and engaged with the assignments. Despite this, both teachers noted that some students struggled with the difficulty of the assignments and the classroom layout, which may have hindered group work in some cases [3, pp.1628-1629]. Hence, the study demonstrated the potential of integrating cutting-edge research into science education to enhance student motivation and foster deeper learning experiences.

METHODS

Research design

To examine the hypothesis that cutting-edge approaches to effective language teaching in the digital era positively influence language acquisition, a quantitative research design was employed. The data were collected through an anonymous online survey created using Google Forms. This survey aimed to assess students' perceptions of personalized and adaptive learning technologies in comparison to traditional teaching methods. The survey was structured to capture participants' experiences, attitudes, and frequency of engagement with digital language learning tools, thus allowing for a comprehensive evaluation of the effectiveness and impact of these approaches.

Participants demographics

A total of 13 Bachelor's degree students majoring in English philology participated in this survey. The participant demographic reveals a gender distribution of 61.54% females and 38.46% males, with females representing the majority of the sample. The average age of female participants is 21.75 years, with a standard deviation of 0.71, indicating a slightly broader age range (minimum age: 21, maximum age: 23). In contrast, male participants have an average age of 22.2 years, with a narrower standard deviation of 0.45, suggesting a more homogeneous age group (minimum age: 22, maximum age: 23). These demographic findings demonstrate slight age and gender differences, with females forming the majority and exhibiting a slightly broader age range than their male counterparts, as shown in Table 1.

Table 1: Demographic distribution of survey participants by age and gender

		Frequency	%	Valid %	Mean	Std. Deviation	Minimum	Maximum
How old are you?	female	8	61.54%	61.54%	21.75	0.71	21	23
	male	5	38.46%	38.46%	22.2	0.45	22	23

Data collection and analysis

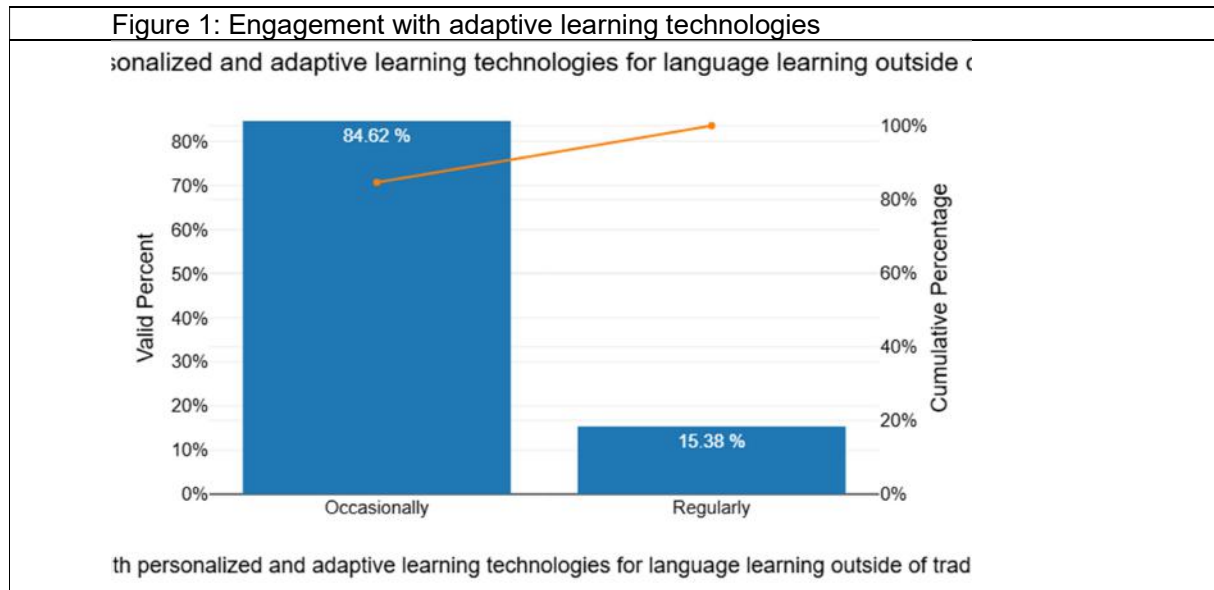
The survey was distributed online to the students, providing them with an accessible and anonymous platform to share their responses. After collection, the data were analyzed with the assistance of a statistical analysis application, which allowed for the processing and interpretation of both descriptive and inferential statistics. This analysis aimed to identify patterns, correlations, and key insights regarding the students' experiences with digital learning tools, and to evaluate

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how these technologies compare with traditional methods in language learning. The results were then examined to assess the hypothesis that digital learning tools are effective in enhancing language acquisition for students in the modern digital era.

RESULTS AND DISCUSSION

The analysis of the responses to the question, "How often do you engage with personalized and adaptive learning technologies for language learning outside of traditional classroom instruction?" reveals that the majority of participants engage with such technologies only occasionally. Specifically, 84.62% (11 out of 13) of respondents reported occasional use of these tools, while only a small portion, 15.38% (2 out of 13), indicated regular engagement as it is shown on the Figure 1. This finding highlights a significant underutilization of personalized and adaptive learning technologies, suggesting that most learners might not fully integrate these tools into their language learning routines. This limited engagement could be attributed to various factors such as a lack of familiarity with the technologies, limited access, or a preference for traditional learning methods.



The disparity between occasional and regular usage raises important questions about the barriers preventing more consistent adoption of adaptive learning technologies. Given the potential benefits of these tools, such as tailored feedback and individualized learning paths, it is essential to investigate why most learners are not leveraging them regularly. Institutions and educators may need to provide more targeted guidance, resources, or training on how to incorporate these technologies effectively into daily learning. Additionally, creating awareness about the long-term advantages of adaptive learning could help shift learners' habits toward more frequent use, ultimately enhancing their language acquisition process.

The analysis of responses to whether personalized and adaptive learning technologies effectively accommodate individual learning styles in language acquisition reveals varied perspectives among the participants. Table 2 illustrates that a significant majority (61.54%) reported that these technologies accommodate their learning styles effectively, highlighting the potential of such tools to align with diverse learner needs and preferences. This suggests that many students find these technologies beneficial in tailoring the learning process to their individual strengths and areas for improvement, enhancing engagement and outcomes in language acquisition.

On the other hand, 23.08% of respondents indicated that these technologies only somewhat meet their learning needs, pointing to areas where the tools may lack full adaptability or require refinement. Additionally, 15.38% of participants expressed that these technologies do not effectively accommodate their individual learning styles. This minority opinion underscores the importance of continuously improving the flexibility and inclusivity of personalized learning tools to

cater to a broader spectrum of learners. These findings collectively emphasize the need for ongoing development in adaptive technologies to ensure they are as effective and inclusive as possible.

Table 2: Effectiveness of personalized learning technologies

In your experience, do personalized and adaptive learning technologies effectively accommodate your individual learning style in language acquisition?	Frequency	%	Valid %
Yes, significantly	8	61.54%	61.54%
No, not really	2	15.38%	15.38%
Yes, somewhat	3	23.08%	23.08%
Total	13	100%	100%
Invalid	0	0%	
Total	13	100%	

The responses to the question about the contribution of personalized and adaptive learning technologies to language skills development indicate a generally positive perception of these tools compared to traditional instructional methods. A majority of respondents (53.85%) believe that these technologies have contributed to language skills development to some extent, suggesting that while the tools may not entirely replace traditional methods, they significantly enhance the learning experience as it is shown on the Table 3. Additionally, 38.46% of participants affirmed that these technologies have definitely improved their language skills, reflecting strong confidence in the effectiveness of adaptive learning. However, a small minority (7.69%) indicated that they did not find these technologies particularly helpful, highlighting that their impact might vary depending on individual learning needs and preferences. Overall, the data supports the idea that personalized and adaptive learning technologies offer a valuable supplement to traditional teaching, with many learners experiencing noticeable improvements in their language development.

Table 3: Impact of adaptive learning technologies

Have you found that personalized and adaptive learning technologies have contributed to more effective language skills development compared to traditional instructional methods alone?	Frequency	%	Valid %
Yes, to some extent	7	53.85%	53.85%
Yes, definitely	5	38.46%	38.46%
No, not really	1	7.69%	7.69%
Total	13	100%	100%
Invalid	0	0%	
Total	13	100%	

The responses to the question regarding the ability of personalized and adaptive learning technologies to cater to diverse learning needs reflect a strong consensus on their effectiveness. A combined total of 92.3% of participants (46.15% for "Yes, to some extent" and 46.15% for "Yes, absolutely") believe that these technologies effectively address the varied learning needs of students as it is shown on the Table 4. This highlights the perceived flexibility and adaptability of such tools, which are seen as able to accommodate different learning styles and preferences. However, 7.69% of respondents expressed skepticism, indicating that not all students may find

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these technologies fully responsive to their needs. Hence, the majority of respondents affirm that personalized and adaptive learning technologies play a crucial role in supporting diverse learners, making them a valuable addition to language education.

Table 4: Effectiveness of adaptive learning technologies

Do you believe that personalized and adaptive learning technologies cater to diverse learning needs among students studying languages?	Frequency	%	Valid %
Yes, to some extent	6	46.15%	46.15%
Yes, absolutely	6	46.15%	46.15%
No, not really	1	7.69%	7.69%
Total	13	100%	100%
Invalid	0	0%	
Total	13	100%	

The findings from the analysis of the responses to various questions highlight both the potential and the limitations of personalized and adaptive learning technologies in language acquisition. While these tools are seen to have significant benefits, particularly in terms of accommodating individual learning styles and enhancing language skills development, their actual usage outside traditional classroom settings remains relatively low. The majority of participants report using these technologies only occasionally, with only a small percentage engaging with them regularly. This underutilization suggests that while the tools are recognized for their value, learners may not be fully integrating them into their language learning routines. Possible reasons for this limited engagement include unfamiliarity with the technologies, lack of access, or a stronger preference for conventional learning methods.

Despite the occasional usage, the majority of respondents believe that personalized and adaptive learning technologies contribute positively to language acquisition. Most participants feel that these technologies cater well to their diverse learning needs, indicating that the tools are generally seen as flexible and adaptable. Moreover, many respondents have noted improvements in their language skills, suggesting that the personalized nature of these technologies helps enhance learning outcomes. However, the small proportion of participants who feel that these technologies do not effectively accommodate their learning styles or needs highlight areas for improvement. To maximize the benefits of these technologies, further refinement and greater engagement strategies are needed, including providing more support, resources, and awareness to help students incorporate them into their learning practices more consistently.

CONCLUSION

The findings of this study suggest that cutting-edge technologies, such as personalized and adaptive learning tools, offer significant potential for enhancing language learning experiences. A majority of students reported that these technologies accommodate their individual learning styles and contribute positively to their language skills development. These tools were perceived as offering tailored feedback and personalized learning pathways, which helped improve students' engagement and learning outcomes. However, despite these advantages, the study also revealed that the full potential of these technologies has not yet been fully realized, as many students engage with these tools only occasionally, suggesting barriers such as limited access, familiarity, or a preference for traditional methods.

In conclusion, while personalized and adaptive learning technologies have proven effective in certain contexts, their widespread adoption faces challenges that must be addressed. Future research and educational practices should focus on overcoming the barriers to consistent use and integration of these tools, providing more opportunities for students to engage with digital resources. Additionally, there is a need to continue refining these technologies to ensure they can

fully accommodate the diverse learning needs of students. As technology evolves, its role in language education will become increasingly important, requiring educators to embrace a blended approach that combines the strengths of both traditional methods and innovative digital tools for optimal learning outcomes.

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