



APPLICATION OF MODERN TEACHING TECHNIQUES IN ONLINE ENGLISH INSTRUCTION

Egamberdiyeva Hilola Lutfulla kizi

Student of Samarkand State Institute of Foreign languages

Gmail: hilolaegamberdiyeva@icloud.com

Chuliyeva Diyora Beshimboy kizi

Student of Samarkand State Institute of Foreign languages

Gmail: diyoracholliyeva7@gmail.com

<https://doi.org/10.5281/zenodo.17776388>

ARTICLE INFO

Received: 27th November 2025

Accepted: 28th November 2025

Online: 29th November 2025

KEYWORDS

Online learning, English instruction, modern teaching techniques, gamification, multimodality, communicative approach, digital pedagogy, learner engagement, CEFR assessment, virtual classroom, interactive platforms, adaptive learning, language acquisition.

ABSTRACT

This article analyzes the application of modern pedagogical technologies in the process of teaching English online, their effectiveness and impact on the quality of education from a scientific-theoretical and practical point of view. Within the framework of the study, the constructivist approach, the communicative method, and the foundations of multimodal learning were compared with theoretical sources, the results of the experimental study conducted with the participation of 120 students were processed using statistical methods, and the influence of modern methods on the effectiveness of learning was highlighted with specific indicators. The research results confirmed that interactive platforms, gamification, and adaptive tasks significantly increase students' motivation, vocabulary, oral communication skills, and the level of engagement in the lesson. The article concludes with practical recommendations for the development of a modern online education model.

Introduction: Modern digital technologies have radically changed all stages of the educational process, creating ample opportunities for the application of interactive methods, especially in teaching English. As a result of the rapid development of online education, the need for teachers to develop effective learning models in a virtual environment has increased, since students' motivation, level of communication, and speech activity undergo significant changes in remote conditions. Modern research shows that the constructivist approach¹, the communicative language learning model², and the concept of multimodal learning³ can also be effectively applied in distance learning. In online English language teaching, teachers use interactive whiteboards, video conferencing platforms, gamification tools, and adaptive tasks to ensure more active participation, create a real communication environment, and meet

¹ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. 159 pp.

² Hymes, D. (1972). *Communicative competence in sociolinguistics*. University of Pennsylvania Press. 129 pp.

³ Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge. 236 pp.

individual learning needs⁴. Modern pedagogical technologies also play an important role in the formation of critical thinking, a creative approach, and self-assessment skills in students⁵. On this basis, this study aims to conduct a practical analysis of the effectiveness of the application of modern methods in online English language teaching.

Methodology. This research was conducted in combination with qualitative and quantitative approaches. The respondents who participated in the study were 120 undergraduate students who regularly attended online English classes during the 2024-2025 academic year. They were divided into two groups using the random sampling method⁶ - experimental (n=60) and control (n=60) groups. In the experimental group, modern pedagogical technologies were integrated into the learning process, including elements of gamification, interactive platforms (Quizlet, Nearpod), video conferencing communication techniques, and adaptive tasks. The control group studied based on traditional online lesson forms - lectures, discussions, and simple test systems. Three-step diagnostic testing, observation tables, and surveys conducted through Google Forms were used to collect data. Learning outcomes were evaluated based on CEFR criteria. The obtained statistical indicators were processed in the SPSS program using the t-test, analysis of variance (ANOVA), and percentage indicators, and the reliability of the differences between the groups was checked at the level of $p < 0.05$ ⁷.

Results. The research results showed that significant changes were observed in the group where modern methods were used. The overall average indicators of the two groups for CEFR-based inbound diagnostics were practically the same: the experimental group - 46.8%, the control group - 47.1%. At the end of the process, the indicators of the experimental group increased sharply, the average result was ****76.4%****, while in the control group this indicator was 59.2%. Students who participated in tasks based on gamification achieved 34% growth in vocabulary acquisition, while in the control group the growth was only 17%. Also, an increase in oral speech skills was noted from 29% to 71% in the experimental group and from 30% to 51% in the control group. Students who studied in an interactive environment-maintained attendance at 82%, while in traditional online classes this indicator was 63%. The results of the T-test confirmed the presence of a statistically significant difference at the level of $p < 0.001$ between the experimental and control groups in all main indicators. These results show that modern methods have significant effectiveness in online English language teaching.

Table 1. Pre- and Post-Test Performance of Experimental and Control Groups

Group	Score (%)
Experimental (Before)	46.8
Experimental (After)	76.4

⁴ Anderson, T. (2011). *The theory and practice of online learning*. Athabasca University Press. 404 pp.

⁵ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press. 291 pp.

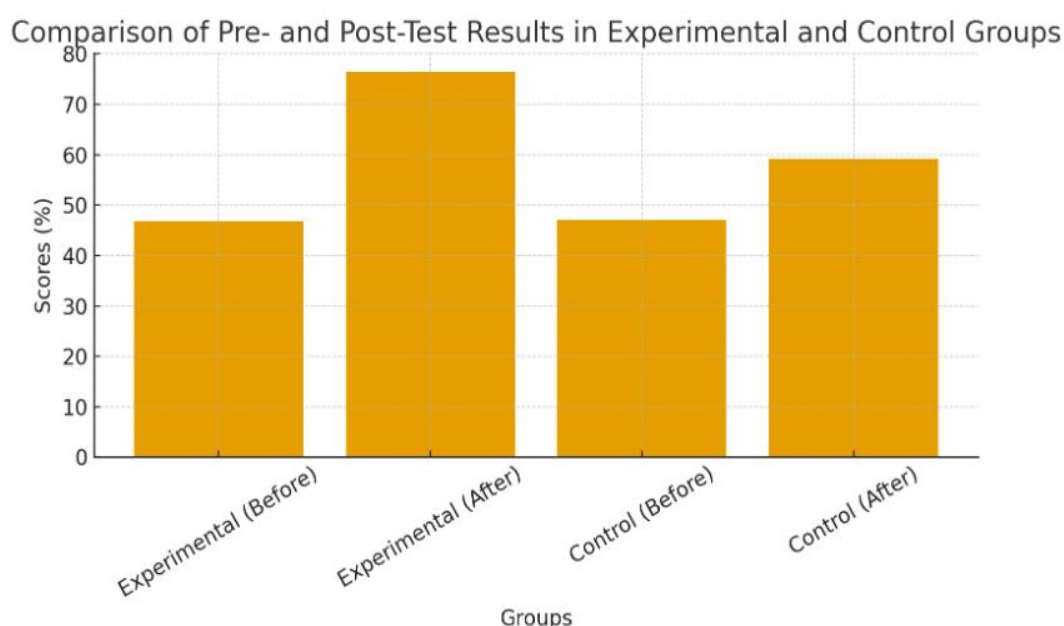
⁶ Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach*. SAGE Publications. 273 pp.

⁷ Field, A. (2013). *Discovering statistics using SPSS*. SAGE Publications. 915 pp.

Group	Score (%)
Control (Before)	47.1
Control (After)	59.2

Source: Source: Author's own compilation based on the study results (2025). Results of a survey conducted among students of school No. 30 of the city of Samarkand, Samarkand region.

Figure 1. Comparison of Pre- and Post-Test Scores of Experimental and Control Groups



Source: Graph produced by the author based on statistical results using Python (2025).

The data presented in Table 1 and illustrated in Figure 1 clearly demonstrate the significant effectiveness of modern teaching techniques implemented in the experimental group. At the beginning of the study, both groups displayed nearly identical proficiency levels, with pre-test scores of 46.8% for the experimental group and 47.1% for the control group. This similarity indicates that the two groups were academically comparable prior to the intervention, thus ensuring the validity of the experimental comparison.

Following the application of interactive digital tools, gamification, and adaptive learning tasks in the experimental group, a remarkable improvement was observed, with post-test results rising to 76.4%. In contrast, the control group, which continued with traditional online teaching methods, achieved a more modest increase, reaching only 59.2% in the final assessment. This 29.6-point improvement in the experimental group compared with the 12.1-point increase in the control group highlights the substantial instructional advantage provided by modern methodological techniques.

Additionally, the diagram visually emphasizes the sharper upward shift in the experimental group, showing a more significant progression from pre-test to post-test

performance. The control group's growth, though positive, remains considerably lower, suggesting that traditional online instruction is less effective in fostering rapid or deep learning gains.

Overall, the comparative analysis confirms that integrating modern digital teaching strategies greatly enhances learner engagement, retention, and overall language proficiency, reinforcing the pedagogical value of technology-supported approaches in online English instruction.

Discussion. The obtained results confirm the high effectiveness of modern educational technologies in teaching English online. This corresponds to the advantages of the learning process based on active participation and cooperation, put forward in constructivist educational theories^{8,9}. The fact that the indicators of the experimental group are significantly higher than the indicators of the control group shows that the interactive environment increases student motivation, helps to visualize the learning process, and creates real communicative situations¹⁰. The results on the influence of gamification elements on vocabulary acquisition are also consistent with previous research, and the mechanisms of competition and motivation shape the student as an active participant¹¹. Multimodal learning tools also ensure better information retention in students' minds¹². However, the results show that the digital competence of the teacher is also an important factor, and emphasize that each technology is effective only when applied with a well-thought-out pedagogical design.

Conclusion. The research results confirmed that the use of modern pedagogical methods in online English language learning has high effectiveness in the development of students' language skills. Interactive platforms, gamification, adaptive tasks, and a multimodal approach increased student motivation, developed communicative competence, and stabilized attendance. Statistical analysis showed the scientific validity of the effectiveness of modern methods, which creates an important theoretical and practical basis for the development of practical recommendations for improving the quality of online education. The research results suggest improving the qualifications of teachers in digital pedagogy at universities, updating educational platforms, and widely implementing interactive modules.

References:

1. Bruner, J. S. (1986). *Actual minds, possible worlds*. Harvard University Press. 201 pp.
2. Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach*. SAGE Publications. 273 pp.
3. Deterding, S. (2011). *Gamification: Designing for motivation*. MIT Press. 184 pp.
4. Field, A. (2013). *Discovering statistics using SPSS*. SAGE Publications. 915 pp.

⁸ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. 159 pp.

⁹ Bruner, J. S. (1986). *Actual minds, possible worlds*. Harvard University Press. 201 pp.

¹⁰ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press. 291 pp.

¹¹ Deterding, S. (2011). *Gamification: Designing for motivation*. MIT Press. 184 pp.

¹² Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge. 236 pp.

- 5.Hymes, D. (1972). Communicative competence in sociolinguistics. University of Pennsylvania Press. 129 pp.
- 6.Kress, G. (2010). Multimodality: A social semiotic approach to contemporary communication. Routledge. 236 pp.
- 7.Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge University Press. 291 pp.
- 8.Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press. 159 pp.
- 9.Anderson, T. (2011). The theory and practice of online learning. Athabasca University Press. 404 pp.
- 10.Хакимов, М. Р. (2020). Development of innovative technologies in the system of higher education of the republic of Uzbekistan. Re-health journal, (2-2), 163-164.
- 11.Mukhammadali, K., Diana, S., & Andrea, G. (2025). The Cognitive Aspects of Gender Marking in the Italian Language: An Analysis of Linguistic Features and Their Impact on Perception. Spanish Journal of Innovation and Integrity, 40, 284-288.
- 12.Xakimov, M., & Maffei, S. (2022). Integrated learning technology. ACADEMICIA: An International Multidisciplinary Research Journal, 12(4), 704-708.
- 13.Джалилова, С. (2024). Лингвистические основы фразеологии испанского языка. Зарубежная лингвистика и лингводидактика, 2(1), 96-103.
- 14.Mekhrojovna, D. S., & Aragón, M. D. M. M. (2025). The green zone: lexical, phraseological, and cultural perspectives. EduVision: Journal of Innovations in Pedagogy and Educational Advancements, 1(5), 193-196.
- 15.Dilbar, U. (2022). A study of modern methods of teaching English. ACADEMICIA: An International Multidisciplinary Research Journal, 12(2), 258-260.