



THE ROLE OF UZBEK LANGUAGE TEACHERS IN THE DIGITAL EDUCATION ERA

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Abstract. This article examines the evolving role of Uzbek language teachers in the digital education era. It explores how the integration of digital tools, platforms, and artificial intelligence technologies is reshaping teaching practices. The paper emphasizes the need for developing digital competencies among Uzbek language teachers to ensure effective, engaging, and learner-centered instruction. It also analyzes national policies promoting digital transformation in Uzbekistan's education system and presents practical examples of digital tools used in language teaching. The study concludes that in the digital age, teachers must act not only as subject instructors but also as digital facilitators and innovators.

Keywords: Uzbek language teaching, digital education, digital literacy, teacher competencies, artificial intelligence in education, educational technology

International organizations and developed countries have recognized that by 2030, the new education concept should emphasize “strengthening education systems, disseminating knowledge, utilizing diverse information, and organizing high-quality and efficient instruction through the application of new information and communication technologies” [1].

In our Republic, particular attention is being placed on enhancing digital literacy, digitizing the higher education system, establishing a comprehensive continuing education structure, and widely integrating digital technologies into pedagogical training. This focus is especially strong in preparing Uzbek language teachers who can successfully operate in alternative educational models under the framework of a new Renaissance pedagogy. These teachers are expected to foster active learning, creativity, critical thinking, collaboration, and digital competencies in their students.

Efforts are underway in our general secondary schools to incorporate information technologies into educational and instructional processes, improve teaching quality through digital technologies, expand blended learning opportunities, develop students’ competencies for independent learning and digital literacy, and widely implement virtual learning modes. In the development strategy for “New Uzbekistan,” ensuring open and quality education for youth and guaranteeing comprehensive learning at all educational levels are declared top-priority tasks of youth policy [2].

In today’s rapidly digitizing educational system, the teaching profession is evolving with new skills and responsibilities. Digital tools, artificial intelligence technologies, and interactive platforms have become integral to the educational process. Consequently, Uzbek language teachers are expected to possess digital literacy, critical thinking abilities, effective use of information technologies, and an innovative approach.

Digital literacy is defined as “the ability to identify and use technology confidently, creatively, and critically to meet the demands and solve the problems of reading and working in a digital society” [3].

Digital literacy is considered one of the core competencies of contemporary educators. Bayrakçı and Narmanlıoğlu (2023) define it as “the ability to receive, process, evaluate, and purposefully use information in digital format” [4]. These competencies are particularly important for Uzbek language teachers since they need to organize instruction in a way that is engaging and effective through methods, visual and interactive materials, and multimedia tools that match modern learners’ needs. This competence enables them to cultivate students who are independent, active, and prepared for interaction.

Incorporating digital technologies into the teaching process enhances teachers’ didactic capacities. Platforms such as Google Classroom, Moodle, and Edmodo facilitate the organization of distance or blended learning, while digital gamified resources like Wordwall, Quizizz, and Kahoot help reinforce students’ phonetic, lexical, and grammatical skills. School-based studies indicate that interactive sessions delivered via Quizizz and Wordwall platforms increase student engagement by 40%, underscoring that teachers must transform not only the content but also the format of their lessons.

Furthermore, artificial intelligence technologies are opening new doors for educators. Tools such as Grammarly, ChatGPT, and Rewordify aid in text editing, material creation, and task personalization. According to UNESCO, AI tools can support language teaching by enabling customized content generation, error detection, and analysis [5]. However, teachers’ digital competence must be sufficiently developed to take full advantage of these technologies.

According to the Ministry of Public Education, the main obstacles to digital adoption in Uzbek educational institutions include inadequate internet speed, lack of technical equipment, and insufficient teacher training in digital technologies [6]. Therefore, there is a growing need for practical training courses, seminars, and the creation of a national repository of digital teaching resources for educators. Consequently, developing the digital competencies of Uzbek language teachers through continuous professional development, creating methodological guidelines, and establishing a database of digital lesson plans have become priorities in our current education strategy.

The European Commission’s 2020 “Digital Education Action Plan” emphasizes that digital pedagogy has become a mandatory competency for educators around the world, not just an optional skill [7]. This trend is also manifesting in Uzbekistan. The modern Uzbek language teacher should not be limited to traditional instruction but must act as a leader who selects appropriate digital technologies and integrates them into learners’ skills as valuable resources.

In conclusion, in the realm of digital education, the Uzbek language teacher must function not only as a linguist but also as an innovative educator, a technological leader, and a communication facilitator. Only in this way can they cultivate digitally competent individuals who are competitive in the modern era.

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