engagement, use of language and express thoughts with confidence. While the implementation of these principles was only successful in part because the students knew how to properly utilize the new teaching method and also when to incorporate into the lesson plan in terms of time and resources, they had better access to the theoretical framework. Furthermore, differentiated and scaffolded strategies, which all students, regardless of proficiency level were able to engage with and be able to process the lesson. Students showed clear improvements in their organization of ideas, application of proper discourse markers, and providing factual support for their own argument. These results indicate that such a learner focused approach supported by intentional teaching strategies can lead learners to become far more linguistically and cognitively proficient. Drawing on study findings, the following specific recommendations can be made. Language teachers should use communicative and task-based activities as a first stage of their lesson to promote active learning and real-life language use. To address this, there are two ways in which lesson planning should be differentiated according to students' individual differences and support to that extent. Thirdly, more importance needs to be given on growing the analytical thinking, especially for writing assignments. Lastly, it may be interesting to investigate the long-term effects with regard to the academic achievement and language proficiency of students during the long term for those instructional methods. Thus, well articulated explanations of the processes and lessons and based on their methodology can lead to successful language learning. Educators can make their classrooms more dynamic, inclusive, and productive if innovative teaching methods align with students' needs.

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MAIN ROLE OF DIGITAL TECHNOLOGIES IN TEACHING ENGLISH AS A SECOND LANGUAGE

Annotation. *This article is described using digital technology in teaching English language in modern classes. The role of digital technologies in teaching foreign languages has been one of the most discussed topics in Uzbekistan nowadays. The visual aspect plays an important role in implementing digital technologies in education and visualization therefore plays a vital role in education in various forms, from full-time education to distance learning. Visualization is closely integrated to distance or virtual learning, where a teacher does not serve as a guide, but preferably as a tutor, while incorporating different simulation processes aimed at developing speaking skills and critical thinking.*

Key words: *Productive skills, Zoom, visualization, curricula, analytical skills, technology, distributed, digital, resolve, perception, tools, communicative strategies.*

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INGLIZ TILINI IKKINCHI TIL SIFATIDA O'QITISHDA RAQAMLI TEXNOLOGIYALARNING ASOSIY VAZIFALARI

Annotatsiya. *Ushbu maqola zamonaviy sinflarda ingliz tilini o'rgatishda raqamli texnologiyalardan foydalangan holda tasvirlangan. Chet tillarini o'rgatishda raqamli texnologiyalarning o'rni bugungi kunda O'zbekistonda eng ko'p muhokama qilinayotgan mavzulardan biri bo'lib kelmoqda. Ta'lim va vizualizatsiyada raqamli texnologiyalarni joriy etishda vizual jihat muhim rol o'ynaydi, shuning uchun kunduzgi ta'limdan masofaviy ta'limgacha bo'lgan turli shakllardagi ta'limda muhim rol o'ynaydi. Vizualizatsiya masofaviy yoki virtual ta'lim bilan chambarchas bog'langan bo'lib, bunda o'qituvchi yo'l-yo'riq sifatida*

emas, balki o'qituvchi sifatida xizmat qiladi, shu bilan birga, nutq ko'nikmalarini va tanqidiy fikrlashni rivojlantirishga qaratilgan turli simulyatsiya jarayonlarini o'z ichiga oladi.

Kalit so'zlar: *ishlab chiqarish qobiliyatlari, Zoom, vizualizatsiya, o'quv dasturlari, tahliliy ko'nikmalar, texnologiya, taqsimlangan, raqamli, hal qilish, idrok etish, vositalar, kommunikativ strategiyalar.*

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ОСНОВНАЯ РОЛЬ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ АНГЛИЙСКОМУ КАК ВТОРОМУ ЯЗЫКУ

Аннотация. *В данной статье описывается использование цифровых технологий в преподавании английского языка в современных классах. Роль цифровых технологий в обучении иностранным языкам является одной из наиболее обсуждаемых тем в Узбекистане в настоящее время. Визуальный аспект играет важную роль во внедрении цифровых технологий в образование, и поэтому визуализация играет жизненно важную роль в образовании в различных формах, от очного обучения до дистанционного. Визуализация тесно интегрирована в дистанционное или виртуальное обучение, где преподаватель выступает не в роли наставника, а скорее в роли тьютора, при этом используются различные имитационные процессы, направленные на развитие навыков устной речи и критического мышления.*

Ключевые слова: *продуктивные навыки, Zoom, визуализация, учебные программы, аналитические навыки, технологии, распределенный, цифровой, решение, восприятие, инструменты, коммуникативные стратегии.*

I. Introduction. Since their inception, digital technologies have transformed education globally and have since become an indispensable aspect of our everyday existence. The effective intervention of the instructor or the educational technologies or resources utilized in the foreign language classroom have an impact on the quality of education in today's society. As a result, digital technologies not only greatly speed up and simplify the educational process, but they also enhance its interactive and cognitive aspects. Additionally, innovative approaches to testing and creating such projects can provide a framework for methodically reflecting on the knowledge that students have learned, allowing teachers to analyze the results right away after finishing their assignments. In this way, they can elevate the learning process to a much higher level. As a result, integrating information technologies into the educational process not only helps address any concerns (such as apathy, low grades, backwardness, exhaustion, etc.) but also directs people's creative potential through the process of selectivity, in terms of perception.

Students that use information technology are more focused and attentive, which helps them develop various forms of memory. Since their response is required in response to the stimulation on the screen, their attention is not meditative but rather mobilizes them to action. Therefore, it should come as no surprise that self-learners benefit greatly from technology. Visualization, the ability to switch up the pace and types of learning materials, and artistic liberty are some of the factors that make digitalization an essential and significant component in lowering student fatigue. One advantage of using digital technology to enhance foreign language instruction is that they provide teachers with countless chances to creatively and fully plan their sessions.

II. Literature review: According to some experts, computers can help people acquire higher-order thinking skills, such as defining problems, evaluating information, solving difficulties, and coming to the right conclusions. With its reliance on incorporating digital technology into the current curriculum, the computer can be used for information collection, inquiry, and cooperation rather than just as a symbol of direct instruction. A variety of simulation and strategy software/CD-ROMs, video discs, multimedia/ hypermedia, and telecommunications (e-mail and Internet) are examples of digital technology tools that support case-based learning [1;115 p.]. In addition to improving students' practical skills and abilities and facilitating the efficient arrangement of both group and independent work at seminars, technological advancements also increase students' enthusiasm in classes and make learning more individualized.

Teachers focus on strategies and innovations that ensure diverse pupils learn successfully. Additionally, according to Tomlinson, "differentiated instruction properly implies the development of classrooms in which students occasionally exercise varied learning options, work at different paces, and are assessed with a variety of indicators appropriate to their interests and needs." To address the needs of unique learners, it entails improving instruction, assessment, and material [2;22 p.].

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Teachers' professional knowledge, which guides their professional activities, should be tightly linked to technology learning. It is impossible to overstate how important the connection is in helping educators comprehend the potential of technology in their day-to-day work. According to studies detailed in Hughes (2003), educators can create and comprehend these links in two different ways. These include (a) a scaffolded connection, which happens when someone else (like an instructor, curriculum coordinator, or in-service facilitator) provides teacher-learners with initial connections, and (b) a self-identified connection, which happens when a teacher independently determines the technology-teaching connection through reflection and learning [4;17 p.].

III. Research methodology. A new generation of learning technologists has emerged as a result of changes in the times and the involvement of educators. The first modifications started in the classroom itself, where new technology like wireless internet, interactive whiteboards, overhead projectors, and laptop computers have made the classroom more accessible to the outside world. Teachers are now skilled at teaching grammar utilizing various apps, practicing listening skills with podcasts, introducing reading skills with texts from the internet, and–possibly most revolutionary of all–giving students access to a variety of web-based tools that enable them to publish work and interact with real audiences in authentic settings.

Different teaching strategies have been used to assess the efficacy of the teaching process as the number of English language learners rises. It is true that traditional teaching methods have been successfully replaced by these technology. Additionally, several strategies for successfully using digital technology into English language instruction are covered here.

Differentiated education has been shown to be the most successful strategy for ensuring that each student's needs are satisfied in the classroom. Just as every student learns differently across all subject areas, every teacher has a unique teaching style. Teachers can identify the needs of each student by employing differentiation. As a result, educators can employ a range of captivating techniques that allow students to leverage their talents to improve their inadequacies. Teachers must encourage student choice in order to guarantee that every student gets the chance to exhibit what they have learned. As a result, rather than being content-focused, instruction becomes student-focused. Giving students the freedom to select how they want to learn will encourage them to take charge of their education. Differentiation may be effective in any classroom, regardless of grade or ability, with the right planning and assistance. Differentiated instruction is not very new, but as more teachers try to use it in their own classes, they are still learning how to make it effective.

IV. Analysis and results. *Scaffolded Connections.* In learning situations, an instructor may make explicit connections between technologies and professional knowledge as technologies, methods, or subject matter topics are introduced. When such connections are made during learning activities, teachers may place the technology learned in the context of their professional knowledge. For example, in the context of learning writers workshop method, teachers can simultaneously learn technological tools and strategies that support such an approach to writing, such as portable writing hardware like AlphaSmarts or handheld PDAs, word processing software, or software features like tracking changes (Microsoft Word). Due to the immediacy and explicitness of the connection, the teacher may categorize and connect these technologies with concepts like writing instruction and writers workshop method – concepts likely to be part of an English teacher's pedagogical content knowledge. Technology and the English language can't be taught at the same time.

Choosing Materials.

1. Relevance. The material has a strong connection to the curriculum or the topics you are using it for. ...
2. Navigation. Ease of use and a low learning curve is what you are looking for when you try a new tool. ...
3. Customization. ...
4. Interaction. ...
5. Accessibility…

Choosing the right materials is also very important. There are stages in choosing technology for English language learners that go along with what they are ready for and introduce the right subject at the right time. It is important for the teacher to recognize where the students are at in the process. When choosing technological material the teacher should consider the students interests and how they already use technology in order to capture their interest.

V. Conclusion. Using digital technology in learning a foreign language has become a real necessity nowadays. This research paper has reviewed briefly how digital technology can be utilized in developing the language skills of the learner. Different methods for using digital technology in improving the four language skills were discussed thoroughly. The questionnaire carried out to estimate the acceptability of some students for the utilization of digital technology to enhance their language skills. We cannot imagine a modern lesson without the use of information digital technology. ICT has become an indispensable tool in improving the students' interest to study the problems and develops visual-figurative thinking. All this leads to a new system of knowledge change of consciousness, a rethinking of the whole picture of the teaching process. It is true that these technologies have proved successful in replacing the traditional teaching. And in the first part different methods are discussed that can effectively integrate digital technology in English language teaching.

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THE ROLE OF LINGUOCULTURAL APPROACH IN TEACHING FOREIGN LANGUAGES

Annotation. *This article is depicted the relationship of culture and linguocultural approach in teaching languages. At the current stage of development of modern society, with the expansion of economic ties and contacts, the world is becoming globalized, bringing peoples closer together and strengthening their intercultural interactions. However, each society has a distinct national culture, which is reflected in its language. Cultural characteristics influence the formation of a person's inner world and determine their national mentality. In order to help students develop a comprehensive grasp of language and culture, it is crucial to take into account the peculiarity of a national worldview both in the process of teaching foreign languages and in translation operations when extracting cultural information from linguistic units.*

Key words: *extralinguistic, social, spiritual, logical, emotional, moral, communicative-cultural, behavioral stereotypes, cross-cultural learning.*

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CHET TILLARNI O 'QITISHDA LINGVOMADANIY YONDASHUVNING O'RNI

Annotatsiya. *Ushbu maqolada tillarni o'qitishda madaniyat va lingvomadaniy yondashuvning o'zaro bog'liqligi tasvirlangan. Zamonaviy jamiyat taraqqiyotining hozirgi bosqichida iqtisodiy aloqalar va aloqalarning kengayishi bilan dunyo globallashib, xalqlarni bir-biriga yaqinlashtirib, ularning madaniyatlararo o'zaro aloqalarini mustahkamlamoqda. Biroq har bir jamiyatning o'ziga xos milliy madaniyati bo'lib, uning tilida o'z ifodasini topadi. Madaniy xususiyatlar shaxsning ichki dunyosining shakllanishiga ta'sir qiladi va uning milliy mentalitetini belgilaydi. O'quvchilarda til va madaniyatni har tomonlama o'z-*