



XORIJIY TILLARNI O'QITISHDA ZAMONAVIY YONDASHUVLAR VA YANGICHA YO'NALISHLAR

Xalqaro ilmiy-amaliy onlayn anjuman materiallari



**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM,
FAN VA INNOVATSIYALAR VAZIRLIGI**

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT
O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI**

INGLIZ TILI KAFEDRASI

**XORIJIY TILLARNI
O‘QITISHDA ZAMONAVIY
YONDASHUVLAR VA
YANGICHA YO‘NALISHLAR**

Xalqaro ilmiy-amaliy onlayn anjuman materiallari

**“BOOKMANY PRINT”
TOSHKENT – 2023**

KASIMOVA SHOHSANAM ALIMJON QIZI. TARJIMADA RASMIY VA DINAMIK EKVIVALENTLIK TURLARI MAQOLLARI TARJIMASI MISOLIDA.....	140
KHASANOVA MAFTUNA, JULIA MILLER. NEW EXPERIENCE OF ONLINE LEARNING: PROBLEMS, CONCLUSIONS, RECOMMENDATIONS.....	144
KHASANOVA MAFTUNA, EDWARD J PALMER SOME ASPECTS OF TEACHING ENGLISH USING MODERN TECHNOLOGY.....	152
KHATAMOVA NODIRAKHON KOSIMJON QIZI. THE ROLE OF SOCIAL MEDIA IN FOREIGN LANGUAGE TEACHING.....	156
KHULKAR TURDIEVA, AZIZAH DES DERIVANTI. INDONESIAN, UZBEK AND PERSIAN GREETINGS PRAGMATICS IN CROSS-CULTURAL COMMUNICATION.....	160
MADAMINOVA YARKINOY SAPARBAYEVNA, KURBONOV MUNIS UMRBEKOVICH. TALABALARNING MUSTAQIL ISHLARINI TASHKIL ETISH.....	175
NARZULLAYEVA MALIKA. FROM TRADITIONAL TO DIGITAL: THE EVOLUTION OF FEEDBACK AND OPINION GATHERING DURING EFL LESSONS.....	182
NASIBA MIRZAYEVA, GRETA SCHATZ. THE USE OF MODERN TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE.....	186
NASIBA MIRZAYEVA, LAWRIE WOLFE. MODERN APPROACHES TO TEACHING WRITING IN A FOREIGN LANGUAGE.....	196
NASIROVA NARGIZA. INFORMATION TECHNOLOGY IN EDUCATION.....	202
NIGMATOVA KHILOLA. IMPLEMENTING MODERN EDUCATIONAL TECHNOLOGIES AND ENHANCING PROCESS OF EDUCATION WITH THEIR ASSISTANCE.....	205
NIGMATOVA KHILOLA. THE ROLE OF IMPLEMENTING IT TO THE TEACHING FOREIGN LANGUAGES.....	211

among higher and lower ability students. Many significant classroom events may not have been observed by the teacher, let alone remembered, hence the need to supplement diaries or self-reports with recordings of actual lessons.

Conclusion:

A reflective approach to teaching involves changes in the way we usually perceive teaching and our role in the process of teaching. Teachers who explore their own teaching through critical reflection develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers, as well as improve the kind of support they provide their students. Like other forms of self-inquiry, reflective teaching is not without its risks, since journal writing, self-reporting or making recordings of lessons can be time-consuming. However, teachers engaged in reflective analysis of their own teaching report that it is a valuable tool for self-evaluation and professional growth. Reflective teaching suggests that experience alone is insufficient for professional growth, but that experience coupled with reflection can be a powerful impetus for teacher development.

Reference:

1. Bailey, K. M. (1997). Reflective teaching: Situating our stories. *Asian Journal of English Language Teaching*, 7, 1-19.
2. Ahmad, I., Said, H. B., Zeb, A., Rehman, S., Ahmad, S., & Khan, W. (2013). How reflective practice improves teachers' classroom teaching skill? A case of community-based schools in district Chitral, Khyber Pakhtunkhwa. *Social Sciences and Humanities*, 4(1), 73-81.
3. Cote, G. E. (2012). The role of reflection during the first teaching experience of foreign language pre-service teachers: An exploratory-case study. *Colombian Applied Linguistics Journal*, 14(2), 24-34. <https://doi.org/10.14483/udistrital.jour.calj.2012.2.a02>.
4. Fandiño, Y. J. (2011, May). Reflective teaching in EFL teacher education programs. *ASOCOPI Newsletter*, 13-21. Retrieved from http://www.academia.edu/647444/Reflective_teaching_in_EFL_teacher_education_programs.
5. Impedovo, M. A., & Khatoon Malik, S. (2016). Becoming a reflective in-service teacher: Role of research attitude. *Australian Journal of Teacher Education*, 41(1). <https://doi.org/10.14221/ajte.2016v41n1.6>.
6. Mizell, H. (2010). *Why professional development matters*. Oxford, US: Learning Forward.

7. Soisangwarn, A., & Wongwanich, S. (2014). Promoting the reflective teacher through peer coaching to improve teaching skills. *Procedia: Social and Behavioral Sciences*, 116, 2504-2511. <https://doi.org/10.1016/j.sbspro.2014.01.601>.

8. Saylag, R. (2012). Self-reflection on the teaching practice of English as a second language: becoming the critically reflective teacher. *Procedia: Social and Behavioral Sciences*, 46, 3847-3851. <https://doi.org/10.1016/j.sbspro.2012.06.158>.

9. Núñez, A., & Téllez, M. F. (2015). Reflection on teachers' personal and professional growth through a materials development seminar. *HOW*, 22(2), 54-74. <https://doi.org/10.19183/how.22.2.151>.

INVOLVING DIGITAL TOOLS IN THE CLASSROOM

Niyazova Gulnorakhon Gulomovna⁵⁵

Mitchell, Jessica S.⁵⁶

***Annotation.** The article reveals the importance of being digitally literate and using technology in classroom. We have digital tools in all spheres of life and cannot imagine our life without technology. It's no secret that technology, that is digital technology, plays an urgent role in education too. For this and other reasons, we can say that enabling individuals to keep pace with this change has become the aim of education. It is essential that teachers be digitally literate and have the ability to use digital tools. Being familiar with and aware of using digital technology is the demand of today's educational system.*

***Key words:** digital literacy, technology, metacognitive skills, artificial intelligence, digitally competent, google classroom, digital libraries.*

We live in the age of technology, which is called the digital age, and in the past years, great changes and advancements have taken place in science and technology. (J. Mitchel) With the rapid development of artificial intelligence, digital tools have improved and changed greatly.

⁵⁵ Doctor of Philosophy (PhD), Alisher Navai Tashkent State University of Uzbek Language and Literature, e-mail: niyazovagulnorakhon@gmail.com

ORCID ID: 0000-0001-5905-2129

⁵⁶ Ed.D., Associate Professor of Secondary Education, Department of Teaching, Learning, and Leadership, University of North Alabama, USA, e-mail: jmitchell12@una.edu

We have digital tools in all spheres of life and cannot imagine our life without technology. It's no secret that technology, that is digital technology, plays an urgent role in education too. For this and other reasons, we can say that enabling individuals to keep pace with this change has become the aim of education. To achieve this aim, it is essential that teachers be digitally literate and have the ability to use digital tools. Being familiar with and aware of using digital technology is the demand of today's educational system. Martin (2008) defines digital literacy as "awareness, attitude and ability to use digital tools so as to identify, access, manage, integrate and create new information through using metacognitive skills".---More particularly, Archambault and Kennedy (2018) argue that to be an effective educator in the modern era, teachers must be able to do the following, including "(a) impact knowledge in face-to-face contact, (b) design course content and develop it in a technology-based environment, (c) deliver content in a way that engages students, and (d) use assessment measures to ensure that students are proficient in the content. "Digital literacy has many definitions and I consider the most relevant one is the definition from Hague and Payton (2011):

- To be digitally literate is to have access to a broad range of practices and cultural resources that you are able to apply to digital tools. It is the ability to make and share meaning in different modes and formats; to create, collaborate and communicate effectively and to understand how and when digital technologies can best be used to support these processes. (p. 21)

Like other researchers in education who study digital literacy and digital competence, I must admit and say that most educators in our country do not hurry or show interest in being digitally competent and bring new technology into the classroom which could impact in the quality of the lesson and raise students' interest in learning, despite the fact they are digitally literate. This leads to missing the opportunity for students to be engaged in the classroom and or thinking critically of the information they learn. Students find old typed or paper-based lessons quite boring and often either give up learning or try to be involved in other activities. I do not tend to say our educators teach badly, or conduct classes in the old- style type. They give good knowledge and bring resourceful materials, but students consider them to be less effective without using digital tools. There are cases when students ask

teachers to give more materials for independent learning and coming back, they present their reflections using digital tools.

The main reasons that our teachers are not skillful at using technology or digital illiterate are we, educators often have a difficult time understanding how best to use technology in our classrooms, especially with digital learning tools (that is more importantly, many of us struggle with how technology is changing the way students learn and there are cases when we do not know how to use digital tools, which tool is efficient in assessment and often we are afraid of using them, as consider them time consuming). It is worth stating that while government and universities are actively seeking ways to acquire and use new technology, namely our education system started demanding educators be digitally literate and know how to use new technology in classroom, to learn innovative methods, and to be familiar with new ways of teaching tools at least like Google Classroom, Kahoot, Padlet, and others. Let's get closer look at these digital tools;

- **Google Classroom**

Google Classroom is an excellent digital tool since it saves teachers' time and paper, and **allows them to create classes, post assignments**, and communicate with their students with ease. It also allows teachers to see which students have completed their assignments and they can provide direct, real-time feedback and grades. Google Classroom essentially puts all of teachers' assignments, announcements, and student work right in one place. It is a great tool for sharing information with your students, collecting their work, and providing feedback for any subject as well.

With Google Classroom, teachers can:

- Streamline how they manage classes. ...
- Digitally organize, distribute, and collect assignments, course materials (videos, websites, PDFs, and more), and student work. ...
- Communicate with students about their classwork.

- **Kahoot**

Kahoot is a **game-based learning and trivia platform**, it is a digital tool that motivates and activates students' learning because it can **test their knowledge**, reiterate important concepts, and help them retain information. It also provides instructors with the ability to further create class discussion and student-to-student interaction. Teachers can create multiple choice games related to class content that students can play as a class by entering the game code on their app or device. Kahoot can be

used in the classroom, it's ideal for remote learning use. It's possible for teachers to set a quiz and wait to see the scores as students complete it. Teachers can also review results and run analytics from game reports for formative assessments so as to better judge progress being made in the class.

- Padlet

Padlet is a **versatile and intuitive virtual post board** that can be shared with your students either in class or as an extension to their learning. Padlet can be **used by students and by teachers**. With the padlet teachers can create an online post-it board that you can share with any student or colleagues. It is enough to give students the unique Padlet link. Whoever has the Padlet board opened on his smartphone or computer, can see what's on it and what everyone is writing. The most common uses for teaching and learning currently are: Discussion board; the tutor poses a question and all students respond. The most common uses for teaching and learning currently are:

- Discussion board; the tutor poses a question and all students respond.

- Class blog; for sharing research, feedback, or questions about an assignment.

- Group portfolio; students post their work in progress for peer review eg. Moodboard.

- Group exercise; teams are given different themes to research and record their findings on a padlet, then share with the whole class in a face-to-face presentation.

In my opinion, one more reason that our educators are not good at using digital tools is that students are not taught how to use digital tools in education, in research, or how to do research. Online libraries and searching for books online are becoming popular in our country. Teachers need to seek ways of using digital tools in the classroom and become digital competent. Despite the growing interest in digital literacy, educational policy lacks guidelines for teachers on how to raise their digital competences. Many teachers have difficulty understanding their changing roles in teaching and using technology in their classrooms. As a result, they feel ill-prepared to support their students in the effective use of ICT. While HEIs' access to technology continues to grow, teachers face many obstacles due to the underuse of technology in classrooms when they want to achieve successful integration. Digital literacy is a way “to create content, not just consume it, combine

technical and cognitive skills and know when, why and how to use digital tools” (Adobe for Education, 2020, 5:26).

During the Pandemic, we had to realize that being digital literate is very important as we had to conduct lessons remotely, and to keep our students engaged and keep them studying we had to learn online teaching, work in Moodle, and create assessments and tasks. This required us to learn and teach at the same time, if we used to be bookworms, now we had to find ways to be skillful in using digital tools and raise our ability to have classes in distance. We found out that there were many online teaching and learning tools to use in distance classes which were designed to promote digital literacy. Teaching digital literacy is a broad concept. Of course, providing digital tools, apps and / or educational websites to teachers and students is only one part of a plan to support the teaching of digital literacy. Teachers must also have a solid understanding of the basic principles of digital literacy and be prepared to develop lesson plans and deliver classroom activities that promote digital literacy (Miranda and Russell, 2012). One way to ensure digital literacy is to provide teachers (either in preparation or in service) with strategies to effectively develop digital literacy curricula (Rosen & Rudzewicz, 2009). Curriculum design through projects, activities, and lessons is recognized as a development-oriented approach (Lu, Ottenbreit, Leftwich, Ding & Glazewski, 2017).

As an educator, I always try to learn something new to make students learn and get engaged; use digital tools like kahoot, padlet, google slides, and assessment. During Pandemic I was always busy watching videos and online training and webinars on teaching tools. The Pandemic period gave me a great opportunity to learn how to use digital tools in the classroom. Once while searching the internet, I came across Russell Stannard's video on digital tools to use in online tools, got interested and learnt how to use Google app in the classroom especially for distance learning. Later I subscribed to his Teacher Training videos and still find them very useful and helpful. Although this does not mean I am aware of many digital tools or I am digital literate, I manage to make my lessons interesting and create a learning environment and students enjoy learning and have fun at the same time.

Arriving in Florence, I was offered to take a course on Digital Literacy, and enrolled in Dr. Mitchell's class. I found this course very helpful and useful as it gave me a great opportunity to not only improve my digital literacy and also observe how young /future teachers learn

and get trained using technology, digital tools in the classroom and whether they find them useful. I also learnt which tools they consider very useful, handy and want to use all the time. For me as a student all the tools offered by the educator seemed important and when it was time to practice, I realized that some of them were not free.

Library resources also play an important role in Higher Education. Today, libraries come in many forms and types. Recent developments in information and communication technologies, particularly computers and the Internet, have led to significant changes in the way we generate, distribute, collect, access and use information and libraries. Digital technologies and their applications have also reached all areas of our daily lives. It is accepted that today we live in a digital world. Digital Libraries help us to manage the knowledge record and cultural heritage. Last year our university also changed the form of the library. The library was changed and thousands of books were created in electronic form, they are and will be created in the future. All professors and educators included their work in the library and this gave the opportunity for students to use and do research at the university instead of visiting the National library. The University connected our library to the libraries of the city and other universities and this opened access to use valuable sources staying at the University campus. Students used to spend time at libraries and missed classes and teachers also were not happy. Nowadays we also use our library for our research. Of course, the library we have now does not have all the conditions or all resources for students and educators. We are updating our library, creating e-versions of books and editorials. I consider that the pool of information professionals with the experience and skills to create and manage digital collections is very small. Seeing the UNA library, it became clear that already today in our library there is a shortage of offerings for information professionals with the right mix of skills, and it is particularly serious in areas such as digital librarians. When I went to the library and told them my purpose of visiting it, the front desk asked me to wait, and I thought they were going to help me with the information, but within a few minutes there came a digital librarian and invited me to a table. After learning about intention and purpose, she showed me how to search for the necessary information and also gave some useful advice. In my country we have not developed such a service yet. Having a digital librarian (if we can call them so) is very helpful and this helps to save time and also our work will be effective.

In the United States I consider the course Digital Literacy offered by the University for graduates and young teachers in Canvas is very demanding and challenging as it gives a great opportunity for students to learn new digital tools, practice and become skilled at using them. When I read introduction to the course of Digital Literacy, I realized that this course is just what I wanted as it mainly aims at “continually look for ways to support students in quality experience experiences with emerging technologies and progress through program of studies at UNA” (J. Mitchell, 2021 Course Digital Literacy). I want to update my teaching skills and adapt technology experiences into the classroom as I am sure they will greatly impact the quality of student learning and enable me to engage students in learning by creating a learning environment.

Relying on my observations I can state that teachers find using different apps in the classroom makes students engaged in learning. And the lessons are interesting, so they learn which apps or blogs are popular among students. They have learnt that by using such apps Twitter, Instagram, Facebook, or a well-known blog which most students have "came alive each week with nuances that led to clearer thinking for the more formal writing" (Gray-Rosendale, 2018, p. 96). When teachers add digital technology in and out of the classroom it shows students' academic improvement. Students are more advanced in their relationships in digital literacy. The ability to have a variety of technological resources to learn or develop has helped open the minds of students and see what they can access. They can use platforms such as blogging, Facebook and twitter, which are more convenient to use than standard pencil and paper writing skills. As they feel good and confident with digital technology, it helps them feel more secure and work more efficiently. It is important for teachers to be familiar with technological Innovation. Technological innovation is a tool that can and should be used in any classroom to promote the link between literacy and learning. Technology will only prevail over time and it is our responsibility as educators to ensure that our students are competent digital citizens. Mitchell and Vaughn add on to these expectations of digital citizens through their definition of critical media literacy: “An approach to literacy instruction that not only examines a variety of texts (including digital texts) but also encourages students to question issues of power, voice, representation, and equity” (2020).

Students always try to be ahead in using new technology and do not show desire to sit in a traditional paper-based or just reading and discussing /speaking classes. This course will definitely help me continue a) explore new ways of teaching with technologies; b) reflect on my teaching practices; and make some changes based on the best interest of my students. (Mitchell, 2021) and make my classes entertaining and learning.

We live in a digital world and we must teach students to learn the ways to express their ideas, think critically and communicate to the world using digital tools. Now students can use digital tools , and for us teachers it is important to know and be able to implement curriculum in a digitally literate environment.

In order to understand what a digitally literate instructional context is, educators must first understand that instructional contexts can take place in many formats. Despite the fact whether their instructional contexts include online, face-to-face, or a combination of environments--such as hybrid or hy-flex components--it is important to consider the decisions they make to create a digitally literate environment are shaped by the contexts in which instruction takes place. And I learnt that here in the States to improve the digital literacy instructional context teachers take study/do in three key areas which include standards, practices, and, of course, research. These three areas are ISTE Standards for Educators, Practices for Creating and Using Frameworks for Digitally Literate Instructional Contexts and Research on Digitally Literate Instructional Contexts. ISTE Standards Program offers teachers and students programs that maintain updating and improving their digital literacy and capability to use digital tools in teaching and learning. They help teachers to prepare their students for the skills they will need in their future with the goal of giving every student a fair chance for success later in life. (Mitchel, 2021) The course also introduces and suggests loads of tools to use in the classroom. It helps explore the practices of classrooms which attempt to create digitally literate instructional contexts, investigate frameworks which classroom educators use to conceptualize the creation of a digitally literate environment and explore social learning platforms to learn the ways teachers incorporate digital literacy practices into their classrooms. All the digital tools and platforms to learn in this course are directed to raise the digital literacy of teachers which enable them to be good at using in teaching. Being an experienced but new to digital content I started to transform my

classroom environments and found Digital presentation tools such as Google Slides, Pear Deck and Nearpod very useful as they offer a variety of interactive elements for our students, whether in a face-to-face, online, or blended environment of learning. I was familiar with Google slides/ Google doc and used them mostly for assessing students' knowledge and learning process or made PPT slides to introduce new topics and grammar materials. Now I am learning that I can make my teaching more engaging and entertaining using interactive digital tools. The slides teachers create can make edits or changes even add slides without changing contents which is very important.

The video materials offered in the course are very resourceful as they motivate me to upload, install the digital tools and practice and see how these digital tools and platforms work and see how I can use them and what I can do with them. The videos on how teachers use such digital tools are encouraging. The digital tools on making presentations interactive using audio and video materials are very useful and teachers should master such tools, and be good at creating interactive lessons if possible.

Reference:

1. Kennedy, Kathryn (2018): Handbook of Research on K-12 Online and Blended Learning (Second Edition). Carnegie Mellon University. Journal contribution. <https://doi.org/10.1184/R1/6686813.v1>
2. Katarzyna Potyrała and Lukasz Tomczyk (2021): Teachers in the lifelong learning process: examples of digital literacy, Journal of Education for Teaching, 47:2, 255-273, DOI: 10.1080/02607476.2021.1876499
3. Laura Gray-Rosendale. (2018): Getting Personal : Teaching Personal Writing in the Digital Age. SUNY Press.
4. Adobe for Education (2020): What is Digital Literacy? Cultivating Digital Literacy [Video]. YouTube. [What is Digital Literacy? | Cultivating Digital Literacy](#)
5. Mitchell, J. S. & Vaughn, E. N., Eds. (2020). Participatory literacy practices for P-12 classrooms in the digital age. Hershey, PA: IGI Global.
6. Renee Hobbs and Sait Tazel (2017) Teacher Motivations for digital and media literacy: An examination of Turkish educators, British Journal of Educational Technology. Vol. 48 Issue 1, p7-22. 16p. DOI: 10.1111/bjet.12326.

7. Robin Goodfellow. Literacy (2011): Literacies and the digital in higher education, *Teaching in Higher Education* Vol. 16, No. 1, p131-144, DOI: 10.1080/13562517.2011.544125

8. Shively, Kate. Palilonis, Jennifer (2018): Curriculum Development: Preservice Teachers' Perceptions of Design Thinking for Understanding Digital Literacy as Curricular Framework. *Journal of Education*, Vol 198(3)2018, Vol. 198(3), 202–214. DOI: 1:10177/0022057418112i

9. Rebecca Eynon(2021): Ecoming digitally literate: Reinstating an educational lens to digital skills policies for adults, *British Educational Research Journal*. Vol. 47 Issue 1, p146-162. DOI: 10.1002/berj.3686

10. Breakstone, Joel; McGrew, Sarah; Smith, Mark; Ortega, Teresa; Wineburg, Sam (Mar 2018): Why we need a new approach to teaching digital literacy, *Phi Delta Kappan*. Vol. 99 Issue 6, p27-32. DOI: 10.1177/0031721718762419

11. Jamilee Baroud & Pooja Dharamshi (2020): A Collaborative Self Study of Critical Digital Pedagogies in Teacher Education, *Studying Teacher Education*, 16:2, 164-182, DOI: 10.1080/17425964.2020.1739639, <https://doi.org/10.1080/17425964.2020.1739639>

12. Garry Falloon (2020): From digital literacy to digital competence: the teacher digital competence (TDC) framework, *Education Tech Research Dev* 68:2449-2472 <https://doi.org/10.1007/s11423-020-09767-4>

13. Kate Shively^{and} Jennifer Palilonis (2018): Curriculum Development: Preservice Teachers' Perceptions of Design Thinking for Understanding Digital Literacy as a Curricular Framework, *Journal of Education*. Vol. 198 Issue 3, p202-214. DOI link: <https://doi.org/10.1177/0022057418811128>

14. Mitchell, J. & Vaughn, E. (2020). Participatory literacy practices for P-12 classrooms in the digital age. IGI Global.

15. Kennedy, K. (2018). *Handbook of Research on K-12 Online and Blended Learning (Second Edition) (Version 1)*. Carnegie Mellon University. <https://doi.org/10.1184/R1/6686813.v1>