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Thus, Nobel Prize laureates in modern German literature have made a substantial contribution to both national and world literary processes. Their lives and works are closely connected with historical memory, moral responsibility, and aesthetic innovation.

Postmodernism occupies an important place in modern German literature:

- Fragmentation of the plot
- Intertextuality (connections between texts)
- Open endings
- Blending of genres

To conclude, Nobel laureates of modern German literature have exerted a significant influence not only on literary development but also on cultural and social processes.

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INTERNET AND DIGITAL TOOLS AS A RESOURCE FOR LANGUAGE LEARNING AND TEACHING

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Annotation: The article explores the increasing global interest in foreign language learning and the transformative role of digital technologies in enhancing teaching and translation. It emphasizes the effectiveness of online communication tools and resources in developing learners' communicative competence and highlights the importance of translation in overcoming language barriers. Additionally, it discusses how digital technologies, such as game-based platforms and video conferencing, can support linguistic development and speaking skills through interactive and personalized learning experiences. The integration of these technologies fosters engagement, reduces anxiety, and promotes authentic language use, making them essential in modern language education.

Keywords: Foreign language learning, Web technologies, communicative competence, translation, language barriers, digital tools, game-based learning, video conferencing, linguistic development, teaching methodologies.

Izoh: Maqolada xorijiy tillarni o'rganishga global qiziqish ortib borayotgani hamda raqamli texnologiyalarning o'qitish va tarjimoni yaxshilashdagi o'zgaruvchan roli o'rganiladi. U o'quvchilarning kommunikativ kompetensiyasini rivojlantirishda onlayn muloqot vositalari va resurslarining samaradorligini ta'kidlaydi va til to'siqlarini bartaraf etishda tarjimaning ahamiyatini ta'kidlaydi. Bundan tashqari, u o'yin platformalari va video konferentsiya kabi raqamli texnologiyalar interaktiv va shaxsiylashtirilgan o'rganish tajribasi orqali til rivojlanishi va nutq ko'nikmalarini qanday qo'llab quvvatlashi haqida gapiradi. Ushbu texnologiyalarning integratsiyasi ishtirok etishni kuchaytiradi, tashvishlarni kamaytiradi va haqiqiy tildan foydalanishga yordam beradi, bu ularni zamonaviy til ta'limida muhim qiladi.

Kalit so'zlar: Chet tillarini o'rganish, veb-texnologiyalar, kommunikativ kompetentsiya, tarjima, til to'siqlari, raqamli vositalar, o'yinga asoslangan ta'lim, videokonferentsiya, lingvistik rivojlanish, o'qitish metodologiyasi.

Аннотация: В статье исследуется растущий интерес к изучению иностранных языков и влияние цифровых технологий на обучение и перевод. Подчеркивается эффективность онлайн-инструментов в развитии коммуникативной компетенции студентов и важность перевода для преодоления языковых барьеров. Рассматриваются игровые платформы и видеоконференции как средства, способствующие языковому развитию и навыкам общения через интерактивное и персонализированное обучение. Интеграция этих технологий увеличивает вовлеченность, снижает



тревожность и способствует аутентичному использованию языка, что делает их необходимыми в современном языковом образовании.

Ключевые слова: изучение иностранных языков, веб-технологии, коммуникативная компетентность, перевод, языковые барьеры, цифровые инструменты, игровое обучение, видеоконференции, языковое развитие, методики обучения.

Introduction

Throughout the world, there is growing interest in learning different foreign languages, creating various applications for teaching and translating tests. The advantage of implementing Web technologies in the process of teaching a foreign language is no longer in doubt and does not require additional evidence. Models of the process of «human» and machine translation are applied to new information technologies. There are a number of works devoted to the using Web technologies for teaching foreign languages [1–3], in which researchers revealed the positive impact of various forms of synchronous and asynchronous Internet communication (e-mail, chat, forums, web conferences, etc.) on the formation of a communicative competence of learners in another language. Directly the Internet resources are an invaluable and immense base for creating an information-objective environment, education and self-education of people, satisfaction of their professional and personal interests and needs. The Internet as a new alternative means allows you to find interesting articles in a foreign language, illustrations of any sights of the country of the studied language, audio information on any topic. With the help of the Internet it is possible to solve different didactic tasks: to form skills and reading skills using modern materials from the network; improve the skills of written speech; replenish the vocabulary; form a stable motivation for learning a foreign language. Translation is currently an extremely relevant kind of language activity due to the fact that the volume of mass communication is constantly expanding, new languages are entering into communication, and the only way to effectively overcome language barriers is translation. Language barriers are the main obstacle to the dissemination of information, the bulk of which relates to scientific and technical, which determines technological progress and the development of civilization. There are other ways to overcome language barriers, namely a single language and teaching foreign languages at different levels of education.

Research Methodology

Foreign language teachers are taught either by foreign language teachers or by practice translators, although it is clear that neither the knowledge of the language nor the ability to translate mean yet the ability itself to successfully and professionally conduct translation lessons with students. For this we need a special methodological development, knowledge of the specifics of the language, principles and methods of organizing the educational process. How can today's digital technologies support foreign language learning? Many different digital technologies can help students develop linguistic knowledge Developing linguistic



competence, which includes knowledge and skills related to grammar and vocabulary, is required for reading, listening, speaking and writing in a foreign language and is a crucial foundation of foreign language teaching and learning. It can be developed directly through teaching linguistic forms or indirectly through communication-focused tasks which develop linguistic knowledge as a by-product. For direct approaches, research from cognitive science and applied linguistics indicates that encouraging students to retrieve knowledge from memory is more impactful than repetition. Therefore, low-stakes vocabulary quizzes are more effective than drilling or re-reading lists of words. In addition, interleaving different types of problems appears more effective than grouping similar ones while feedback can also enhance progress. In this regard, the use of technology in foreign language learning has come a long way since its initial focus on drill and repeat approaches. Today, game-based platforms and applications can help teachers and learners implement good practices like interleaving and feedback. Teachers can either choose from ready-made quizzes or create their own. Increasingly, as these platforms adopt AI-powered technologies, quizzes can adapt to students' different foreign language proficiency levels, and provide personalized feedback, targeted practice and reinforcement based on individual students' needs. This means that as well as being an in-class tool they can also support independent learning outside the classroom. Game-based approaches have been found to be beneficial for the development of linguistic knowledge in the short and long terms. They can positively impact comprehension, lower anxiety, increase motivation and foster interaction between learners regardless of age or native language.

Analysis and results

These programs offer learners the opportunity to learn about different topics that are interesting and useful for their respective fields of study or work. Students who are able to stay up to date with the latest technological advancements will be able to improve their knowledge of different fields and develop new skills that they can use in the future. These students will also be more likely to find a job because they will have a very good understanding of latest trends in various fields and be able to help companies become more efficient by knowing how new technologies can be used for various purposes.

Popular tools that adopt such approaches include Kahoot, Quizlet and Quizizz as well as language learning apps such as Duolingo and Busuu. Digital technology can provide authentic opportunities to speak a foreign language. In communicative language teaching, learners are not just given opportunities to speak a foreign language but are supported to develop language proficiency through spoken communication. Speaking competence covers skills in both spoken production and spoken interaction as well as fluency, intelligibility and self-correction. Video conferencing can facilitate different types of interactions that support students to develop their spoken language. The most obvious is encouraging learners to speak to each other via video technology which gives them more time to practice their



spoken language skills than in face-to-face lessons. This is important as limited class time is a commonly reported challenge among foreign language teachers in general, and with regards to developing speaking skills specifically. Encouraging interaction of this nature has been seen to improve spoken fluency and reinforce course content learning. Furthermore, establishing a learner community through video conferencing helps overcome some of the socio-emotional barriers to speaking a foreign language such as anxiousness and embarrassment. Video conferencing can also facilitate virtual language exchanges to provide geographically and culturally diverse learners with authentic and purposeful interactions in the target language. Research emphasizes the positive impact virtual exchanges can have on functional, sociolinguistic, grammatical, and strategic communicative competences as well as intercultural ones. Virtual approaches provide a suitable alternative to physical mobility for students with physical or financial and other resource restrictions.

They have received a lot of political support in the last decade with considerable financial investment from certain national and international authorities. Video conferencing tools also enable learners to use instant voice messaging or share audio files. This type of asynchronous interaction affords foreign language learners more time to reflect on their responses and the opportunity to revise an intervention. This has been seen to positively impact students' speaking and vocabulary skills, increase their motivation and decrease any related anxiety. These advantages are particularly noteworthy given that foreign language teachers state that encouraging students to have the confidence to speak in lessons is a major challenge.

Digital technologies can also be used in other ways to support students to practice their speaking outside lesson time. AI tools can support students by providing them with low-stakes conversation partners. A study of teenage English-learners found that talking to a chatbot provides a positive learning environment, helps students to talk more in English and encourages them to develop meaningful negotiation skills to successfully complete speaking tasks. Students reported feeling more comfortable chatting in English with the bot than with their teacher or classmates.

Conclusion

However, many current teachers grew up without access to technologies like personal computers and the internet, but students today are raised in an environment saturated by computer technology. These are "digital natives" can intimidate teachers, especially teachers with little technological experience. If teachers feel they do not have the necessary competencies when using technology, they may feel less in control the class, use less technology, and be unlikely to explore new possibilities that utilize technology when designing their classes. By sticking to traditional teaching methods, teachers who are less fluent with technology maintain a feeling of control in the classroom and will not have to



prepare to face the challenges of instructing digital natives in a digital environment. In conclusion, the effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps student build essential 21st-century skills. And also we can say that, using new methods with modern tools during lesson is one of vital part of developing education system. Because our government does not need old mindset people. We need creative personals with good technological knowledge who can work with developed world standards. In most of foreign countries, laptops and telephones are essential part of their studies even they can not imagen lessons without them. It does not mean we should leave pen and paper. It means we should advocate technologies to education by not forgetting about our traditional teaching system.

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