

**BUXORO DAVLAT UNIVERSITETI HUZURIDAGI PEDAGOG
KADRLARNI QAYTA TAYYORLASH VA ULARNING
MALAKASINI OSHIRISH MINTAQAVIY MARKAZI**

**INGLIZ TILINI O‘QITISHDA ZAMONAVIY
TEXNOLOGIYALARDAN FOYDALANISH
METODIKALARI**

2026

Qosimova N.F. filologiya fanlari doktori
(DSc), dotsent.

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

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**“INGLIZ TILINI O‘QITISHDA ZAMONAVIY
TEXNOLOGIYALARDAN FOYDALANISH METODIKALARI”**

MODULI BO‘YICHA

O‘QUV-USLUBIY MAJMUA

Xorijiy til: ingliz tili

Buxoro – 2026

Modulning o`quv-uslubiy majmuasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2025 yil 30- dekabrda yig'ilishida tasdiqlangan o`quv dasturi va o`quv rejasiga muvofiq ishlab chiqilgan.

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I. ISHCHI DASTUR

KIRISH

Dastur O'zbekiston Respublikasining 2020 yil 23 sentabrda tasdiqlangan "Ta'lim to'g'risida"gi Qonuni, O'zbekiston Respublikasi Prezidentining 2020 yil 3 dekabrda "Iqtidorli yoshlarni saralab olish tizimi va akademik litseylar faoliyatini takomillashtirish chora-tadbirlari to'g'risida"gi PQ-4910-son hamda Vazirlar Mahkamasining 2022 yil 1 iyundagi "Akademik litseylar rahbar va pedagog xodimlarining uzduksiz malakasini oshirish tizimini joriy etish to'g'risida"gi 296-son Qarorlarida belgilangan ustuvor yo'nalishlar mazmunidan kelib chiqqan holda tuzilgan bo'lib, u zamonaviy talablar asosida malaka oshirish jarayonlarining mazmunini takomillashtirish hamda akademik litseylar pedagog xodimlarining kasbiy kompetentligini muntazam oshirib borishni maqsad qiladi.

Dastur doirasida berilayotgan mavzular ta'lim sohasi bo'yicha pedagog kadrlarni qayta tayyorlash va malakasini oshirish mazmuni, sifati va ularning tayyorgarligiga qo'yiladigan umumiy malaka talablari va o'quv rejalari asosida shakllantirilgan bo'lib, uning mazmuni O'zbekistonning milliy tiklanishdan milliy yuksalish bosqichida oliy ta'lim vazifalari, ta'lim-tarbiya jarayonlarini tashkil etishning normativ-huquqiy hujjatlari, ilg'or ta'lim texnologiyalari va pedagogik mahorat, ta'lim jarayonlarida axborot-kommunikatsiya texnologiyalarini qo'llash, amaliy xorijiy til, tizimli tahlil va qaror qabul qilish asoslari, maxsus fanlar negizida ilmiy va amaliy tadqiqotlar, o'quv jarayonini tashkil etishning zamonaviy uslublari bo'yicha so'nggi yutuqlar, pedagogning kreativ kompetentligini rivojlantirish, global Internet tarmog'i, multimedia tizimlaridan foydalanish va masofaviy o'qitishning zamonaviy shakllarini qo'llash bo'yicha tegishli bilim, ko'nikma, malaka va kompetensiyalarni rivojlantirishga yo'naltirilgan.

Qayta tayyorlash va malaka oshirish yo'nalishining o'ziga xos xususiyatlari hamda dolzarb masalalaridan kelib chiqqan holda dasturda tinglovchilarning maxsus fanlar doirasidagi bilim, ko'nikma, malaka hamda kompetensiyalariga qo'yiladigan talablar takomillashtirilishi mumkin.

Kursning maqsadi va vazifalari

Akademik litseylar pedagog kadrlarining malakasini oshirish kursining **maqsadi** pedagog kadrlarning o'quv-tarbiyaviy jarayonlarini yuqori ilmiy-metodik darajada ta'minlashlari uchun zarur bo'ladigan kasbiy bilim, ko'nikma va malakalarini muntazam yangilash, kasbiy kompetentligi va pedagogik mahoratining uzluksiz rivojlanishini ta'minlashdan iborat.

Kursning **vazifalariga** quyidagilar kiradi:

- pedagog kadrlarning kasbiy bilim, ko‘nikma, malakalarini uzluksiz oshirish va rivojlantirish;
- pedagoglarning zamonaviy talablarga mos holda akademik litseylardagi o‘qitish sifati va samaradorligini ta‘minlash uchun zarur bo‘lgan kasbiy mahorat darajasini oshirish;
- pedagog kadrlar tomonidan zamonaviy raqamli texnologiyalar va xorijiy tillarning samarali o‘zlashtirilishini ta‘minlash;
- o‘qitishning innovatsion texnologiyalari va ilg‘or xorijiy tajribalarni o‘zlashtirish hamda ulardan o‘quv jarayonida samarali foydalanish ko‘nikmalarini shakllantirish;
- o‘quv jarayonini ilm-fan va ishlab chiqarish bilan samarali integratsiyasini ta‘minlashga qaratilgan faoliyatni tashkil etish.

Kurs yakunida tinglovchilarning bilim, ko‘nikma va malakalari hamda kompetentligiga qo‘yiladigan talablar:

Kurs yakunida tinglovchilar **“Ingliz tilini o‘qitishda zamonaviy texnologiyalardan foydalanish metodikalari”** fani bo‘yicha quyidagi bilim, ko‘nikma, malaka va kompetensiyalarga ega bo‘lishlari talab etiladi:

Tinglovchi quyidagi *bilimlar*ga ega bo‘lishi kerak:

- ingliz tilini o‘qitishda zamonaviy pedagogik va raqamli texnologiyalar nazariy asoslarini;
- ta‘lim jarayonida AKT (axborot-kommunikatsiya texnologiyalari)dan foydalanish metodologiyasini;
- raqamli didaktika va blended learning (aralash ta‘lim) tamoyillarini;
- onlayn va oflayn ta‘lim integratsiyasi mexanizmlarini;
- Learning Management Systems (LMS) platformalarining (masalan, Moodle, Google Classroom va boshqalar) funksional imkoniyatlarini;
- raqamli vositalar asosida kommunikativ kompetensiyani shakllantirish tamoyillarini;
- ingliz tilini masofaviy o‘qitishda baholash mezonlari va elektron baholash (e-assessment) turlarini;
- podkast, vebinar, blog, viki, interaktiv taqdimot va mobil ilovalardan o‘quv jarayonida foydalanish imkoniyatlarini.

Tinglovchi quyidagi *ko'nikma* va *malakalar*ga ega bo'lishi zarur:

- ingliz tilini o'qitishda zamonaviy texnologiyalarni metodik jihatdan asoslab qo'llay olish;
- raqamli ta'lim resurslarini yaratish va moslashtirish;
- interaktiv dars ishlanmalari va multimedia kontentini ishlab chiqish;
- onlayn platformalarda o'quvchilar faoliyatini tashkil etish va boshqarish;
- masofaviy ta'lim jarayonida samarali kommunikatsiya uslublarini qo'llay olish;
- ingliz tili darslarida sun'iy intellekt vositalari va raqamli ilovalardan foydalanish;
- o'quvchilarning raqamli savodxonligini rivojlantirish;
- elektron testlar, kvizlar va avtomatlashtirilgan baholash vositalarini yaratish;
- o'quvchilarning individual rivojlanish trayektoriyasini monitoring qilish va tahlil etish;
- elektron portfolio va reflektiv faoliyatni tashkil etish.

Tinglovchi quyidagi *kompetensiyalar*ga ega bo'lishi kerak:

- me'yoriy-huquqiy hujjatlar asosida raqamli ta'lim jarayonini tashkil etish va boshqarish;
- ingliz tilini o'qitishda innovatsion va texnologik yondashuvlarni tanqidiy tahlil qilish;
- zamonaviy ta'lim platformalarida samarali ishlash va pedagogik qarorlar qabul qilish;
- ta'lim jarayonida kiberxavfsizlik va akademik halollik tamoyillariga rioya qilish;
- masofaviy va gibrid ta'lim sharoitida o'quvchilarni baholash strategiyalarini ishlab chiqish;
- ingliz tilini ikkinchi/xorijiy til sifatida (ESL/EFL) o'qitishda texnologik kompetensiyani namoyon etish;
- kasbiy faoliyatda innovatsion tajribani joriy etish va doimiy ravishda o'z ustida ishlash.

Mazkur fan tinglovchilarda ingliz tilini o'qitishda zamonaviy texnologiyalarni ilmiy-metodik asosda qo'llash, raqamli pedagogika tamoyillarini amaliyotga tatbiq etish hamda innovatsion ta'lim muhitini yaratish kompetensiyalarini shakllantirishga qaratilgan.

“Ingliz tilini o‘qitishda zamonaviy texnologiyalardan foydalanish metodikalari” moduli bo‘yicha soatlar taqsimoti

1. Competency-Based Approach and Digital Pedagogy in Teaching English

- The concept of competence and contemporary educational requirements.
- The role of digital pedagogy in modern English language teaching.
- Designing learning outcomes in accordance with CEFR descriptors.
- Formulating lesson objectives through linguistic and communicative competencies.
- Developing communicative and pragmatic competence in technology-enhanced classrooms.
- Organizing intercultural communication and real-life task-based activities.

2. Technology-Enhanced Development of Language Skills

- Integrated teaching of the four skills (Listening, Speaking, Reading, Writing).
- Designing lessons based on task-based and content-based approaches.
- Developing listening skills through multimedia tools.
- Using video and audio materials for speaking and pronunciation practice.
- Organizing authentic communicative situations and speech etiquette practice.
- Promoting interaction through collaborative digital platforms.

3. Digital Tools, Mobile Learning, and Gamification

- Mobile-assisted language learning (MALL).
- Methodological use of applications such as Duolingo, Quizlet, Memrise, etc.
- Gamification strategies in English language teaching.
- Designing interactive quizzes and digital learning activities.
- Working with authentic online resources and internet-based materials.
- Organizing individualized and differentiated instruction through technology.

4. Virtual Learning Environments and Blended Learning Models

- Virtual classrooms and distance learning opportunities.
- Learning Management Systems (LMS) in English language teaching.
- Blended learning models and flipped classroom methodology.
- Managing online interaction and digital classroom communication.
- Ensuring academic integrity and digital safety.

- Monitoring learner progress in online environments.

5. Modern Assessment, Reflection, and AI Integration in ELT

- Formative and summative assessment in digital environments.
- Designing rubrics and criteria-based evaluation.
- Self-assessment and peer-assessment strategies.
- Teacher professional reflection and digital competence development.
- AI integration in English language teaching.
- Evaluating the effectiveness of technology-enhanced instruction.

№	Modul mavzulari	Tinglovchining o'quv yuklamasi, soat			
		Hammasi	Auditoriya o'quv yuklamasi		
			Jami	jumladan	
				Nazariy	Amaliy mashg'ulot
		10	10	4	6
1.	Competency-Based Approach and Digital Pedagogy in Teaching English			2	
2.	Technology-Enhanced Development of Language Skills			2	2
3.	Digital Tools, Mobile Learning, and Gamification				2
4.	Virtual Learning Environments and Blended Learning Models				2
5.	Modern Assessment, Reflection, and AI Integration in ELT				2
JAMI		10	10	4	6

Theoretical sessions (lectures)

Lecture 1. Competency-Based Approach and Digital Pedagogy in Teaching English

1. The Competency-Based Approach in Language Education

The competency-based approach represents a learner-centered paradigm in modern language education, focusing on the development of integrated abilities that enable learners to perform effectively in real communicative situations. Unlike traditional knowledge-oriented models, this approach emphasizes not the accumulation of linguistic information, but the acquisition of practical competencies that combine knowledge, skills, attitudes, and strategic awareness.

In the context of English language teaching, competence is understood as the learner's capacity to use linguistic resources appropriately and effectively in various communicative contexts. This perspective aligns with international educational frameworks, particularly the Common European Framework of Reference for Languages (CEFR), which conceptualizes language proficiency in terms of communicative competences rather than isolated grammatical knowledge.

2. Structure of Communicative Competence

Communicative competence is a multidimensional construct encompassing several interrelated components. Each component contributes to the learner's ability to engage in meaningful communication in English.

Linguistic competence refers to the knowledge of the language system, including grammar, vocabulary, phonology, and orthography. It provides the formal foundation for language use.

Sociolinguistic competence involves the ability to select language forms appropriate to social context, taking into account factors such as register, politeness conventions, and cultural norms.

Pragmatic competence relates to the functional use of language, including discourse organization, speech acts, coherence, and the ability to interpret implied meaning in context.

Strategic competence enables learners to compensate for gaps in knowledge through communication strategies such as paraphrasing, clarification requests, and inferencing.

3. Digital Pedagogy as an Educational Framework

Digital pedagogy refers to the systematic integration of digital technologies into teaching and learning processes in order to enhance educational outcomes. In English language teaching, digital pedagogy is not limited to the use of technological tools; rather, it constitutes a pedagogical framework that reshapes instructional design, learner interaction, and assessment practices.

The digital learning environment expands the boundaries of the traditional classroom, allowing learners to engage with authentic language input through multimedia resources, online communication platforms, and interactive tasks. As a result, learning becomes more flexible, personalized, and contextually rich.

4. Pedagogical Functions of Digital Technologies in ELT

From a didactic perspective, digital technologies perform several key functions in English language teaching.

They provide access to authentic linguistic input, including spoken and written texts produced by native and proficient speakers, which supports the development of receptive skills.

They facilitate interactive and collaborative learning through online discussions, project-based tasks, and peer feedback, thereby promoting communicative and social competencies.

They support learner autonomy by enabling self-paced learning, individualized practice, and reflective activities.

They enable continuous formative assessment through digital quizzes, learning analytics, and immediate feedback mechanisms.

5. Integration of Competency-Based Approach and Digital Pedagogy

The integration of the competency-based approach with digital pedagogy creates a coherent instructional model that aligns learning objectives, teaching methods, and assessment procedures. Digital tools allow competencies to be developed in realistic communicative contexts, bridging the gap between classroom learning and real-life language use.

Task-based activities, simulations, and problem-solving tasks implemented through digital platforms encourage learners to apply linguistic knowledge strategically and pragmatically. In this model, the teacher assumes the role of facilitator and designer of learning environments, while learners become active participants in the construction of their communicative competence.

6. Implications for Teaching English

The combined application of the competency-based approach and digital pedagogy leads to a shift in pedagogical priorities. Instruction is oriented toward measurable learning outcomes expressed in terms of competencies rather than content coverage. Assessment focuses on performance and communicative effectiveness, rather than solely on formal accuracy.

This approach contributes to the development of learners who are not only linguistically competent but also digitally literate, autonomous, and capable of engaging in intercultural communication in English.

7. Conclusion

Competency-based education and digital pedagogy represent complementary frameworks that respond to the demands of contemporary English language teaching. Their integration provides a theoretically grounded and practically oriented model that enhances communicative competence, learner engagement, and educational relevance. This model serves as a foundation for further methodological innovation and empirical research in applied linguistics and language pedagogy.

Lecture II. Technology-Enhanced Development of Language Skills

1. Technology-Enhanced Language Learning as a Pedagogical Paradigm

Technology-enhanced language learning (TELL) refers to the systematic use of digital technologies to support, extend, and optimize the development of language skills. In contemporary language education, technology is no longer perceived as an auxiliary resource, but as an integral component of instructional design that reshapes how learners interact with language input, practice skills, and receive feedback.

Within this paradigm, technology functions as a mediating tool that facilitates access to authentic language use, multimodal input, and interactive learning environments. As a result, language skill development becomes more contextualized, learner-centered, and aligned with real-world communicative demands.

2. Receptive Skills Development through Technology

Receptive skills, namely listening and reading, benefit significantly from technology-enhanced instruction due to the availability of diverse and authentic materials.

Listening skills are developed through exposure to audio and video resources such as podcasts, interviews, lectures, and multimedia content. Digital platforms allow learners to control playback speed, replay segments, and use subtitles selectively, which supports comprehension strategies and auditory processing.

Reading skills are enhanced through access to digital texts that incorporate hyperlinks, glossaries, and multimedia elements. Online reading environments encourage strategic reading practices, including skimming, scanning, and inferencing, while also enabling adaptive text difficulty and immediate lexical support.

3. Productive Skills Development through Technology

Technology plays a crucial role in the development of productive skills, namely speaking and writing, by creating opportunities for meaningful output and interaction.

Speaking skills are fostered through synchronous and asynchronous communication tools, such as video conferencing platforms, voice recording applications, and discussion forums. These tools provide learners with opportunities to practice oral communication in low-anxiety environments and to receive feedback on pronunciation, fluency, and pragmatic appropriateness.

Writing skills benefit from digital tools that support drafting, revising, and collaborative text production. Online word processors, learning management systems, and peer-review platforms facilitate process-oriented writing, enabling learners to focus on coherence, accuracy, and genre conventions.

4. Integrated Skills and Multimodal Learning

Technology enables the integration of multiple language skills within a single learning task. Multimedia environments combine listening, reading, speaking, and writing in authentic communicative scenarios, such as project-based learning, digital storytelling, and task-based simulations.

Multimodal learning engages different sensory channels and supports deeper cognitive processing. Visual, auditory, and textual modes work together to

reinforce meaning and enhance retention, particularly when learners actively manipulate content rather than passively consume it.

5. Feedback and Assessment in Technology-Enhanced Skill Development

Digital technologies transform assessment practices by enabling continuous, formative feedback. Automated feedback tools provide immediate responses to learner input, while teacher- and peer-generated feedback supports reflective learning.

Learning analytics allow educators to track learner progress, identify skill gaps, and adapt instruction accordingly. This data-driven approach enhances the precision of skill development and aligns assessment with communicative performance rather than isolated linguistic forms.

6. Learner Autonomy and Self-Regulated Skill Development

Technology-enhanced environments promote learner autonomy by allowing individuals to set goals, monitor progress, and select learning strategies. Self-access resources, mobile applications, and online practice platforms encourage sustained engagement beyond the classroom.

As learners assume greater responsibility for their learning, they develop self-regulation skills that are essential for long-term language development and lifelong learning.

7. Conclusion

Technology-enhanced development of language skills represents a dynamic and pedagogically grounded approach to English language teaching. By integrating digital tools into skill-based instruction, educators can create interactive, authentic, and learner-centered environments that support balanced development of receptive and productive skills. This approach not only improves linguistic proficiency but also prepares learners for effective communication in digitally mediated contexts.

Practical sessions

Seminar 1. Digital Tools, Mobile Learning, and Gamification

Mobile-Assisted Language Learning (MALL)

Mobile-assisted language learning (MALL) refers to the pedagogically grounded use of mobile devices – such as smartphones and tablets – for the development of language skills. MALL is characterized by flexibility, portability, and continuous access to learning materials. In English language teaching, this approach supports learning beyond the classroom and promotes frequent exposure to the target language in authentic contexts. MALL contributes to learner autonomy by enabling self-paced practice and supports personalized learning trajectories.

Methodological Use of Language Learning Applications

Language learning applications such as Duolingo, Quizlet, and Memrise are widely used as supplementary tools in English language instruction. Their methodological value lies in structured repetition, spaced practice, and multimodal presentation of linguistic material. These applications are particularly effective for vocabulary acquisition, basic grammar reinforcement, and pronunciation practice. From a pedagogical perspective, their use should be aligned with learning objectives and integrated into a broader instructional framework rather than applied in isolation.

Gamification Strategies in English Language Teaching

Gamification in English language teaching involves the incorporation of game-based elements into instructional activities in order to enhance learner motivation and engagement. Common gamification strategies include the use of points, levels, badges, leaderboards, and timed challenges. These elements encourage active participation and sustained attention, particularly in practice-oriented tasks. Gamification also supports affective factors in learning by reducing anxiety and fostering a positive classroom atmosphere conducive to communication.

Designing Interactive Quizzes and Digital Learning Activities

Interactive quizzes and digital learning activities serve as effective tools for both practice and formative assessment. Well-designed digital tasks allow immediate feedback, adaptive difficulty, and learner interaction. In English language teaching, such activities can be used to reinforce grammar, vocabulary, listening comprehension, and reading skills. Methodologically, interactive tasks

should be goal-oriented, cognitively engaging, and aligned with communicative outcomes rather than limited to mechanical drill.

Working with Authentic Online Resources and Internet-Based Materials

Authentic online resources, including news websites, blogs, videos, podcasts, and social media content, provide learners with exposure to real-life language use. These materials support the development of pragmatic and sociolinguistic competence by reflecting contemporary discourse, cultural references, and communicative conventions. The pedagogical use of authentic materials requires careful selection and adaptation to learners' proficiency levels, ensuring both accessibility and relevance.

Organizing Individualized and Differentiated Instruction through Technology

Digital technologies enable the organization of individualized and differentiated instruction by allowing teachers to adapt content, tasks, and assessment to learners' needs and proficiency levels. Learning management systems and adaptive platforms facilitate differentiated pacing, targeted feedback, and personalized learning paths. This approach supports inclusivity and maximizes learning efficiency by addressing individual strengths and challenges within heterogeneous classrooms.

Conclusion

The integration of digital tools, mobile learning, and gamification represents a methodologically sound approach to modern English language teaching. When applied strategically, these elements enhance learner engagement, support individualized instruction, and promote communicative competence. Their effectiveness depends on pedagogical coherence, purposeful design, and alignment with instructional objectives, ensuring that technology serves as a means of enhancing learning rather than an end in itself.

Seminar 2. Virtual Learning Environments and Blended Learning Models

Introduction

Virtual learning environments (VLEs) and blended learning models have become integral components of contemporary English language teaching. These

instructional frameworks respond to the growing need for flexibility, accessibility, and learner-centered education. By combining digital and face-to-face instruction, VLEs and blended learning models support continuous learning, promote interaction, and enhance the effectiveness of language skill development. Their pedagogical value lies in the structured integration of technology with communicative and competency-based teaching approaches.

4. Virtual Learning Environments in Language Education

Virtual learning environments are digital platforms that support the organization, delivery, and management of educational content and interaction. In English language teaching, VLEs function as comprehensive ecosystems that integrate instructional materials, communication tools, and assessment mechanisms.

Effective use of virtual learning environments includes:

- Centralized access to learning materials, assignments, and supplementary resources.
- Opportunities for asynchronous and synchronous communication between teachers and learners.
- Integration of multimedia content to support listening, reading, speaking, and writing skills.
- Continuous monitoring of learner progress through digital tracking and analytics.

VLEs promote learner autonomy while maintaining instructional structure and pedagogical coherence.

Blended Learning Models

Blended learning refers to instructional models that combine traditional face-to-face teaching with online or technology-mediated learning. In English language education, blended learning allows teachers to balance direct interaction with flexible digital practice.

Common blended learning models include:

- The rotation model, where learners alternate between classroom instruction and online activities.

- The flipped classroom model, in which learners engage with instructional content online before participating in interactive classroom tasks.
- The flexible model, where online learning constitutes the core instructional component supplemented by teacher guidance.

These models enable more efficient use of classroom time for communicative activities and personalized support.

Pedagogical Benefits of VLEs and Blended Learning

The integration of virtual learning environments and blended learning models offers several pedagogical advantages. These approaches support differentiated instruction by allowing learners to progress at their own pace and revisit materials as needed. They also facilitate continuous formative assessment through online tasks, quizzes, and feedback tools.

From a methodological perspective, VLEs and blended learning enhance learner engagement by incorporating interactive and multimodal content. They also encourage collaborative learning through discussion forums, group projects, and peer feedback activities.

Skill Development in Virtual and Blended Contexts

Virtual and blended learning environments provide diverse opportunities for integrated language skill development. Listening and reading skills are supported through multimedia input and digital texts, while speaking and writing skills are developed through online discussions, presentations, and collaborative writing tasks.

These environments enable authentic communicative practice by simulating real-world digital communication contexts. As a result, learners develop not only linguistic competence but also digital communicative competence.

Teacher and Learner Roles in Blended Learning

In virtual and blended learning models, the role of the teacher shifts from primary knowledge provider to facilitator, designer, and moderator of learning experiences. Teachers are responsible for selecting appropriate digital tools, designing meaningful tasks, and guiding learners through structured learning pathways.

Learners assume a more active role, engaging in self-directed learning, collaboration, and reflection. This redistribution of roles supports learner autonomy and responsibility for learning outcomes.

Conclusion

Virtual learning environments and blended learning models represent pedagogically robust frameworks for modern English language teaching. By integrating digital and face-to-face instruction, these approaches enhance flexibility, support individualized learning, and promote communicative competence. Their successful implementation depends on methodological consistency, thoughtful instructional design, and a clear alignment between learning objectives, activities, and assessment.

Seminar 3. Modern Assessment, Reflection, and AI Integration in ELT

Formative and Summative Assessment in Digital Environments

Modern English language teaching increasingly relies on digital environments to implement both formative and summative assessment. Formative assessment focuses on continuous monitoring of learner progress and provides ongoing feedback that supports skill development. Digital tools enable immediate feedback, adaptive tasks, and data-driven insights into learner performance. Summative assessment, in contrast, evaluates learning outcomes at the end of an instructional period and is often implemented through online tests, digital portfolios, and project-based assessment. The integration of both assessment types ensures a balanced evaluation of linguistic competence and communicative performance.

Designing Rubrics and Criteria-Based Evaluation

Criteria-based evaluation plays a central role in ensuring transparency and objectivity in language assessment. Rubrics define explicit performance descriptors for different proficiency levels and align assessment with learning objectives. In digital environments, rubrics can be embedded into learning management systems, facilitating consistent evaluation of speaking, writing, and integrated tasks. Well-designed rubrics support both teacher assessment and learner understanding of performance expectations, thereby enhancing assessment literacy.

Self-Assessment and Peer-Assessment Strategies

Self-assessment and peer-assessment are essential components of learner-centered assessment practices. These strategies encourage learners to reflect on their own progress and evaluate the performance of peers based on established criteria. Digital platforms provide structured tools for reflective journals, peer feedback, and collaborative evaluation. Such practices foster metacognitive awareness, learner autonomy, and critical thinking, while also reinforcing responsibility for learning outcomes.

Teacher Professional Reflection and Digital Competence Development

Teacher reflection is a key factor in the continuous improvement of teaching practice. In technology-enhanced environments, digital tools support systematic reflection through teaching portfolios, online journals, and analytics-based performance review. Professional reflection enables teachers to evaluate instructional effectiveness, identify areas for development, and adapt methodologies to evolving educational contexts. The development of digital competence is closely linked to reflective practice, as teachers must continuously update their skills to effectively integrate new technologies into English language teaching.

AI Integration in English Language Teaching

Artificial intelligence is increasingly incorporated into English language teaching to support personalized learning, automated feedback, and adaptive assessment. AI-powered tools can analyze learner input, provide real-time corrective feedback, and recommend individualized learning paths. In assessment, AI facilitates automated scoring, error analysis, and performance tracking. However, AI integration must be pedagogically grounded and ethically informed, ensuring transparency, data privacy, and the complementary role of human judgment in educational decision-making.

Evaluating the Effectiveness of Technology-Enhanced Instruction

Evaluating the effectiveness of technology-enhanced instruction requires a systematic and multi-dimensional approach. This includes analysis of learner performance data, assessment outcomes, engagement metrics, and qualitative feedback from learners and teachers. Comparative evaluation of traditional and technology-enhanced instructional models provides insights into pedagogical

impact. Effective evaluation ensures that technology serves instructional goals and contributes meaningfully to language development rather than functioning as a purely technical addition.

Conclusion

Modern assessment practices, reflective teaching, and AI integration form a cohesive framework for effective English language teaching in digital contexts. Together, they support valid and reliable assessment, promote learner autonomy, and enhance instructional quality. The successful implementation of these elements depends on methodological alignment, professional competence, and continuous evaluation, ensuring that technology enhances, rather than replaces, sound pedagogical practice.

II. MODULNI O'QITISHDA FOYDALANILADIGAN INTREFAOL TA'LIM METODLARI

“SWOT-tahlil” metodi.

Metodning maqsadi: mavjud nazariy bilimlar va amaliy tajribalarni tahlil qilish, taqqoslash orqali muammoni hal etish yo'llarni topishga, bilimlarni mustahkamlash, takrorlash, baholashga, mustaqil, tanqidiy fikrlashni, nostandart tafakkurni shakllantirishga xizmat qiladi.

S – (strength)	• кучли томонлари
W – (weakness)	• заиф, кучсиз томонлари
O – (opportunity)	• имкониятлари
T – (threat)	• тўсиқлар

Namuna: Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi SWOT tahlilini ushbu jadvalga tushiring.

S	Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi modulini kuchli tomonlari	Nanofizika va nanotexnologiy fanlarining hamkorligi
W	Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi modulini kuchsiz tomonlari	Nanomateriallar yaratishning noyob xom-ashyolar va yangi texnologiya-larga ehtiyojining yuqori ekanligi
O	Nanotexnologiyaning fizikaviy asoslari va amaliyotda qo'llanishi modulini imkoniyatlari (ichki)	Innovatsion ishlab chiqarishning keng qo'llanishi va samaradorligi
T	To'siqlar (tashqi)	Nanomateriallar ishlab chiqarishda qo'shimcha xarajatlar paydo bo'lishi

Xulosalash (Rezyume, Veyer) metodi

Metodning maqsadi: Bu metod murakkab, ko'p tarmoqli, mumkin qadar, muammoli xarakteridagi mavzularni o'rganishga qaratilgan. Metodning mohiyati shundan iboratki, bunda mavzuning turli tarmoqlari bo'yicha bir xil axborot beriladi va ayni paytda, ularning har biri alohida aspektlarda muhokama etiladi. Masalan, muammo ijobiy va salbiy tomonlari, afzallik, fazilat va kamchiliklari, foyda va zararlari bo'yicha o'rganiladi. Bu interfaol metod tanqidiy, tahliliy, aniq mantiqiy fikrlashni muvaffaqiyatli rivojlantirishga hamda o'quvchilarning mustaqil g'oyalari, fikrlarini yozma va og'zaki shaklda tizimli bayon etish, himoya qilishga imkoniyat yaratadi. "Xulosalash" metodidan ma'ruza mashg'ulotlarida individual va juftliklardagi ish shaklida, amaliy va seminar mashg'ulotlarida kichik guruhlardagi ish shaklida mavzu yuzasidan bilimlarni mustahkamlash, tahlili qilish va taqqoslash maqsadida foydalanish mumkin.

Методни амалга ошириш тартиби:



тренер-ўқитувчи иштирокчиларни 5-6 кишидан иборат кичик гуруҳларга ажратади;



тренинг мақсади, шартлари ва тартиби билан иштирокчиларни таништиргач, ҳар бир гуруҳга умумий муаммони таҳлил қилиниши зарур бўлган қисмлари туширилган тарқатма материалларни



ҳар бир гуруҳ ўзига берилган муаммони атрофлича таҳлил қилиб, ўз мулоҳазаларини тавсия этилаётган схема бўйича тарқатмага ёзма баён қилади;



навбатдаги босқичда барча гуруҳлар ўз тақдимотларини ўтказадилар. Шундан сўнг, тренер томонидан таҳлиллар умумлаштирилади, зарурий ахборотлар билан тўлдирилади мавзу

“Keys-stadi” metodi

«**Keys-stadi**» - inglizcha soʻz boʻlib, («case» – aniq vaziyat, hodisa, «study» – oʻrganmoq, tahlil qilmoq) aniq vaziyatlarni oʻrganish, tahlil qilish asosida oʻqitishni amalga oshirishga qaratilgan metod hisoblanadi. Mazkur metod dastlab 1921 yil Garvard universitetida amaliy vaziyatlardan iqtisodiy boshqaruv fanlarini oʻrganishda foydalanish tartibida qoʻllanilgan. Keysda ochiq axborotlardan yoki aniq voqea-hodisadan vaziyat sifatida tahlil uchun foydalanish mumkin. Keys harakatlari oʻz ichiga quyidagilarni qamrab oladi: Kim (Who), Qachon (When), Qayerda (Where), Nima uchun (Why), Qanday/Qanaqa (How), Nima-natija (What).

“Keys metodi” ni amalga oshirish bosqichlari

Ish bosqichlari	Faoliyat shakli va mazmuni
1-bosqich: Keys va uning axborot taʼminoti bilan tanishtirish	yakka tartibdagi audio-vizual ish; keys bilan tanishish(matnli, audio yoki media shaklda); axborotni umumlashtirish; axborot tahlili;

	muammolarni aniqlash
2-bosqich: Keysni aniqlashtirish va o'quv topshirig'ni belgilash	individual va guruhda ishlash; muammolarni dolzarblik iyerarxiyasini aniqlash; asosiy muammoli vaziyatni belgilash
3-bosqich: Keysdagi asosiy muammoni tahlil etish orqali o'quv topshirig'ining yechimini izlash, hal etish yo'llarini ishlab chiqish	individual va guruhda ishlash; muqobil yechim yo'llarini ishlab chiqish; har bir yechimning imkoniyatlari va to'siqlarni tahlil qilish; muqobil yechimlarni tanlash
4-bosqich: Keys yechimini yechimini shakllantirish va asoslash, taqdimot.	yakka va guruhda ishlash; muqobil variantlarni amalda qo'llash imkoniyatlarini asoslash; ijodiy-loyiha taqdimotini tayyorlash; yakuniy xulosa va vaziyat yechimining amaliy aspektlarini yoritish

Keys. Kompozit material shakllantirish uchun komponentlar tanlandi. Ularni suyuq fazaga o'tkazib aralashtirishda suyuqlanish harorati harxilgi bo'yicha muammo kelib chiqdi. Kompozit olish uchun yangicha ilmiy yondashish talab etilmoqda.

Кейсни бажариш босқчилари ва топшириқлар:

- Кейсдаги муаммони келтириб чиқарган асосий сабабларни белгиланг (индивидуал ва кичик гуруҳда).
- Мобил иловани ишга тушириш учун бажариладагина ишлар кетма-кетлигини белгиланг (жуфтликлардаги иш).

“AQLIY HUJUM” METODI

“**Aqliy hujum**” metodi muayyan mavzu yuzasidan berilgan muammolarni hal etishda keng qo'llaniladigan metod hisoblanadi. Bu metod o'quvchilarni muammo xususida keng va har tomonlama fikr yuritish, shuningdek, o'z tasavvurlari va g'oyalaridan ijobiy foydalanish borasida ma'lum ko'nikma va malakalarni hosil qilishga rag'batlantiradi. Ushbu metod yordamida tashkil etilgan dars jarayonida

ixtiyoriy muammolar yuzasidan bir necha original yechimlarni topish imkoniyati tugʻiladi.

Ushbu metoddan samarali foydalanish maqsadida quyidagi qoidalarga amal qilish lozim:

Talabalarning oʻzlarini erkin xis etishlariga sharoit yaratib berish;

Gʻoyalarni yozib borish uchun yozuv taxtasi yoki varaqlarni tayyorlab qoʻyish;

Muammo (yoki mavzu)ni aniqlash;

Mashgʻulot jarayonida amal qilinishi lozim boʻlgan shartlarni belgilash;

Bildirilayotgan gʻoyalarni ularning mualiflari tomonidan soslanishiga erishish va ularni yozib olish;

Qogʻoz varaqlari gʻoya bilan toʻlgandan soʻng ularni yozuv taxtasiga osib qoʻyish;

Bildirilgan fikrlarni yangi gʻoyalar bilan boyitish asosida ularni quvvatlash;

Boshqalar tomonidan bildirilgan fikrlar ustidan kulishga, kinoyali sharxlarning bildirilishiga yoʻl qoʻymaslik;

Yangi gʻoyalarni bildirish davom etayotgan ekan, muammoning yagona toʻgʻri yechimini eʼlon qilishga shoshilmaslik.

“Aqliy hujum” metodlaridan fizikadagi har bir bobni takrorlashda foydalanish samarali natija beradi. Shuningdek, yangi mavzular bayonidan soʻng shu mavzuni mustahkamlash uchun ham ushbu metodni qoʻllash tavsiya

“SCORE” interfaol uslubi

(umumiy oʻrta maktab, OʻMKHTM, OTM talabalar va talabalari hamda malaka oshirish va qayta kurslari tinlovchilari uchun)

Uslub maqsadi: talabalarga oʻzgalar fikrini hurmat qilgan holda dalillash, ishontirish, asoslash; murosaga kelish va izlash qobiliyatlarini rivojlantirish; muammoli vaziyatlarni oldindan koʻra bilish, ularni hal qilish yoʻllarini izlab topish, munozara olib borish mahorati, oʻz fikrini boshqalarga oʻtkaza olish, taʼsir eta olishga oʻrgatish va bahslashish madaniyatini shakllantirish.

Uslubdan kutiladigan natija: talabalar mashgʻulot davomida nostandart vaziyatlarda oʻzini va jamoani boshqara olish, muammoli vaziyatlarni tushuna

bilish va ularning yechimini aniqlashda va o'z uslublarini topa bilish, o'z fikrlarini boshqalarga o'ztkaza olish, ta'sir eta olish usullariga hamda bahslashish madaniyatiga o'rganadilar.

Mashg'ulotni o'tkazish tartibi: mashg'ulot belgilangan vaqtda talabalarning xonaga (mashg'ulot o'tkaziladigan joyga) kirib kelishidan boshlanadi. Talabalar xonaga kirib kelishar ekan, mashg'ulotdan oldin o'qituvchi tomonidan eshikning yonidagi stol ustiga tayyorlab qo'yilgan, ingliz tilida yozilgan xarflardan (S,C,O,R,E) bittasini olib, stol atrofida joylashadilar (stollarga ham shu harflar qo'yilgan, har bir stol atrofida talabalar soni bir xil bo'lishi hisobga olinadi). Talabalar joylashib olishgach, o'qituvchi mashg'ulotni boshlaydi.

O'qituvchi mashg'ulotni o'tkazish tartibi bilan talabalarni tanishtirishdan boshlaydi. O'qituvchi shu kunning dolzarb muammolaridan kelib chiqqan holda, mashg'ulotga talabalar bilan birgalikda mavzu yoki muammo tanlaydi va guruhlardan ularning har biri tanlangan mavzu yoki muammoni bir tomonini o'rganishlarini (stollarga shu guruh tomonidan umumiy muammoning qaysi jihatlari haqida so'z yuritishlari kerakligini ko'rsatuvchi belgi yoki yozuvli material qo'yiladi), so'ngra, munozara yuritib, o'zlarining fikrlarini yozma (og'zaki) bayon qilishlari kerakligini tushuntiradi. Vazifa uchun vaqt belgilaydi. Guruhlarining ishlari tayyor bo'lgach, ular birin-ketin o'rtaga chiqib, ishlarini taqdimot qiladilar. Taqdimot avval muammoning –bedgisi (S), keyin uning – sababi (S), so'ngra –natijasi (O), manbai (R) va samarasi (Ye) tartibda olib boriladi. Boshqa guruh a'zolari taqdimot materiallari umumlantirilib, xulosa qilinadi. O'qituvchi talabalar bilan birgalikda guruhlar faoliyatiga baho beradi, mashg'ulotga yakun yasaydi, talabalarning mashg'ulot haqidagi fikrlarini anilaydi.

“FIKRIY HUJUM” METODI

Ta'limning “Fikriy hujum” metodi o'quvchilarning dars jarayonida faolliklarini ta'minlash ularni bir xil standart tarzida fikrlashdan ozod qilish, erkin fikrlashga rag'batlantirish, muayyan mavzu yuzasidan turli- tuman g'oyalarni to'plash, ijodiy yondoshishga o'rnatish uchun xizmat qiladi.

“Fikriy hujum” metodining asosiy tamoili va sharti har bir o'quvchi tomonidan o'rtaga tashlanadigan fikrga nisbatan tanqidni mutlaqo taqiqlash, har qanday luqma va hazil mutoibalarni rag'bantlantirishlan iborat. Bundan ko'zlangan maqsad o'quvchilarning dars jarayonidagi erkin ishtirokini ta'minlashdir.

Ta'lim jarayonida ushbu metoddan samarali va muvaffaqiyatli foydalanish o'qituvchilarning pedagogik mahorati taffakur ko'lamining kengligiga bog'liq bo'ladi.

“Fikriy hujum” metodidan foydalanish chog'ida o'quvchilarning soni 15 nafardan oshmasligi maqsadga muvofiqdir. Bu metoddan fizikaning ma'lum bobini takrorlash darslarida, laboratoriya ishi yakunida, ekskursiya darslarida samarali foydalanish mumkin.

“6 X 6” METODI

“6 x 6” metodi yordamida bir vaqtning o'zida 26 nafar o'quvchining muayyan faoliyatga jalb etish orqali ma'lum topshiriq yoki malakani xal etish, shuningdek, guruxlarning har bir a'zosi imkoniyatlarini aniqlash, ularning qarashlarini bilib olish mumkin. Bu metod asosida tashkil etilayotgan darsda har birida 6 nafardan ishtirokchi bo'lgan 6 ta guruh o'qituvchi tomonidan o'rta tashlangan muammoni muhokama qiladi. Belgilangan vaqt nihoyasiga yetgach, o'qituvchi 6 ta guruhni qaytadan tuzadi. Qaytadan shakllangan guruhlarning har birida avvalgi 6 ta guruhdan bittadan vakil bo'ladi. Yangi shakllangan guruh a'zolari o'z jamoadoshlariga avvalgi guruh tomonidan muammo yechimi sifatida taqdim etilgan xulosani bayon etib beradilar va mazkur yechimlarni birgalikda muhokama qiladilar.

“6 x 6” metodining afzallik jihatlari quyidagilardan iborat:

- guruhlarning har bir a'zosini faol bo'lishga undaydi;
- ular tomonidan shaxsiy qarashlarning ifoda etilishini ta'minlaydi;
- guruhning boshqa a'zolarining fikrlarini tinglay olish ko'nikmalarini hosil qilish;
- ilgari surilayotgan bir necha fikrni umumlashtira olish, shuningdek, o'z fikrini himoya qilishga o'rgatadi.

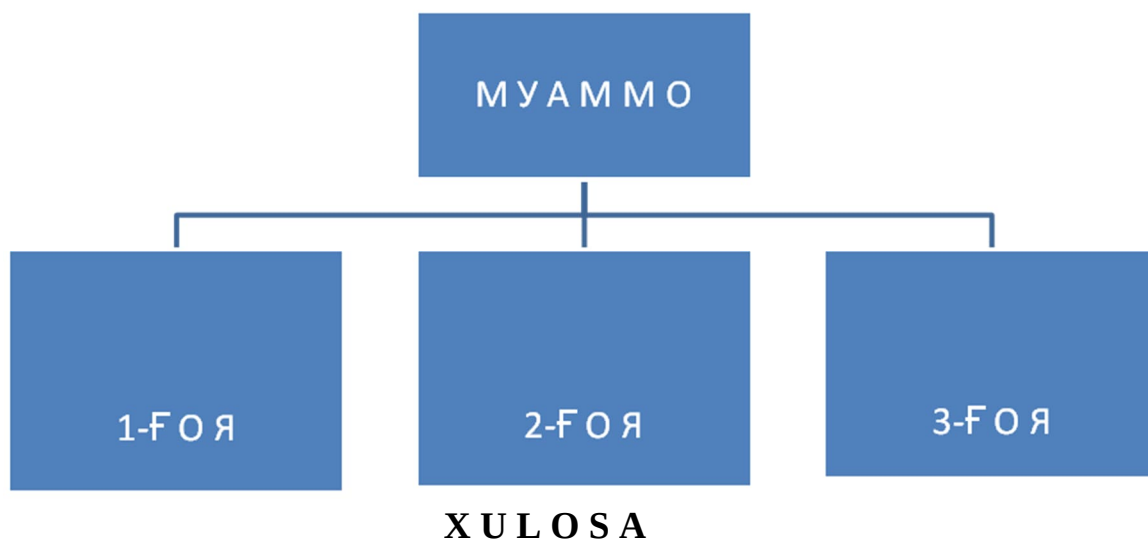
Eng muhimi, har bir o'quvchi qisqa vaqt (15 – 20 minut) davomida ham munozara qatnashchisi, ham ma'ruzachi sifatida faoliyat ko'rsatadi.

Ushbu metodni 4,5,7, 8 nafar o'quvchidan iborat bo'lgan bir necha guruhlarda ham qo'llash mumkin.

“XULOSALAR QABUL QILISH TEXNOLOGIYASI” METODI

Ushbu metod birmuncha murakkab mavzularni o`zlashtirish, ma'lum muammolarni har tomonlama, puxta tahlil qilish asosida ular yuzasidan muayyan xulosalarga kelish, bir muammo xususida bildirilayotgan bir necha xulosalar orasidan eng maqbul hamda to`g`risini topishga yo`naltirilgan texnik yonashuvdir.

“Xulosalar qabul qilish texnologiyasi” metodi, shuningdek, avvalgi vaziyatlarda qabul qilingan xulosalar mohiyatini yana bir bor tahlil qilish va uni mukammal tushunishga xizmat qiladi. Guruh talabalari ishtirokida qo`llaniladigan bu metod bir necha o`n nafar talabalarning bilimlari darajasini aniqlash, ularning fikrlarini jamlash va baholash imkonini beradi. Ta'lim jarayonida mazkur metodning qo`llanilishi muayyan muammo yuzasidan oqilona xulosaga kelishda talabalar tomonidan bildirilayotgan har bir variant, ularning maqbul hamda nomaqbul jihatlarini mufassal tahlil etish imkoniyatini yaratadi. Mashg`ulot jarayonida talabalar quyidagi chizma asosida tuzilgan jadvalni to`ldiradilar.



“Xulosalar qabul qilish texnologiyasi” metodi quyidagi shartlar asosida qo`llaniladi.

1.O`qituvchi mashg`ulot boshlanishidan oldin munozara, tahlil uchun mavzuga oid biror muammoni belgilaydi. Guruhlar tomonidan qabul qilingan xulosalarni yozish uchun plakatlarni tayyorlaydi.

2.O`qituvchi talabalarni 4 yoki 6 nafar talabalardan iborat guruhlariga ajratadi. Muammoning hal etilishi, bu borada eng maqbul xulosaning qabul qilishi uchun muayyan vaqt belgilanadi.

3.Xulosani qabul qilish jarayonida guruhlarining har bir a`zosi tomonidan bildirilayotgan variantlarning maqbullik hamda nomaqbullik darajalari batafsil muhokama qilinadi.

4. Munozara uchun ajratigan vaʼit nihoyasiga yetgach, har bir guruh aʼzolari oʻz guruhining xulosasi borasida axborot beradilar. Agarda barcha guruhlar tomonidan muammo yuzasidan bir xil xulosaga kelingan boʻlsa, oʻqituvchi buning sababini izohlaydi.

“KLAUSTER” METODI

Ushbu metod talabalarga ixtiyoriy muammolar xususida erkin, ochiq oʻylash va shaxsiy fikrlarni bemalol

“YALPI FIKRIY HUKUM” METODI

Bu metodni 30 – 40 nafar talabalardan iborat guruhlarda qoʻllash Metod oʻqituvchilar tomonidan yangi gʻoyalarning oʻrtaga tashlanishi uchun sharoit yaratib berishga xizmat qiladi. Har biri 5 yoki 6 nafar talabalarni oʻz ichiga olgan guruhlariga 15 minut ichida ijobiy hal etilishi lozim boʻlgan turli xil topshiriq yoki ijodiy ishlar beriladi. Topshiriq yoki ijodiy ishlar belgilangan vaqt ichida ijobiy hal etilgach, bu haqida guruh aʼzolaridan biri axborot beradi.

Guruh tomonidan berilgan axborot oʻqituvchi va boshqa guruhlar aʼzolari tomonidan muhokama qilinadi va unga baho beriladi. Dars yakunida oʻqituvchi berilgan topshiriq yoki ijodiy vazifalarning yechimlari orasidan eng yaxshi va oʻziga xos deb topilgan javoblarni eʼlon qiladi. Dars jarayonida guruh aʼzolarining faoliyatlari ularning ishtiroklari darajasiga koʻra baholab boriladi.

III. NAZARIY MA'LUMOTLAR

LECTURE 1. COMPETENCY-BASED APPROACH AND DIGITAL PEDAGOGY IN TEACHING ENGLISH

1. The Competency-Based Approach in Language Education

The competency-based approach (CBA) represents a transformative paradigm in modern language education, shifting the focus from content transmission to the development of measurable and transferable learner competencies. This approach emphasizes what learners are able to do with the language in real-life situations rather than what they know about the language system in isolation [1]. In contrast to traditional knowledge-based models, which prioritize grammatical accuracy and memorization, the competency-based approach integrates knowledge, skills, attitudes, and values into a holistic framework of communicative performance [2]. Within English language teaching (ELT), this means designing instruction around real-world communicative tasks such as negotiating meaning, participating in discussions, and producing contextually appropriate texts [3].

The conceptual foundation of this approach aligns closely with the **Common European Framework of Reference for Languages (CEFR)**, which defines language proficiency in terms of communicative competence and descriptors of language use across levels (A1–C2) [1]. As a result, the competency-based approach promotes outcome-oriented education, where learning objectives are expressed in terms of observable and assessable performance indicators [4]. Furthermore, CBA supports learner-centered education by encouraging individualized learning pathways and differentiated instruction, taking into account learners' needs, backgrounds, and goals [5].

2. Structure of Communicative Competence

Communicative competence, as a central construct in language education, encompasses several interrelated components that collectively enable effective communication in English [6]. **Linguistic competence** refers to the knowledge of grammar, vocabulary, phonology, and orthography, forming the structural basis of language use [6]. However, linguistic knowledge alone is insufficient for meaningful communication.

Sociolinguistic competence involves the ability to use language appropriately in different social contexts, considering factors such as politeness, formality, cultural norms, and interpersonal relationships [7].

Pragmatic competence relates to the functional and discourse aspects of language use, including coherence, cohesion, speech acts, and the interpretation of implied meanings [6].

Strategic competence enables learners to overcome communication breakdowns through compensatory strategies such as paraphrasing, asking for clarification, and using non-verbal cues [8].

The integration of these components ensures that learners are capable of not only producing grammatically correct sentences but also engaging in authentic, meaningful, and contextually appropriate communication.

3. Digital Pedagogy as an Educational Framework

Digital pedagogy refers to the intentional and pedagogically grounded use of digital technologies to enhance teaching and learning processes. It extends beyond the mere application of technological tools and involves the redesign of instructional practices, learning environments, and assessment strategies [9].

In the context of ELT, digital pedagogy creates opportunities for immersive and interactive learning experiences. Through multimedia resources, learners can access authentic language input, including videos, podcasts, and interactive texts, which reflect real-world language use [10].

Digital environments also support flexible and personalized learning by enabling asynchronous and synchronous communication, self-paced study, and adaptive learning systems [11]. As a result, learners can take greater responsibility for their learning process, fostering autonomy and lifelong learning skills [5]. Moreover, digital pedagogy promotes multimodal literacy, requiring learners to interpret and produce meaning across various formats, including text, audio, video, and digital media [12].

4. Pedagogical Functions of Digital Technologies in ELT

Digital technologies play several key pedagogical roles in English language teaching, contributing to both language development and learner engagement. Firstly, they provide access to authentic linguistic input from diverse sources, which enhances learners' exposure to natural language use and supports the development of listening and reading skills [10].

Secondly, digital tools facilitate collaborative learning through online discussions, group projects, and peer feedback, thereby strengthening communicative and intercultural competencies [13].

Thirdly, technology supports learner autonomy by offering opportunities for independent practice, self-assessment, and reflection. Platforms such as learning management systems (LMS) enable learners to monitor their progress and identify areas for improvement [11].

Additionally, digital technologies enable continuous formative assessment through quizzes, analytics, and automated feedback, allowing teachers to track learner performance and adapt instruction accordingly [14].

5. Integration of Competency-Based Approach and Digital Pedagogy

The integration of the competency-based approach with digital pedagogy creates a coherent and effective instructional model that aligns learning objectives, teaching methods, and assessment practices [9]. Digital tools enable the implementation of competency-based tasks in realistic and meaningful contexts. For example, simulations, role-plays, and problem-solving activities conducted through digital platforms allow learners to apply their linguistic and communicative skills in authentic scenarios [13].

Task-based language teaching (TBLT), supported by digital environments, encourages learners to engage in purposeful communication and develop competencies through experiential learning [3]. In this integrated model, the role of the teacher shifts from knowledge transmitter to facilitator, guide, and designer of learning experiences. Learners, in turn, become active participants in constructing their knowledge and developing their communicative competence [5].

The combined application of the competency-based approach and digital pedagogy leads to significant changes in teaching practices and educational priorities.

Instruction becomes outcome-oriented, focusing on the development of specific competencies rather than the coverage of content [4]. Assessment practices shift toward performance-based evaluation, emphasizing communicative effectiveness, fluency, and appropriateness [14].

Furthermore, this approach fosters the development of digital literacy alongside linguistic competence, preparing learners to function effectively in technologically mediated communication environments [12]. It also enhances learner motivation and engagement by incorporating interactive and meaningful learning activities that reflect real-life communication needs [10].



Figure 1. Cycle of Effective Technology Integration in English Language Teaching

Conclusion

Competency-based education and digital pedagogy represent complementary and mutually reinforcing frameworks in contemporary English language teaching. Their integration provides a theoretically sound and practically relevant approach that enhances communicative competence, learner autonomy, and digital literacy [9].

This model responds to the evolving demands of global communication and technological advancement, preparing learners to participate effectively in diverse linguistic and cultural contexts [12].

Questions for Discussion

1. What are the key principles of the competency-based approach in language education?
2. How does the competency-based approach differ from traditional language teaching methods?
3. What are the main components of communicative competence?
4. Why is linguistic competence alone insufficient for effective communication?

5. What is digital pedagogy, and how does it differ from simply using technology in the classroom?
6. How do digital technologies enhance learner autonomy?
7. What role does authentic input play in language learning?
8. How can digital tools support formative assessment?
9. What changes occur in the teacher's role within a competency-based digital environment?
10. How does the integration of CBA and digital pedagogy improve English language teaching outcomes?

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LECTURE 2. TECHNOLOGY-ENHANCED DEVELOPMENT OF LANGUAGE SKILLS

1. Technology-Enhanced Language Learning as a Pedagogical Paradigm

Technology-Enhanced Language Learning (TELL) represents a contemporary pedagogical paradigm that integrates digital technologies into the process of language acquisition in a systematic and theoretically grounded manner. In modern English language teaching (ELT), technology is no longer viewed as a supplementary tool but as a fundamental component of instructional design that transforms how learners access input, practice skills, and receive feedback [1]. TELL is grounded in constructivist and sociocultural theories of learning, which emphasize interaction, collaboration, and the active construction of knowledge. Digital technologies act as mediational tools that facilitate meaningful engagement with language in authentic contexts [2]. Through multimedia environments, learners are exposed to diverse linguistic inputs that reflect real-world communication, thereby enhancing both comprehension and production skills [3]. Moreover, TELL supports personalized and adaptive learning by allowing learners to progress at their own pace, select appropriate materials, and receive individualized feedback [4]. This paradigm shift aligns language learning with the demands of the digital age, where communication increasingly occurs through technologically mediated channels [5].

2. Receptive Skills Development through Technology

Receptive skills – listening and reading – are significantly enhanced through the use of digital technologies, which provide access to authentic, diverse, and multimodal input [6]. Listening comprehension benefits from exposure to a wide range of audio-visual materials, including podcasts, interviews, lectures, films, and interactive videos. Digital platforms enable learners to control playback features such as speed, repetition, and subtitles, which supports the development of listening strategies such as predicting, inferencing, and selective attention [7]. These features reduce cognitive load and facilitate deeper processing of spoken language [8]. Reading skills are also enriched through digital environments that incorporate interactive features such as hyperlinks, glossaries, annotations, and embedded multimedia. These tools support vocabulary acquisition and comprehension by providing immediate access to contextual explanations and linguistic support [6]. Furthermore, online reading fosters strategic behaviors such

as skimming, scanning, and critical evaluation of information, which are essential for academic and professional literacy in English [9].

Adaptive learning systems further enhance receptive skills by adjusting text complexity based on learner proficiency, ensuring optimal challenge and engagement [4].

3. Productive Skills Development through Technology

Technology plays a critical role in the development of productive skills – speaking and writing – by providing opportunities for authentic communication and meaningful language production [3].

Speaking skills are developed through both synchronous and asynchronous communication tools. Video conferencing platforms, virtual classrooms, and voice messaging applications enable real-time interaction, while discussion forums and recorded speech tasks allow for reflective practice [10]. These environments reduce anxiety by providing supportive and flexible contexts for communication, which is particularly beneficial for language learners [11].

In addition, speech recognition technologies and pronunciation tools provide immediate feedback on accuracy, fluency, and intonation, supporting the development of oral proficiency [7].

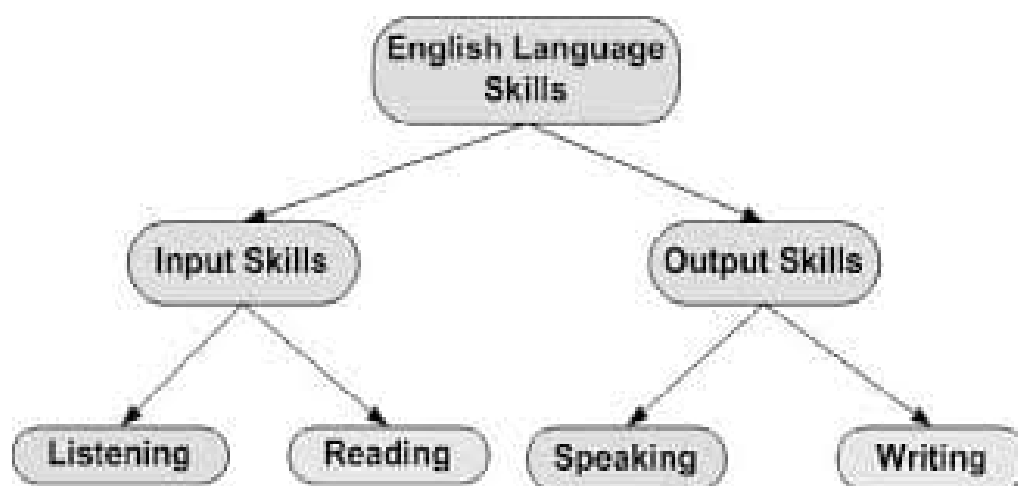


Figure 1. Classification of English language skills

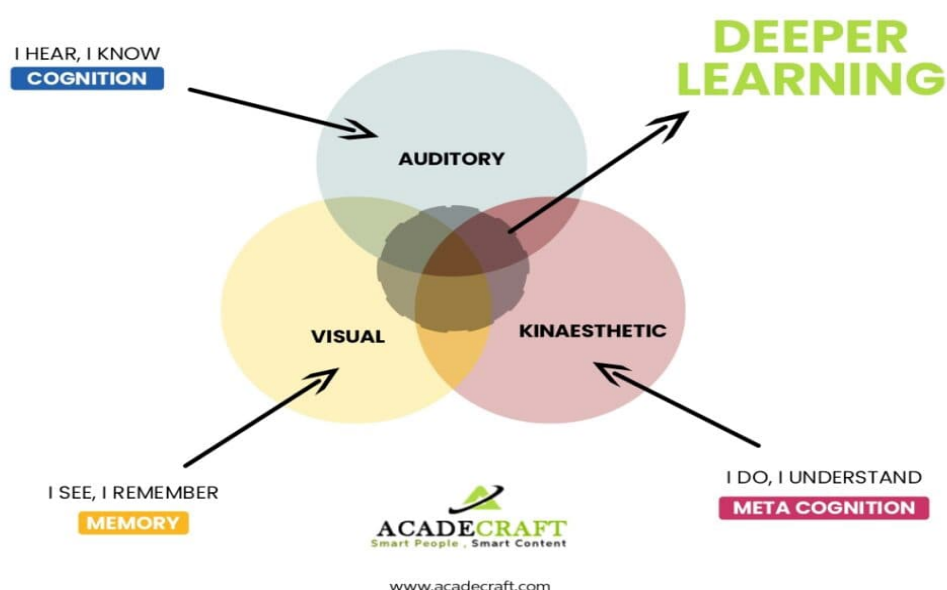
Writing skills benefit from digital tools that facilitate the writing process, including drafting, editing, and revising. Online collaborative platforms such as shared documents and learning management systems (LMS) enable peer feedback and cooperative writing tasks, which enhance both linguistic accuracy and discourse organization [12].

Furthermore, automated writing evaluation systems provide instant feedback on grammar, vocabulary, and coherence, enabling learners to refine their texts independently [13]. This process-oriented approach to writing fosters critical thinking and self-reflection.

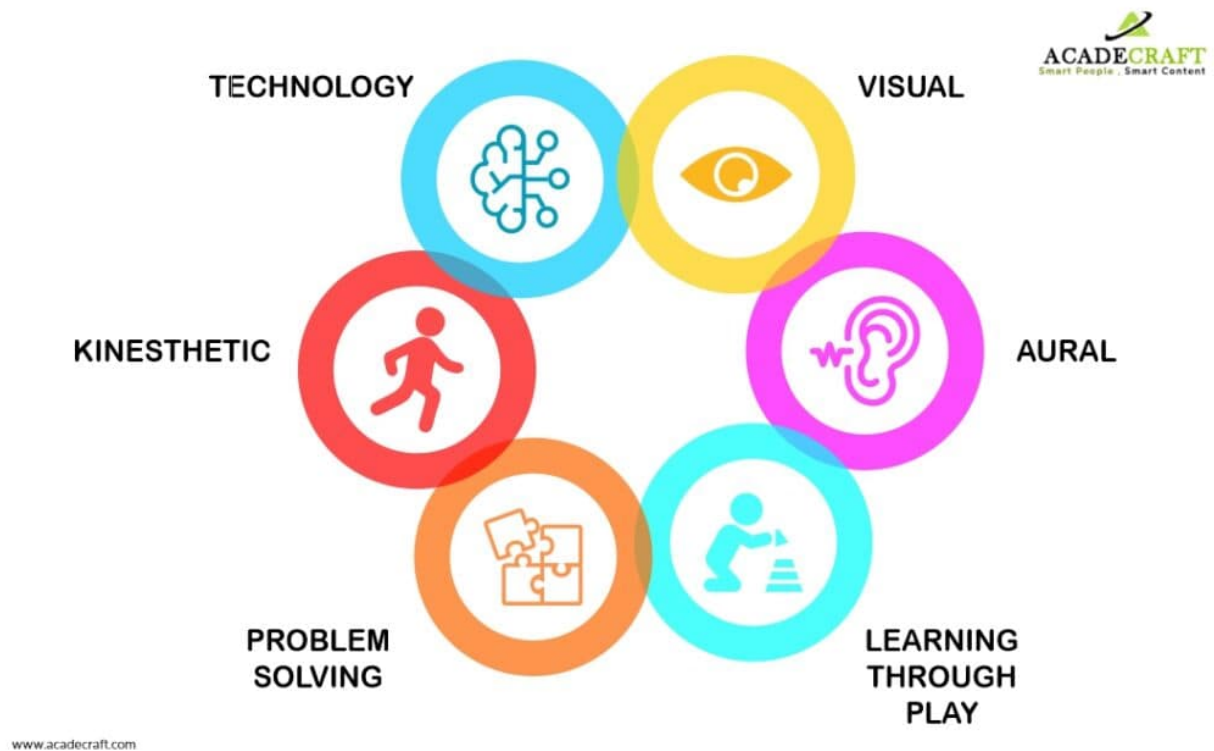
4. Integrated Skills and Multimodal Learning

One of the most significant advantages of technology in language education is its ability to integrate multiple language skills within a single learning task. Digital environments support activities such as project-based learning, digital storytelling, simulations, and task-based interactions, where listening, reading, speaking, and writing are combined in authentic communicative contexts [3].

MULTI-MODAL LEARNING



Multimodal learning involves the use of various modes of communication – visual, auditory, textual, and interactive – which work together to enhance comprehension and retention [14]. For example, a learner may watch a video (listening), read subtitles (reading), discuss content (speaking), and write a reflection (writing), thereby engaging multiple cognitive processes simultaneously. This integration promotes deeper learning and helps learners develop transferable communication skills that are essential in real-world contexts [5].



5. Feedback and Assessment in Technology-Enhanced Skill Development

Digital technologies significantly transform assessment practices by enabling continuous and formative evaluation of language skills [13]. Automated feedback systems provide immediate responses to learner input, allowing for rapid correction and reinforcement of learning. These systems are particularly effective in developing accuracy in grammar, vocabulary, and pronunciation [7].

In addition, teacher and peer feedback facilitated through digital platforms encourages reflective learning and collaborative improvement [12]. Learners can review comments, revise their work, and track their progress over time.

Learning analytics further enhance assessment by providing data on learner performance, engagement, and progress. Educators can use this data to identify strengths and weaknesses, personalize instruction, and improve learning outcomes [4].

Importantly, technology supports performance-based assessment, focusing on communicative competence rather than isolated linguistic elements [1]. ETechnology-enhanced learning environments foster learner autonomy by empowering individuals to take control of their learning process. Learners can set goals, select resources, monitor their progress, and evaluate their performance independently [2].

Mobile applications, online platforms, and self-access resources provide opportunities for continuous practice beyond the classroom, promoting lifelong learning habits [5]. These tools encourage learners to engage in self-regulated learning, which involves planning, monitoring, and reflecting on their learning activities.

As learners develop autonomy, they become more motivated, responsible, and capable of adapting to new learning challenges [4]. This is particularly important in the context of rapidly evolving digital communication environments.

Conclusion

Technology-enhanced development of language skills represents a dynamic and effective approach to English language teaching that integrates pedagogical theory with digital innovation. By leveraging technology, educators can create interactive, authentic, and learner-centered environments that support the balanced development of receptive and productive skills [3].

This approach not only improves linguistic proficiency but also equips learners with digital literacy, critical thinking, and communication skills necessary for participation in global and technologically mediated contexts [14].

Questions for Discussion

1. What is Technology-Enhanced Language Learning (TELL)?
2. How does TELL differ from traditional language teaching approaches?
3. In what ways does technology improve listening comprehension?
4. How do digital tools support reading strategies and vocabulary development?
5. What are the benefits of using technology for developing speaking skills?
6. How does technology facilitate process-oriented writing?
7. What is multimodal learning, and why is it effective?
8. How do digital technologies transform assessment practices in ELT?
9. What role do learning analytics play in language teaching?
10. How does technology promote learner autonomy and self-regulated learning?

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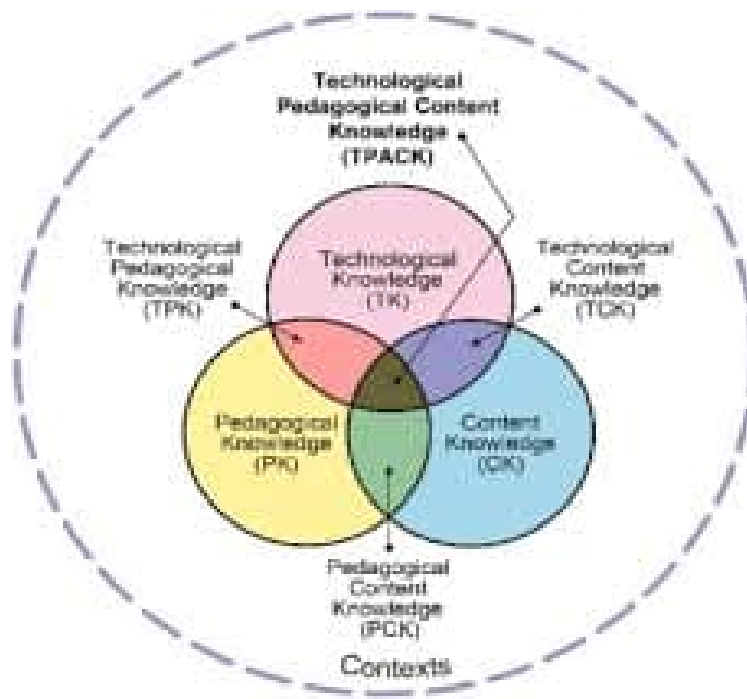
IV. AMALIY MASHG'ULOTLAR

SEMINAR 1. DIGITAL TOOLS, MOBILE LEARNING, AND GAMIFICATION

1. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) refers to the pedagogically grounded use of mobile technologies – such as smartphones, tablets, and portable devices – to support and enhance language learning processes. Unlike traditional classroom-based instruction, MALL enables ubiquitous learning, allowing learners to engage with English language content anytime and anywhere [1].

The key characteristics of MALL include flexibility, portability, and continuous connectivity, which contribute to increased exposure to the target language. Through mobile devices, learners can access authentic materials, participate in communication, and practice language skills in real-world contexts [2].



MALL also promotes learner autonomy by enabling self-directed learning, goal setting, and progress monitoring. Learners can personalize their learning experiences by selecting resources and activities that align with their individual needs and proficiency levels [3]. Furthermore, mobile learning supports microlearning strategies, where content is delivered in small, manageable units that enhance retention and engagement [4].

2. Methodological Use of Language Learning Applications

Language learning applications such as Duolingo, Quizlet, and Memrise are widely used as supplementary tools in English language teaching.

Their pedagogical effectiveness is based on principles such as spaced repetition, gamified practice, and multimodal input, which support vocabulary acquisition, grammar reinforcement, and pronunciation development [5]. These applications provide immediate feedback, adaptive learning paths, and progress tracking, which enhance learner motivation and engagement [6].

However, from a methodological perspective, it is essential to integrate these tools into a structured instructional framework. Teachers should align app-based activities with learning objectives, ensuring that technology complements rather than replaces pedagogical goals [7].

Additionally, critical evaluation of app content is necessary to ensure accuracy, relevance, and appropriateness for learners' proficiency levels.

3. Gamification Strategies in English Language Teaching

Gamification refers to the incorporation of game-like elements into educational contexts to increase motivation, engagement, and participation. In English language teaching, gamification transforms routine learning activities into interactive and enjoyable experiences [8].

Common gamification elements include points, badges, levels, leaderboards, and time-based challenges. These elements create a sense of achievement and competition, encouraging learners to actively participate in language practice [9].



Gamification also has a significant impact on affective factors in learning. It reduces anxiety, increases confidence, and fosters a supportive learning environment conducive to communication [10]. This is particularly important in language classrooms, where fear of making mistakes can hinder participation.

Moreover, gamified tasks can be designed to support communicative competence by incorporating problem-solving, collaboration, and real-life scenarios [11].

4. Designing Interactive Quizzes and Digital Learning Activities

Interactive quizzes and digital activities are powerful tools for both practice and formative assessment in English language teaching. Platforms such as online

quiz generators and learning management systems enable teachers to create engaging, interactive tasks that provide immediate feedback [12].

Effective digital tasks should be:

- goal-oriented and aligned with learning outcomes,
- cognitively engaging and meaningful,
- interactive and adaptive to learner performance [13].

These activities can be used to develop various language skills, including grammar, vocabulary, listening, and reading. For example, interactive listening tasks may include video-based comprehension questions, while vocabulary quizzes may incorporate images and contextual usage.

Importantly, digital activities should go beyond mechanical drills and promote higher-order thinking skills such as analysis, synthesis, and evaluation [6].

5. Working with Authentic Online Resources and Internet-Based Materials

Authentic materials—such as news websites, blogs, podcasts, videos, and social media—provide learners with exposure to real-life language use and contemporary discourse [2].

These resources play a crucial role in developing:

- pragmatic competence (understanding implied meanings),
- sociolinguistic competence (using language appropriately in context),
- intercultural awareness [14].

However, the use of authentic materials requires careful selection and adaptation. Teachers must consider learners' proficiency levels, interests, and learning objectives to ensure accessibility and relevance [5].

Scaffolding strategies—such as pre-teaching vocabulary, providing guiding questions, and using subtitles—can facilitate comprehension and engagement.

6. Organizing Individualized and Differentiated Instruction through Technology

Digital technologies enable teachers to implement individualized and differentiated instruction by adapting content, pace, and assessment to learners' needs [3].

Learning management systems (LMS) and adaptive platforms allow:

- personalized learning paths,
- targeted feedback,
- differentiated tasks based on proficiency levels [7].

This approach supports inclusive education by addressing diverse learner profiles within the same classroom. It also enhances learning efficiency by focusing on individual strengths and areas for improvement [4].

Furthermore, differentiated instruction promotes learner autonomy and responsibility, as students become active participants in their own learning process.

7. Practical Activities for the Seminar

Activity 1: App Evaluation Task

- Analyze Duolingo or Quizlet
- Identify strengths and limitations
- Present how it can be integrated into a lesson

Activity 2: Gamified Task Design

- Create a gamified vocabulary or grammar activity
- Include points, levels, and rewards
- Explain its pedagogical value

Activity 3: Interactive Quiz Creation

- Design a short digital quiz (10 questions)
- Include at least two types of tasks (MCQ, matching, gap-fill)
- Provide feedback for each answer

Activity 4: Authentic Material Analysis

- Select an online article or video
- Adapt it for a specific level (B1/B2)
- Create pre-, while-, and post-task activities

Conclusion

The integration of digital tools, mobile learning, and gamification represents a methodologically sound and innovative approach to English language teaching. When applied strategically, these elements enhance learner engagement, support differentiated instruction, and promote communicative competence [8].

However, their effectiveness depends on pedagogical coherence, thoughtful design, and alignment with instructional objectives. Technology should serve as a means to enhance learning outcomes rather than an end in itself [7].

Questions for Discussion

1. What are the key features of Mobile-Assisted Language Learning (MALL)?
2. How does MALL promote learner autonomy?
3. What are the advantages and limitations of language learning apps?
4. How can apps like Duolingo and Quizlet be integrated into lessons effectively?
5. What is gamification, and why is it effective in language learning?
6. Which gamification elements are most useful in ELT?
7. How can interactive quizzes support formative assessment?
8. What are the challenges of using authentic materials in the classroom?
9. How does technology support differentiated instruction?
10. What factors ensure the effective use of digital tools in ELT?

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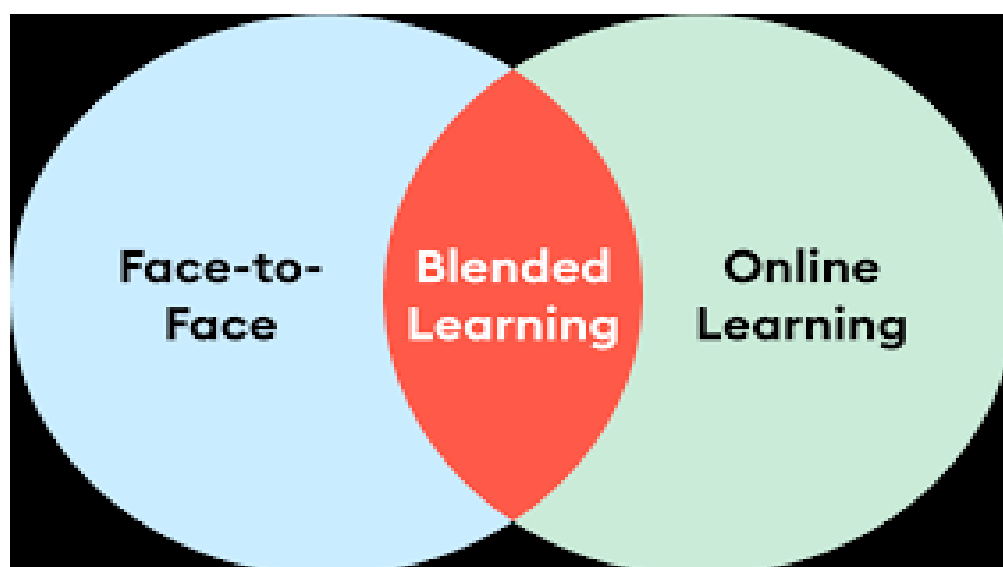
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SEMINAR 2. VIRTUAL LEARNING ENVIRONMENTS AND BLENDED LEARNING MODELS

1. Introduction

Virtual Learning Environments (VLEs) and blended learning models have become essential components of contemporary English language teaching (ELT), responding to the increasing demand for flexible, accessible, and learner-centered education [1]. These approaches integrate digital technologies with traditional pedagogical practices, creating hybrid learning ecosystems that extend beyond the physical classroom.

By combining face-to-face interaction with online learning, VLEs and blended learning models facilitate continuous engagement, promote communicative competence, and support individualized learning trajectories [2]. Their methodological significance lies in aligning technological affordances with competency-based and communicative approaches to language teaching [3].



2. Virtual Learning Environments in Language Education

Virtual Learning Environments are comprehensive digital platforms designed to support the organization, delivery, and management of educational processes. In ELT, VLEs function as integrated systems that combine instructional content, communication tools, and assessment mechanisms within a unified digital space [4].

Effective implementation of VLEs includes several key components:

- **Centralized access** to learning materials, assignments, and supplementary resources, ensuring consistency and organization of instructional content [5].
- **Communication tools**, both synchronous (video conferencing, live chats) and asynchronous (forums, messaging), which facilitate interaction between teachers and learners [6].
- **Multimedia integration**, including audio, video, and interactive content, supporting the development of all language skills [7].
- **Learning analytics and tracking**, allowing teachers to monitor progress, identify learning gaps, and provide targeted feedback [8].

VLEs foster learner autonomy by enabling self-paced learning while maintaining pedagogical structure and coherence [2].

3. Blended Learning Models

Blended learning refers to the strategic combination of face-to-face instruction with online or technology-mediated learning experiences. This model allows educators to optimize instructional time and create more flexible learning environments [1].

Several common blended learning models are widely applied in ELT:

- **Rotation Model:** Learners alternate between in-class instruction and online learning activities, ensuring a balance between teacher guidance and independent practice [9].
- **Flipped Classroom Model:** Learners engage with instructional content (e.g., videos, readings) outside the classroom, while class time is dedicated to interactive, communicative activities [10].
- **Flexible Model:** Online learning serves as the primary mode of instruction, supplemented by teacher support and консультации as needed [11].

These models enhance instructional efficiency by allowing classroom time to be used for communicative practice, collaboration, and individualized support.

4. Pedagogical Benefits of VLEs and Blended Learning

The integration of VLEs and blended learning models offers numerous pedagogical advantages in language education.

Firstly, these approaches support **differentiated instruction**, enabling learners to progress at their own pace and revisit materials as needed [2]. This flexibility accommodates diverse learning styles and proficiency levels.

Secondly, they facilitate **continuous formative assessment** through digital quizzes, assignments, and feedback tools, allowing for timely and targeted intervention [8].

Thirdly, VLEs enhance **learner engagement** by incorporating interactive and multimodal content, which stimulates cognitive processing and motivation [7].

Additionally, they promote **collaborative learning** through discussion forums, group projects, and peer feedback, fostering communicative and social competencies [6].

5. Skill Development in Virtual and Blended Contexts

Virtual and blended environments provide rich opportunities for integrated language skill development.

- **Listening and reading skills** are supported through multimedia input, digital texts, and authentic online resources [7].
- **Speaking skills** are developed through video conferencing, online discussions, and presentations [6].
- **Writing skills** are enhanced through collaborative writing tools, forums, and digital assignments [12].

These environments simulate real-world communication contexts, such as email exchanges, online meetings, and social media interactions, thereby promoting both linguistic and digital communicative competence [13].

6. Teacher and Learner Roles in Blended Learning

The adoption of VLEs and blended learning models leads to a transformation of traditional roles in the educational process.

The **teacher's role** shifts from a primary source of knowledge to that of a facilitator, instructional designer, and moderator. Teachers are responsible for selecting appropriate technologies, designing meaningful tasks, and guiding learners through structured learning pathways [4].

The **learner's role** becomes more active and autonomous. Learners engage in self-directed learning, collaborate with peers, and reflect on their progress. This shift promotes responsibility, motivation, and deeper engagement with the learning process [2].

7. Practical Activities for the Seminar

Activity 1: VLE Analysis

- Analyze a virtual learning platform (e.g., Moodle or Google Classroom)
- Identify its key features and pedagogical functions
- Present advantages and limitations for ELT

Activity 2: Blended Lesson Design

- Design a lesson using the flipped classroom model
- Specify pre-class, in-class, and post-class activities
- Align tasks with communicative objectives

Activity 3: Forum-Based Discussion Task

- Create an online discussion topic for learners
- Develop guiding questions
- Define assessment criteria for participation

Activity 4: Skill Integration Task

- Design an activity integrating at least two language skills
- Use digital tools (video, forum, collaborative document)
- Explain its pedagogical rationale

Conclusion

Virtual Learning Environments and blended learning models represent robust and innovative frameworks for modern English language teaching. By integrating digital and face-to-face instruction, these approaches enhance flexibility, support individualized learning, and promote communicative competence [1].

Their effectiveness depends on thoughtful instructional design, methodological consistency, and alignment between learning objectives, activities, and assessment practices [3].

Questions for Discussion

1. What are Virtual Learning Environments (VLEs), and how do they function in ELT?
2. What are the key components of an effective VLE?
3. How does blended learning differ from traditional instruction?
4. What are the main types of blended learning models?
5. How does the flipped classroom model work in practice?
6. What are the pedagogical benefits of VLEs?
7. How do VLEs support differentiated instruction?
8. How are language skills developed in virtual environments?
9. What changes occur in teacher and learner roles in blended learning?
10. What factors ensure the successful implementation of blended learning?

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SEMINAR 3. MODERN ASSESSMENT, REFLECTION, AND AI INTEGRATION IN ELT

1. Formative and Summative Assessment in Digital Environments

Modern English language teaching increasingly integrates digital technologies into assessment practices, enabling more flexible, continuous, and data-informed evaluation of learner performance [1]. Two key types of assessment—formative and summative – play complementary roles in this process.

Formative assessment focuses on ongoing monitoring of learner progress and aims to provide timely feedback that supports skill development. Digital tools enhance formative assessment by offering immediate feedback, adaptive exercises, and detailed performance analytics [2]. These features allow teachers to identify learning gaps and adjust instruction accordingly.

Summative assessment, in contrast, evaluates learning outcomes at the end of an instructional period. In digital environments, it is commonly implemented through online tests, e-portfolios, and project-based assessments [3]. Such formats allow for the evaluation of both linguistic knowledge and communicative competence.

The integration of formative and summative assessment ensures a balanced and comprehensive evaluation framework that aligns with competency-based language teaching [4].

2. Designing Rubrics and Criteria-Based Evaluation

Criteria-based evaluation is essential for ensuring transparency, consistency, and objectivity in language assessment. Rubrics serve as structured tools that define performance levels based on clearly articulated criteria [5].

In English language teaching, rubrics are particularly useful for assessing productive skills such as speaking and writing. They typically include descriptors related to fluency, accuracy, coherence, vocabulary use, and task achievement [6].

Digital environments enable the integration of rubrics into learning management systems (LMS), allowing for:

- standardized assessment practices,
- efficient feedback delivery,
- clear communication of expectations to learners [7].

Well-designed rubrics also contribute to the development of assessment literacy by helping learners understand evaluation criteria and self-monitor their performance [5].

3. Self-Assessment and Peer-Assessment Strategies

Self-assessment and peer-assessment are integral components of learner-centered assessment, promoting reflection, autonomy, and critical thinking [8].

Self-assessment encourages learners to evaluate their own progress, identify strengths and weaknesses, and set learning goals. Digital tools such as reflective journals, checklists, and progress trackers facilitate structured self-evaluation [9].

Peer-assessment involves learners evaluating each other's work based on established criteria. This practice enhances collaborative learning and exposes learners to diverse perspectives [10].

Digital platforms support these processes by providing tools for:

- anonymous feedback,
- structured evaluation forms,
- collaborative discussion and revision [7].

These strategies foster metacognitive awareness and increase learner responsibility for learning outcomes.

4. Teacher Professional Reflection and Digital Competence Development

Teacher reflection is a critical factor in improving instructional quality and adapting teaching practices to evolving educational contexts [11].

In digital environments, reflective practice is supported through:

- electronic teaching portfolios,
- online reflective journals,
- analytics-based performance data [2].

By analyzing learner outcomes and engagement data, teachers can evaluate the effectiveness of their instructional strategies and make informed pedagogical decisions.

The development of **digital competence** is closely linked to reflective practice. Teachers must continuously update their technological and pedagogical skills to effectively integrate digital tools into ELT [12].

This ongoing professional development ensures that technology is used meaningfully and aligns with pedagogical objectives.

5. AI Integration in English Language Teaching

Artificial Intelligence (AI) is increasingly being integrated into English language teaching, offering new possibilities for personalized learning and automated assessment [13].

AI-powered tools can:

- analyze learner input and provide real-time corrective feedback,
- adapt learning content to individual needs,
- track performance and suggest personalized learning paths [2].

In assessment, AI enables automated scoring of writing and speaking tasks, error analysis, and predictive analytics for learner progress [14].

However, the use of AI in education raises important ethical and pedagogical considerations, including:

- data privacy and security,
- transparency of algorithms,
- the need to maintain human judgment in assessment processes [13].

Therefore, AI should be viewed as a supportive tool that enhances, rather than replaces, the role of the teacher.

6. Evaluating the Effectiveness of Technology-Enhanced Instruction

Evaluating the effectiveness of technology-enhanced instruction requires a comprehensive and systematic approach [4].

Key evaluation criteria include:

- learner performance and achievement outcomes,
- engagement and participation metrics,
- qualitative feedback from learners and teachers [1].

Comparative analysis of traditional and technology-enhanced methods can provide valuable insights into the impact of digital tools on language learning [11].

Effective evaluation ensures that technology contributes meaningfully to pedagogical goals and supports the development of communicative competence [12].

7. Practical Activities for the Seminar

Activity 1: Rubric Design Task

- Develop a rubric for assessing speaking or writing
- Include at least 4 criteria and 3 performance levels
- Justify your criteria selection

Activity 2: Self-Assessment Checklist

- Create a learner self-assessment checklist
- Focus on one language skill (e.g., speaking)
- Include reflective questions

Activity 3: AI Tool Analysis

- Analyze an AI-based language learning tool (e.g., grammar checker)
- Identify its strengths and limitations
- Discuss ethical considerations

Activity 4: Assessment Plan Design

- Design a balanced assessment plan
- Include formative and summative components
- Align with learning objectives

Conclusion

Modern assessment practices, reflective teaching, and AI integration form a comprehensive framework for effective English language teaching in digital environments. These elements support valid and reliable assessment, promote learner autonomy, and enhance instructional quality [4].

Their successful implementation depends on methodological alignment, teacher competence, and continuous evaluation, ensuring that technology enhances rather than replaces sound pedagogical practice [12].

Questions for Discussion

1. What is the difference between formative and summative assessment?
2. How do digital tools enhance formative assessment?
3. What are the key components of an effective rubric?
4. Why is criteria-based evaluation important in ELT?
5. How do self-assessment and peer-assessment benefit learners?
6. What is the role of reflection in teacher professional development?
7. What is digital competence, and why is it important for teachers?
8. How is AI used in English language teaching?
9. What ethical issues are associated with AI in education?
10. How can the effectiveness of technology-enhanced instruction be evaluated?

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Activity Type	Lecture 1 (Foundations)	Lecture 2 (Skills & Input)	Seminar 1 (Practice & Tools)	Seminar 2 (Blended Learning)	Seminar 3 (Assessment & AI)
 FOCUS	Key concepts and theories	Receptive skills development	Tools and app-based practice	Blended learning models and strategies	Evaluation and AI integration
 CONTENT	Language teaching principles	Listening, reading, multimodal input	Apps, games, and digital resources	Online + offline learning integration	Assessment types and AI tools
 METHODS	Communicative and competency-based approach	Multimodal activities and strategies	Interactive tasks and collaboration	Rotation, flipped, flexible models	Formative, summative, automated
 TOOLS	Theoretical frameworks	Videos, texts, audios, digital platforms	Learning apps (Duolingo, Quizlet, Kahoot, etc.)	LMS, platforms, classroom technologies	AI platforms, analytics, feedback tools
 OUTCOMES	Understanding of key concepts	Improved receptive skills	Better engagement and language practice	Flexible and effective learning experience	Data-informed improvement and feedback
 BENEFITS	Strong theoretical and pedagogical base	Enhanced comprehension and input	Motivation and active participation	Personalized and student-centered learning	Continuous growth and adaptation

Overview of Topics and Key Focus Areas in the Course

V. GLOSSARY

Adaptive Learning – a technology-driven approach that adjusts content and difficulty based on learner performance.

Artificial Intelligence (AI) – computer systems capable of performing tasks that typically require human intelligence, such as analysis and feedback.

Asynchronous Learning – learning that occurs at different times without real-time interaction.

Authentic Materials – real-world texts and resources not originally designed for teaching purposes.

Automated Feedback – instant feedback generated by digital systems based on learner input.

Blended Learning – a combination of face-to-face and online instruction.

Collaborative Learning – learning through interaction and cooperation with others.

Communicative Competence – the ability to use language effectively and appropriately in context.

Competency-Based Approach – an approach focused on developing practical skills and abilities rather than theoretical knowledge.

Digital Pedagogy – the use of digital technologies to enhance teaching and learning processes.

Differentiated Instruction – teaching tailored to meet diverse learner needs and proficiency levels.

Flipped Classroom – a model where instructional content is studied outside class and practice occurs during class time.

Formative Assessment – ongoing assessment aimed at improving learning during the instructional process.

Gamification – the use of game elements in non-game learning environments.

Interactive Learning – learning through active engagement and participation.

Interactive Quiz – a digital assessment tool providing immediate feedback.

Learner Autonomy – the ability of learners to take responsibility for their own learning.

Learner-Centered Approach – an approach that prioritizes learners' needs, goals, and active participation.

Learning Analytics – the use of data to monitor and improve learning outcomes.

Learning Management System (LMS) – a platform for delivering, managing, and tracking educational content.

Linguistic Competence – knowledge of grammar, vocabulary, and language structures.

Microlearning – short, focused learning units designed for quick understanding.

Mobile-Assisted Language Learning (MALL) – language learning supported through mobile devices.

Multimodal Learning – learning through multiple forms such as text, audio, and visual input.

Peer-Assessment – evaluation of learners' work by other learners.

Pragmatic Competence – the ability to use language appropriately in different communicative situations.

Productive Skills – speaking and writing skills used to produce language.

Receptive Skills – listening and reading skills used to understand language.

Reflective Practice – critical evaluation of one's own teaching or learning experience.

Rubric – a set of criteria used to assess performance.

Self-Assessment – evaluation of one’s own learning or performance.

Sociolinguistic Competence – the ability to use language appropriately in social contexts.

Spaced Repetition – a learning technique involving repeated review over time intervals.

Strategic Competence – the ability to use strategies to overcome communication difficulties.

Summative Assessment – evaluation conducted at the end of a learning period.

Synchronous Learning – real-time interaction between learners and teachers.

Task-Based Learning (TBLT) – an approach based on completing meaningful tasks using language.

Technology-Enhanced Language Learning (TELL) – the use of technology to support language learning.

Virtual Learning Environment (VLE) – an online system for delivering and managing education.

Vocabulary Acquisition – the process of learning and retaining new words.

VI. ADABIYOTLAR RO'YXATI

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