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THE USE OF DIGITAL TECHNOLOGIES IN CLASSROOMS AND THE IMPORTANCE OF LEARNING LANGUAGES THROUGH APPS AND PODCASTS

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TA'LIM JARAYONIDA RAQAMLI TEXNOLOGIYALARNI QO'LLASH HAMDA ILOVALAR VA PODKASTLAR YORDAMIDA TILLARNI O'RGANISHNING AHAMIYATI

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ПРИМЕНЕНИЕ ЦИФРОВЫХ ТЕХНОЛОГИЙ В УЧЕБНЫХ КЛАССАХ И ЗНАЧИМОСТЬ ИЗУЧЕНИЯ ЯЗЫКОВ С ПОМОЩЬЮ ПРИЛОЖЕНИЙ И ПОДКАСТОВ

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Abstract. The article provides a comprehensive analysis of the integration of digital technologies into classroom practices, with particular emphasis on the use of mobile applications and podcasts for language learning. Triggered by the unprecedented disruptions caused first by the COVID-19 pandemic and later by the rapid development of artificial intelligence, the study explores the shift from traditional pedagogical models to digitally enhanced education. The research focuses on students from the Faculty of Translation Studies at the Uzbekistan State University of World Languages, highlighting the role of digital tools such as online translators, language learning apps, and collaborative platforms. The conducted survey demonstrated that most students occasionally use online translators, and the majority tend to proofread and edit machine-generated outputs, which indicates a growing critical awareness of the limitations of such technologies. These findings align with the European Commission's DigComp framework, which emphasizes digital competence in the areas of information literacy, communication, content creation, safety, and problem solving. While the use of digital tools facilitates access to knowledge, reduces memory load, and fosters student-centered learning, the article also underscores the pedagogical risks of overreliance on machine

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translation, particularly in handling complex linguistic structures in Uzbek and English. The discussion advocates for a hybrid teaching approach that combines traditional methods with digital technologies, thereby promoting both efficiency and critical engagement. Furthermore, the study highlights the need for culturally sensitive AI-driven platforms tailored for Turkic languages. In conclusion, the article argues that digital technologies in education not only enhance lifelong learning opportunities but also empower students to develop creativity, autonomy, and global connectivity. It thus contributes to the academic discourse by offering valuable insights into the advantages and limitations of digital learning in higher education.
Keywords: digital technologies in education; translation studies; e-learning; language learning apps; online translation tools; DigComp; higher education.

Annotatsiya. Ushbu maqolada dars jarayonida raqamli texnologiyalardan foydalanishning ahamiyati shuningdek, mobil ilovalar hamda podkastlar yordamida tillarni o‘rganish imkoniyatlari chuqur tahlil qilingan. Avvalo, COVID-19 pandemiyasi va keyinchalik sun’iy intellektning tezkor rivojlanishi natijasida yuzaga kelgan ta’limdagi keskin o‘zgarishlar misolida an’anaviy usullardan raqamli ta’limga o‘tish jarayoni o‘rganiladi. Tadqiqotda O‘zbekiston davlat jahon tillari universiteti Tarjimonlik fakulteti talabalarining ko‘nikmalarini rivojlantirish jarayonida raqamli ta’lim vositalari — onlayn tarjima dasturlari, mobil ilovalar, podkastlar va hamkorlik platformalaridan foydalanish tajribalari tahlil qilingan. O‘tkazilgan so‘rovnoma natijalari talabalar ko‘pincha onlayn tarjimonlardan foydalanishini va ko‘pchilik natijalarni qayta tahrirlashga intilishini ko‘rsatadi. Bu esa raqamli vositalardan foydalanishda tanqidiy yondashuvning shakllanayotganini ko‘rsatadi. Tadqiqot Yevropa Komissiyasining DigComp raqamli kompetensiyalar doirasi bilan uyg‘un holda axborot savodxonligi, hamkorlik, kontent yaratish va muammolarni hal qilish ko‘nikmalarini rivojlantirish zarurligini ta’kidlaydi. Shuningdek, maqolada texnologiyalarga haddan tashqari tayanishning salbiy oqibatlari, xususan, tarjima jarayonida grammatik va morfologik nozikliklarning yo‘qolishi mumkinligi haqida ham so‘z yuritiladi. Xulosa qismida muallif an’anaviy va raqamli yondashuvlarni uyg‘unlashtirish, o‘quvchilarning mustaqil va ijodiy faoliyatini qo‘llab-quvvatlash hamda kelgusida turkiy tillar uchun moslashtirilgan sun’iy intellekt asosidagi vositalarni ishlab chiqish zarurligini taklif etadi. Ushbu maqola raqamli ta’lim vositalarining samaradorligi, imkoniyatlari va cheklovlari haqida ilmiy hamjamiyatga qimmatli nazariy va amaliy xulosalarni taqdim etadi.
Kalit so‘zlar: raqamli texnologiyalar; tarjimashunoslik; elektron ta’lim; onlayn tarjima dasturlari; mobil ilovalar; podkastlar; DigComp; oliy ta’lim.

Аннотация. В статье всесторонне анализируется значение интеграции цифровых технологий в учебный процесс, в особенности использование мобильных приложений и подкастов для изучения иностранных языков. Переход от традиционных к цифровым методам обучения был обусловлен пандемией COVID-19 и быстрым развитием искусственного интеллекта. В исследовании рассматривается опыт студентов факультета переводоведения Узбекского государственного университета мировых языков, где активно применяются онлайн-переводчики, приложения для изучения языков и платформы для совместного обучения. Проведённое

анкетирование показало, что большинство студентов активно используют онлайн-переводчики. При этом значительная часть респондентов редактирует машинные переводы, что свидетельствует о развитии критического отношения к цифровым ресурсам. Полученные результаты также соотносятся с рамочной программой цифровых компетенций Европейской комиссии (DigComp), включающей информационную грамотность, коммуникацию, создание контента, безопасность и решение проблем. Автор подчёркивает, что цифровые инструменты облегчают доступ к информации, снижают когнитивную нагрузку и способствуют студентоцентрированному обучению, однако чрезмерная зависимость от машинного перевода может негативно сказаться на освоении грамматических и морфологических нюансов языков. В дискуссионной части обоснована необходимость гибридного подхода, сочетающего традиционные и цифровые методы обучения, что обеспечивает эффективность и развитие критического мышления. Также подчёркивается актуальность разработки культурно адаптированных ИИ-решений для тюркских языков. В заключении делается вывод о том, что цифровые технологии в образовании открывают новые возможности для непрерывного обучения, формируют самостоятельность и креативность студентов, расширяют их глобальные горизонты. Статья вносит весомый вклад в научное обсуждение вопросов эффективности и ограничений цифрового образования в условиях реформ высшей школы.

Ключевые слова: цифровые технологии в образовании; переводоведение; электронное обучение; приложения для изучения языков; онлайн-переводчики; DigComp; высшее образование.

Introduction

The Uzbekistan Ministry of Higher Education has encouraged the implementation of technological integration in the educational mandate for universities. It has abandoned the traditional methods and adopted a new learning paradigm based on technology. This change has contributed to creating new teaching methodologies by allowing learners to share their experience with each other and build educational tools.

Teachers of all subjects have been experiencing challenges in teaching students across schools, colleges, institutes and universities. It has not been easy on the students and their families. In these extraordinary times due to COVID-19, we all have to make necessary adjustments to accommodate learning via applications and podcasts. Consequently, teachers must ensure that students continue their education in accordance with curricular requirements. However, it has not been an easy transition for all of us—teachers, students, educational administrators, families, and our jobs—because all of us had to continue working and become teachers to our own children at home. Over the past decades learning languages through different learning podcasts and applications has gained considerable popularity. Therefore, numerous universities in the world started to offer courses that explored the ways in which electronic modes of text analysis and writing differed from the previous traditional study programs. To respond to the challenges posed by the digital world,

students need a learning environment that helps accumulate and integrate new knowledge with the previous experience, skills and competences.

One of the major teaching challenges is to enable students to use their theoretical knowledge in real-life situations. Hence, using technology in translation classrooms promotes student-centered learning [Oliver, 2002]. Establishing effective learning platforms for student-translators is essential to align with emerging trends in digital and collaborative learning. There are also many reports describing the tendency of university students to use and socialize through different kinds of web tools such as wikis, blogs or Google classrooms which explains their enthusiasm for and attraction to it [Howe & Strauss, 2003]. Therefore, instructors in higher education should develop translation courses that meet students' expectations for collaborative learning environments such as group activities, collective assignments and projects, online peer reviewing and editing.

Literature Review. The available literature on improving translators' competence is abundant and has been used effectively to teach foreign and second language learning. Studies on the use of digital technologies demonstrate multiple ways to enhance language learning and communicative proficiency. It is important to note that this research article focuses on digital technology as a skill and learning tool. The study targets an academic and educational audience.

In 2013, the European Commission (EC) published a Framework for Developing and Understanding Digital Competence in Europe (Ferrari, 2013). In 2016, the Commission published "Dig Comp 2.0: The Digital Competence Framework for Citizens" [Vuorikari et al., 2016]. In 2017 the Commission expanded it and published "Dig Comp 2.1: The Digital Competence Framework for Citizens" with eight proficiency levels and examples of use [Carretero et al., 2017]. The European Framework for Digital Competence has set key components of digital competence in five basic areas:

1) *information and data literacy*: identifying information needs; browsing, searching, altering data, information and digital content; creating and updating personal search strategies; analyzing, comparing and critically evaluating the credibility and reliability of sources of data, information and digital content; organizing, storing and retrieving data, information and content in digital environments;

2) *communication and collaboration*: interacting, communicating and cooperating through appropriate digital technologies; participating in society through the use of public and private digital services; adapting communication strategies to the specific audience and realizing of cultural and generational diversity in digital environments; managing one or more digital identities; protecting of one's own reputation;

3) *digital content creation*: creating and editing digital content in different formats; modifying and integrating information and content into existing knowledge management systems while applying copyright and licenses; creating new, original and relevant content; settings and modifications of programs, software applications, software, devices; planning and developing a sequence of comprehensible computing system instructions to solve a problem or to perform a specific task;

4) *safety:* protection of digital devices, content, personal data and privacy in a digital environment; understanding the privacy of other people; protection from threats and cyberbullying; knowledge of the possibilities of digital technologies for enhancing social well-being and social inclusion; knowledge of the environmental impact of digital technologies and their use; collected or generated; incorporates selected information into their knowledge base; uses information effectively to learn, creates new knowledge, solves problems and makes decisions; understands economic, legal, social, political and cultural issues in the use of information; accesses and uses information ethically and legally; uses information and knowledge for participative citizenship and social responsibility; experiences information literacy as part of independent learning and lifelong learning.

5) *problem solving*: identifying and solving technical problems when operating devices and using digital environments; assessing needs and identifying, evaluating, selecting and using digital tools and possible technological responses to solving them; adjusting and customizing digital environments to personal needs (e.g. accessibility); creative using of digital technologies to create knowledge and to innovate processes and products; solving conceptual problems in the digital environment; identifying omissions in digital competence; searching for self-improvement opportunities and keeping up-to-date with the digital evolution.

The conclusion in a report, published by the European Commission in early May 2017, is that digital skills are needed for every job. The research is titled “ICT for Work: Digital Skills in the Workplace” and explores the impact of ICT on job and skills transformation. It is essential that basic digital competences are acquired during the training process and that they continue to develop in the workplace.

Research problem. Education has evolved into more than classroom learning due to COVID-19. Teachers and educational institutions were required to adapt quickly to develop and implement new teaching methodologies through information technology and digital platforms so that students could continue learning from home. Modern education must now empower young people to become confident, creative, connected, and actively engaged in lifelong learning. Therefore, an effective education system should foster the development of values, knowledge, and competencies that prepare learners to succeed in a rapidly changing world.

Digital technology is an important part of our generation’s world. A learner usually uses it to connect with each other, to learn new skills and pursue their interests further than has ever been possible. They also offer new opportunities for teachers and leaders, and new ways for students to contribute to learning.

Digital technologies can enable:

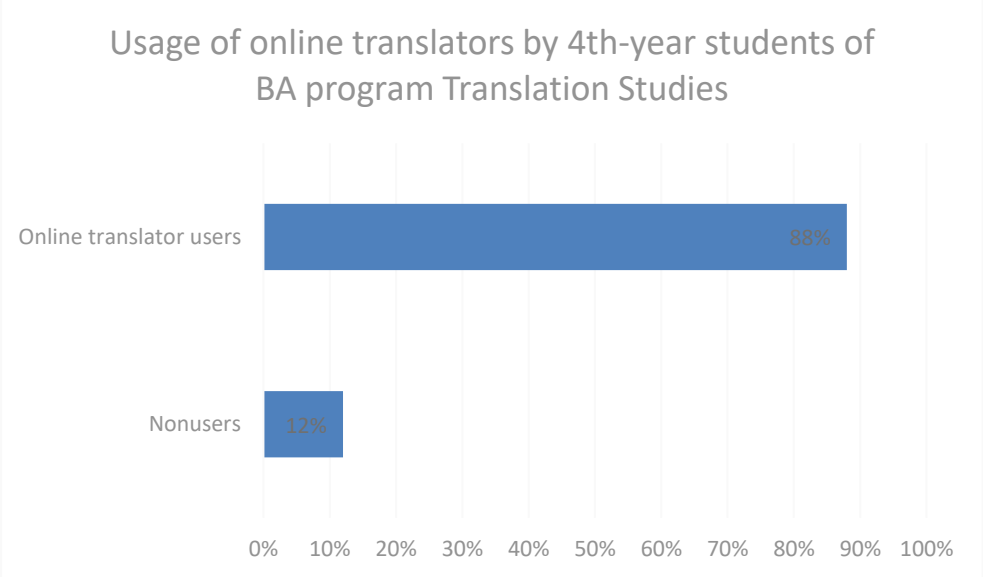
- learning to happen anywhere and any at any time, not just in the classroom.
- students to connect and collaborate with other students and teachers outside their campus and even across the world.
- students to understand and face challenging concepts in virtual worlds that would not otherwise be possible.

- easy access to a huge range of resources available on the internet to support learning (e.g., websites, applications).
- students' families to become more involved and contribute to their child's education, for example through Institutes Facebook pages and student blogs, and etc.
- students to follow personal interests and talents and access experts not available to them locally.

A key question is how higher educational institutions are currently using digital technologies. The issue remains debated due to differences in context and implementation. There are a number of reasons why technology has had a positive impact on teaching and learning. Firstly, it has made learning more fun and interactive. It is up to the educational establishment to decide how they use technology to support teaching and learning based on what is best for their students and teachers.

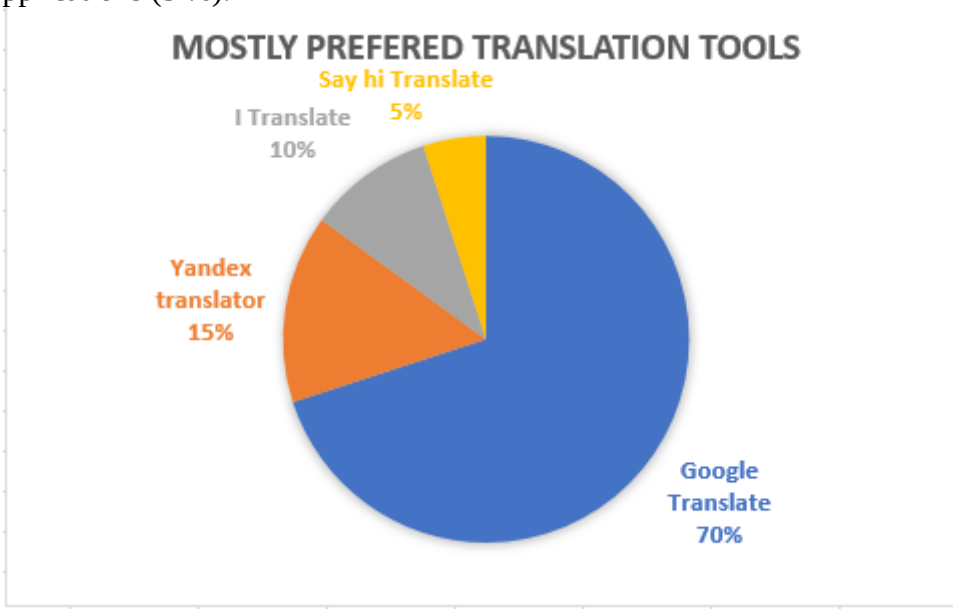
In Uzbekistan, for example, the universities and institutes use traditional computer suites in a separate classroom and provide wireless internet across the university buildings or campus and allow students to bring digital devices such as tablets, notebooks or smartphones from home to use for studying. Teachers and administrators are responsible for ensuring that all students have equitable access to digital learning opportunities.For that reason, it is important that the curriculum and syllabus include digital-based communication platforms.

Results. In March 2025, a questionnaire survey was conducted...at the Uzbekistan State World Languages University. A group of 84 fourth-year translation students participated in the survey. It resulted in 88% saying they occasionally use online translators, while still utilizing the texts as a part of their homework. The graph below illustrates the findings. It also confirms the fact that IT and digital information have become an integral part of the educational curriculum.



They explain it by the accessibility of online translators which are a fact of reality that is impossible to deny. 12% of the students said that they knew about online translators, but they did not use them while preparing for translation classes and doing their homework. The results of this questionnaire survey also showed that translation students mostly prefer

such online translator applications like Google Translate (70 %), Yandex translator (15 %), I Translate (10 %), Say hi Translate and other applications (5 %).



It is noteworthy that the majority of surveyed students (60 %) reported generally liking the results produced by online translation tools.However, 80 % of the surveyed usually proofread and correct the results of online translation in written form, and there are 20% of those who do not consider it necessary and only make some oral corrections while answering in a translation class.

Discussion. The survey results underscore the transformative role of digital technologies in translation education, particularly within the context of Uzbekistan's higher education reforms, which emphasize technological integration [Carretero et al., 2017]. The high adoption rate of online translators (88 %) reflects their accessibility and immediacy, aligning with the European Commission's DigComp framework, which highlights information literacy and digital content interaction as core competencies [Ferrari, 2013; Vuorikari et al., 2016]. However, the reliance on tools like Google Translate, while efficient, raises pedagogical concerns about over-dependence and potential erosion of critical translation skills, as automated outputs often lack nuance in handling Uzbek's agglutinative morphology or English's syntactic complexity [Désilets et al., 2009].

The 80% proofreading rate among students suggests a metacognitive awareness of machine translation limitations, corroborating Oliver et al.'s (2021) findings on the need for critical engagement in digital learning environments. This practice aligns with DigComp's emphasis on evaluating data credibility and adapting digital tools to specific tasks [Carretero et al., 2017]. Conversely, the 20 % who rely on oral corrections indicate a pragmatic approach, possibly driven by time constraints or confidence in real-time classroom dynamics, but these risks perpetuating errors in formal translation contexts where precision is paramount.

The preference for collaborative platforms (70 % usage) supports Howe and Strauss's (2003) observation of millennial learners' enthusiasm

for interactive, social learning environments. Google Classroom and wikis facilitate peer reviewing and collective assignments, fostering student-centered learning that enhances translation competence through shared feedback. This development aligns with Uzbekistan's educational mandate to foster interactive, technology-driven pedagogical models, as reflected in the Ministry's commitment to digital integration. However, the varied engagement with podcasts and apps (45 % daily users) suggests differing levels of digital fluency, potentially linked to access disparities or digital literacy gaps, a challenge noted in Central Asian educational contexts [Mudhsh, 2018].

Cognitively, digital tools reduce the working memory load by automating low-level tasks (e.g., vocabulary lookup), allowing students to focus on higher-order skills like cultural adaptation and stylistic refinement [Baddeley 2003]. Yet, the risk of over-reliance on translators may hinder deep linguistic processing, particularly for Uzbek's evidential suffixes (e.g., -gan vs. -di), which require nuanced understanding absent in automated systems [Aikhenvald 2004]. Culturally, digital platforms bridge global and local contexts, enabling students to engage with international resources (e.g., podcasts), but the dominance of English-centric tools like Google Translate may marginalize Uzbek-specific linguistic features, necessitating culturally tailored platforms.

Pedagogically, these findings advocate for a hybrid approach: integrating digital tools with traditional methods to balance efficiency and skill development. Instructors should design curricula emphasizing critical evaluation of machine outputs, aligning with DigComp's problem-solving domain [Vuorikari et al., 2016]. Collaborative tools can enhance group-based learning, but training must address digital disparities to ensure equitable access, particularly in Uzbekistan's resource-constrained settings. Future research could employ longitudinal studies to assess long-term impacts on translation proficiency or explore AI-driven tools tailored for Turkic languages.

Conclusion

It has become obvious that the importance of using digital technology in the classroom refers to various software and gadgets meant to help students with particular accessibility needs. It is the most effective way for students and learners to ease tasks like translation from one language into another, access to freely available online learning platforms, and e-books. Educational technology applications save a lot of time and energy by automating or partially automating day-to-day operations like attendance tracking and performance monitoring. Students are taught how to use technology responsibly and strategically, which can help them make decisions and develop self-discipline.

Digital technologies in education can help students to prepare for lifelong learning. These technologies provide students with a virtual world and the freedom to access digital knowledge according to their learning styles. Thanks to digital content production tools that customize teaching and learning, students can study at their own pace. The digital classroom uses electronic devices and software to instruct students and incorporates technology into education. A traditional classroom is transformed into a

digital classroom through computers and the Internet. Students who are permanently using learning applications and different podcasts can learn more efficiently and track their progress with the help of technology and sophisticated equipment. Currently, these technologies are successfully being implemented in the education system in order to enhance the students' digital learning environment and performance.

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