



*Durdona URINOVA,*

*Senior Lecturer, Faculty of Translation Studies Uzbekistan State World Languages*

*University Doctor of Philosophy (PhD) in Pedagogical Sciences.*

*E-mail: urinovadurdona9@gmail.com*

*Review: The article is reviewed by Associate professor J.Abduganiyeva,*

## COMBINING TRADITIONAL AND DIGITAL METHODS IN FOREIGN LANGUAGE EDUCATION

Annotation

This article highlights effective approaches and methods for teaching English through the integration of blended learning models, including online, distance, and traditional (offline) forms of instruction, which are considered highly relevant in modern linguistics. In addition, the paper presents theoretical perspectives on contemporary pedagogical technologies and methods that contribute to enhancing the effectiveness of the teaching and learning process.

**Key words:** Innovative pedagogy, pedagogical technologies, modern teaching methods, digital technologies, creative technologies, international standards, TBLT, CLT, PBL, Kahoot, gamification.

## СОЧЕТАНИЮ ТРАДИЦИОННЫХ И ЦИФРОВЫХ МЕТОДОВ В ОБРАЗОВАНИИ НА ИНОСТРАННЫХ ЯЗЫКАХ

Аннотация

В данной статье рассматриваются эффективные подходы и методы обучения английскому языку на основе интеграции моделей смешанного обучения, включая онлайн-, дистанционные и традиционные (офлайн) формы обучения, которые считаются особенно актуальными в современной лингвистике. Кроме того, в работе представлены теоретические взгляды на современные педагогические технологии и методы, способствующие повышению эффективности процесса обучения и преподавания.

**Ключевые слова:** Инновационная педагогика, педагогические технологии, современные методы обучения, цифровые технологии, креативные технологии, международные стандарты, TBLT, CLT, PBL, Kahoot, геймификация.

## XORIJIY TIL TA'LIMI JARAYONIDA AN'ANAVIY VA RAQAMLI METODLARNING INTEGRATSIYASI

Annotatsiya

Mazkur maqolada zamonaviy tilshunoslikda dolzarb hisoblangan ta'limning aralash shakllari, jumladan onlayn, masofaviy va an'anaviy (oflayn) ta'lim turlarini uyg'unlashtirish orqali ingliz tilini o'qitishning samarali yo'llari hamda metodlari yoritib berilgan. Shuningdek, dars jarayonining samaradorligini oshirishga xizmat qiluvchi zamonaviy pedagogik texnologiyalar va metodlar bo'yicha nazariy qarashlar bayon etilgan.

**Kalit so'zlar:** Innovativ pedagogika, pedagogik texnologiyalar, zaminaviy metodlar, raqamli texnologiyalar, kreativ texnologiyalar, xalqaro standartlar, TBLT, CLT, PBL, Kahoot, gamifikatsiya.

**Introduction.** Innovative pedagogical technologies aimed at meeting the multilingual needs of future specialists in mastering foreign languages are being introduced into practice in educational institutions worldwide. The educational process is being enriched with modern approaches, digital technologies, and interactive methods, and is supported by conditions of computerization and communication; at the same time, the indicators of coaching services for training highly qualified specialists are increasing. UNESCO and the International Association of Universities (IAU) emphasize the improvement of students' foreign language knowledge, skills, and competences, the application of educational technologies, and the informatization of education. In this regard, efforts are being made to implement information, communication, and creative technologies; to organize the process of personnel training at the level of international standards based on integrative approaches; to improve self-development systems; and to introduce new approaches to interdisciplinary learning.

**Literature review.** The integration of modern technologies into English language teaching at school has become an essential component of contemporary education. Technological tools such as interactive whiteboards, learning management systems, mobile applications, multimedia

resources, and online platforms significantly enhance the effectiveness of the teaching and learning process. These technologies support innovative instructional practices and contribute to the development of learners' communicative competence. From a pedagogical perspective, modern technologies facilitate learner-centered instruction by enabling individualized and differentiated learning.

**Research Methodology.** Digital tools allow students to learn at their own pace, revisit instructional content, and engage with authentic language materials, including videos, podcasts, and online texts. According to educational researchers, exposure to authentic and multimodal input plays a crucial role in improving learners' listening, reading, and speaking skills. Moreover, the use of technology promotes active engagement and motivation among school learners. Interactive activities, gamified learning environments, and collaborative online tasks encourage students to participate more actively in the learning process. In English language classrooms, technology-supported activities create opportunities for real-life communication, peer interaction, and immediate feedback, which are essential for language acquisition.

**Analysis and results.** Modern technologies also support effective assessment and feedback practices. Digital

assessment tools enable continuous monitoring of learners' progress and provide timely, objective feedback. This data-driven approach allows teachers to adjust instructional strategies based on learners' needs and performance levels. The rapid development of digital technologies has significantly transformed the landscape of English language teaching at school level. Modern technologies have become an integral pedagogical tool that supports the effective organization of instruction, enhances learner engagement, and facilitates the development of communicative competence. Scholars emphasize that technology-mediated instruction aligns with contemporary educational goals by fostering learner autonomy, interaction, and access to authentic language input. Contemporary language education emphasizes learner-centered and communicative approaches that respond to the cognitive, affective, and social needs of school learners. Modern teaching methods integrate pedagogical theory with practical classroom techniques to enhance engagement, motivation, and language proficiency development.

**Communicative Language Teaching (CLT) Method:** Focuses on developing communicative competence through meaningful interaction. Techniques:

Role-plays and simulations;  
pair and group discussions;

Information-gap activities; problem-solving tasks CLT encourages learners to use English for real-life communication, fostering fluency and confidence.

**Task-Based Language Teaching (TBLT) Method:** centers instruction around tasks that reflect authentic language use. Techniques:

Project-based tasks;  
Collaborative problem-solving;

Real-world scenarios (e.g., planning a trip, giving presentations) Pre-task, task cycle, and post-task activities TBLT promotes purposeful language use and enhances learners' functional language skills.

**Blended learning method:** Combines face-to-face instruction with digital learning tools. Techniques:

Online grammar and vocabulary practice;  
Flipped classroom activities;  
Multimedia-based listening and speaking tasks;

Learning management systems for assignments and feedback, this method increases flexibility and supports individualized learning.

**Flipped classroom approach method:** Instructional content is learned at home, while classroom time is devoted to practice. Techniques:

Video lectures and digital readings;  
In-class discussions and communicative activities;  
Teacher-guided practice and feedback. The flipped approach maximizes interaction and active learning in class.

**Project-Based Learning (PBL) Method:** Learners work on extended projects that integrate language skills. Techniques:

Research projects;  
Group presentations;

Creative tasks (posters, videos, blogs) PBL develops critical thinking, collaboration, and language production skills.

**Game-Based Learning and Gamification Method:** Uses game elements to enhance motivation and engagement. Techniques:

Language games and quizzes;  
Digital platforms (e.g., Kahoot, Quizizz);

Role-playing games gamification supports vocabulary acquisition and reinforces language structures.

**Cooperative Learning Method:** Emphasizes group interaction and shared responsibility. Techniques:

Think pair share;

Jigsaw activities;

Peer teaching and feedback - this method enhances social interaction and communicative competence. Differentiated Instruction method: adapts teaching to learners' abilities, interests, and learning styles. Techniques: tiered tasks, flexible grouping.

Individual learning plans differentiation ensures inclusive and effective instruction for diverse learners. The use of new technologies in the classroom is not only limited to improving the learning experience of students, but also allows teachers to innovate and adapt their teaching methods to the guidelines set by society. In this way, learning becomes more dynamic and collaborative thanks to online classes, virtual discussions and interactive activities. In addition, these tools allow teachers to personalize learning, which means that each student can learn at their own pace, helping to improve their performance.

Despite all this, the role of teachers remains crucial. It is true that technological tools can facilitate many tasks, but it is the teacher who must guide, motivate and support students throughout the learning process. Thus, they are not a substitute for teachers, but a complement to them. It is up to teachers to select the most appropriate tools, create activities that make the most of technology and maintain a balance between the use of devices and human interaction. New technologies in education have not only transformed the way students learn, but also the way teachers teach. As well as favouring an approach adapted to different learning styles, it also encourages collaboration between all students, who can share ideas and projects. Not forgetting, of course, that the use of tools such as artificial intelligence, augmented reality and robotics allows them to become familiar with technologies that will be part of their professional lives. New technologies can therefore be a very valuable tool for transforming the teaching-learning process.

However, it is essential to know how to leverage them so that their use is effective and beneficial in order to promote a more inclusive education for everyone. In recent years, new technologies and education have forged an increasingly closer relationship. Beyond the computers and projectors that we were already seeing in schools a few decades ago, nowadays, mobile devices, online platforms, artificial intelligence and virtual reality are completely changing the educational landscape. Teachers now have a wide range of digital resources at their disposal which enable them to create more personalized and interactive learning experiences. This allows learning to be tailored to the individual needs of students and allows each student to follow his or her own pace of learning. Indeed, students in secondary school appreciate it, since they spend plenty of time connected online.

In addition, the use of new technologies in education also encourages collaboration between students, facilitates the creation of multimedia content and allows teachers to better organise their classes and maintain ongoing communication with students.

In shortly, modern teaching methods and their associated techniques contribute to the creation of an interactive, flexible, and learner-centered environment in school English classrooms.

**Conclusion.** By integrating communicative, task-based, digital, and collaborative approaches, teachers can effectively support the development of comprehensive language skills and learner autonomy. The use of modern technologies in teaching English at school enhances instructional quality, learner engagement, and language proficiency development. When integrated thoughtfully and pedagogically, technology transforms English language

teaching into a flexible, interactive, and goal-oriented process aligned with the demands of modern education.

#### REFERENCES

1. In focus universities and Agenda 2030: Engaging with the SDGs / IAU 2019 conference / Transforming Higher Education for the Future. Vol.24 №1 IAU horizons. [https://iau-aiu.net/IMG/pdf/iau\\_horizons\\_vol.24.1\\_en\\_light\\_.pdf](https://iau-aiu.net/IMG/pdf/iau_horizons_vol.24.1_en_light_.pdf).
2. "Arlyayev O. U., Jo'rayeva S. N., Mirzayeva S. P. "Ta'lim metodlari" o'quv uslubiy qo'llanma, "Navro'z" nashriyoti, Toshkent 2017.
3. Methodology". The American Heritage Dictionary. HarperCollins. Retrieved 20 February 2022.
4. Garcia-Alexander, Ginny; Woo, Hyeyoung; Carlson, Matthew J. (3 November 2017). "Social Research Methods". Social Foundations of Behavior for the Health Sciences. Springer. ISBN 978-3-319-64950-4.
5. Путина, Н.Д. Формирование метапредметных знаний в процессе обучения физике в основной школе. Ярославский педагогический вестник. 2013. с.87-91.