APPLICATION OF LINGUISTOCRIBAL CAPABILITIES OF DIGITAL TECHNOLOGIES AND PEDAGOGICAL METHODS IN THE PROCESS OF TRAINING FUTURE LEADERS

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Abstract

This article explores the theoretical and practical aspects of applying digital technologies and modern pedagogical methods in the linguodidactic training of future leaders. In today's era of globalization, leaders' language proficiency, digital literacy, and communication skills are crucial for interorganizational cooperation and management efficiency. Therefore, digital platforms, interactive resources, AI-based systems, mobile applications, and multimedia tools are widely used to enhance the linguistic preparedness of future leaders. The article scientifically analyzes the integration of these technologies into the educational process, their alignment with pedagogical approaches, and their impact on learners' motivation, language competence, and managerial potential.

Keywords: Digital technologies, linguodidactics, pedagogical methods, future leaders, digital learning, language competence, interactive platforms, artificial intelligence, mobile applications, business communication.

Introduction

RAQAMLI TEXNOLOGIYALAR VA PEDAGOGIK METODLARNING LINGVODIDAKTIK IMKONIYATLARINI BO'LAJAK RAHBARLARNI O'QITISH JARAYONIDA QO'LLASH

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Annotatsiya:

Ushbu maqolada raqamli texnologiyalar va zamonaviy pedagogik metodlarning lingvodidaktik imkoniyatlarini bo'lajak rahbarlarni o'qitish jarayonida qo'llashning nazariy va amaliy jihatlari tadqiq etiladi. Bugungi globallashuv davrida rahbarlarning til bilimi, raqamli savodxonligi va kommunikatsiya ko'nikmalari tashkilotlararo hamkorlik va boshqaruv samaradorligi uchun muhim bo'lganligi sababli, raqamli platformalar, interaktiv resurslar, AI-tizimlar, mobil ilovalar va multimedia vositalari bo'lajak rahbarlarning lingvistik tayyorgarligini rivojlantirishda keng qo'llanilmoqda. Maqolada bunday texnologiyalarning o'quv jarayoniga integratsiyasi, pedagogik yondashuvlar bilan uyg'unlashuvi, ularning o'quv motivatsiyasi, til kompetensiyasi va boshqaruv salohiyatiga ta'siri ilmiy asosda tahlil qilinadi.

Kalit so'zlar: raqamli texnologiyalar, lingvodidaktika, pedagogik metodlar, bo'lajak rahbarlar, raqamli ta'lim, til kompetensiyasi, interaktiv platformalar, sun'iy intellekt, mobil ilovalar, biznes kommunikatsiya.

Introduction

In the current era of rapid development of digital technologies, the implementation of new approaches to the educational process, in particular, the development of linguistic and didactic training of future leaders, is one of the urgent scientific and practical issues. In the context of increasing global economic integration processes, the ability of leaders to communicate freely in foreign languages, have business communication skills, and effectively use digital media is being interpreted as an important competency. This process, in turn, requires the integration of digital technologies and modern pedagogical methods into the educational process.

The linguistic and didactic capabilities of digital educational platforms, artificial intelligence-based learning systems, mobile applications, interactive resources, and multimedia technologies are emerging as an important factor in strengthening the language skills of future leaders, developing their communicative activities in a virtual environment, and achieving efficiency in management processes. From this point of view, the implementation of digital language didactics tools in the system of training leaders, the prospects for optimizing the language teaching process through them, the creation of personalized learning models, and

improving the quality of knowledge through interactive methods are of great importance.

The reforms and opportunities being created in the education system in our country are based on the training of future leaders who can meet the requirements of the global world and surpass the achievements of developed countries in the field of education. In this regard, the Law of the Republic of Uzbekistan "On Education" adopted on September 23, 2020 and the Decree of the President of the Republic of Uzbekistan "On approval of the "Digital Uzbekistan - 2030" strategy and measures for its effective implementation" adopted on October 5, 2020 serve as the basis.

This article scientifically highlights the issues of using the linguodidactical capabilities of digital technologies and pedagogical methods in the process of training future leaders, analyzes existing approaches, and substantiates their significance for educational management.

LITERATURE ANALYSIS AND METHODS

Scientific research on digital educational technologies, linguodidactych, and pedagogical innovations shows the effectiveness of these tools in training future leaders. In particular, international studies have shown that digital platforms provide flexibility, rapid exchange of ideas, and a multimodal learning environment in the development of language competence. It is emphasized that it is distinguished by its creation capabilities. Domestic and foreign sources have studied the advantages of an educational model adapted to the individual abilities of the student through automated assessment using artificial intelligence, personalized learning paths and interactive exercises.

This article has carried out a systematic analysis of the literature in this area and, using a comparative-analytical method, the advantages of using the integration of digital technologies and pedagogical methods in the process of language teaching to future leaders were considered from a comparative point of view, based on the work of various scientists, specialists in the field and scientific literature.

Graham Stanley, a renowned international scholar in the field of language teaching and language didactics, systematically analyzes the impact of mobile applications and online platforms on the language learning process in higher education. The author of the study scientifically demonstrates the role of digital tools in increasing student motivation, developing language skills, and enriching

students' independent learning experiences. He particularly emphasizes that through mobile-assisted language learning (MALL) tools, students have the opportunity to learn a language in a timely and flexible manner, and the use of elements such as interactive exercises, improving pronunciation, and strengthening vocabulary and grammar skills in the learning process. In their study, Brown and Smith study the effectiveness of multimedia tools and virtual reality (VR) technologies in foreign language teaching based on a systematic meta-analysis. The authors emphasize that students' motivation and participation are higher with the help of interactive technologies. Virtual environments provide students with the opportunity to simulate real-life situations, which helps them learn the language contextually and pragmatically. For example, students can interact in various communicative situations, such as a virtual city, store, airport, etc. using VR. Multimedia and VR technologies not only make the language learning process interesting and interactive, but also allow pedagogically assessing student competence, monitoring results, and optimizing the learning process. At the same time, special emphasis is placed on the need for a pedagogical approach and methodological preparation for effective use

N.B. Karimova noted that studies have shown that digital learning resources and AI-based language teaching systems have a significant impact on the development of communicative competence in future leaders. According to her, AR/VR technologies are an effective tool for simulating real negotiation and management situations.

Another expert in the field, F.U. According to Tashboltayev, online learning platforms, multimodal interactive tools, virtual environments and distance learning technologies are emerging as important factors in the development of students' communicative competence. Digital tools are of particular importance in ensuring the flexibility of the educational process, a person-oriented approach, strengthening students' independent learning skills and bringing language materials closer to real-life situations. The integration of digital technologies into the process of teaching foreign languages not only increases the quality and efficiency of the educational process, but also becomes an important factor in strengthening the global competitiveness of learners.

Results and Discussion

The analysis of the literature on the effectiveness of digital language teaching tools shows that digital language teaching platforms, mobile applications and interactive educational resources provide greater flexibility, convenience and the possibility of an individual approach to the student compared to traditional teaching methods. It has been found that the use of multimedia tools, audio-video materials, dialogic exercises and interactive tests increases the motivation of language learners, increases interest in independent learning and is an important factor in the formation of communicative competence. It has been found that the use of learning systems based on artificial intelligence, adaptive learning models allow for the creation of a personalized learning path for each student, and forms an approach adapted to the student in the learning process. The analysis of the literature shows that the use of digital methods activates self-assessment mechanisms in students, encourages them to constantly improve their language skills and increases the level of in-depth mastery. In general, the application of digital linguistic didactics tools in the language training process of future leaders is characterized by significantly increased efficiency, flexibility, motivation and opportunities for an individual approach compared to traditional methods.

If we examine the scientific research conducted by experts in this field, we can see various analyses of the benefits of integrating digital technologies and pedagogical methods in the process of teaching languages to students. For example, Fitri Handayani's research examines the ways in which technology is integrated into the teaching of English and its impact on students' learning outcomes, motivation and active participation in the learning process. Analyzing technologies such as mobile applications for language learning, virtual classrooms and interactive media tools, the study highlights the benefits of these tools in creating immersive and flexible learning environments. According to her, it is very important to identify key trends and effective practices in language teaching. There are also several challenges that can be encountered in the process of using technology – including issues related to accessibility, teacher training and digital literacy.

Researchers Rachmawati and Irawan, according to their research, have shown that the use of digital technologies in teaching English for Special Purposes (ESP) significantly enhances the educational process, and that the use of LMS (Google Classroom), mobile applications (Quizlet, Duolingo), virtual classrooms (Zoom,

Google Meet), and multimedia resources by teachers increases student engagement in the learning process. They also point out the following conditions for the successful integration of digital technologies into ESP education: regular digital-pedagogical training for teachers, appropriate selection of technologies and use of a simplified platform, training for students to improve digital literacy, and strengthening technical and methodological support by higher education institutions.

Conclusions and Suggestions

The application of the linguodidactical capabilities of digital technologies and modern pedagogical methods to the training process of future leaders provides significant effectiveness in developing language competence. Digital platforms, multimedia resources, mobile applications, adaptive learning systems based on artificial intelligence, and interactive educational tools increase the flexibility of the learning process, enhance individual approach, strengthen student motivation, and play an important role in the formation of communicative skills. Compared with traditional methods, digital linguistic didactic tools are distinguished by the fact that they expand the possibilities of self-assessment, provide systematic monitoring of the learning process, provide prompt feedback, and offer effective mechanisms for creating a personalized educational path for each student.

We consider it appropriate to offer the following as a solution to a number of problems encountered in the application of the linguistic and didactic capabilities of digital technologies in the process of training future leaders:

In order to effectively solve the problems encountered in language teaching practice, such as lack of motivation, student passivity in the lesson process, differences in the level of mastery, and limitations of the individual approach, it is proposed to introduce the blended learning model - the integrated use of digital educational tools with traditional pedagogical methods. This approach enhances the opportunities for independent learning, interactive tasks, multimedia materials, and real-time feedback through digital platforms, and is complemented by methods aimed at developing communicative, analytical, and speech activities in classroom lessons. The blended learning model serves to comprehensively eliminate existing didactic problems by forming individual learning trajectories in the language learning process, activating student participation, ensuring access

to education regardless of time and place, as well as more effectively organizing communication between the teacher and the student.

In the process of language teaching, it is proposed to establish mechanisms for continuous assessment and effective feedback in order to identify individual development of students, regularly monitor their language skills, communicative competencies and practical management skills. Such mechanisms allow for real-time analysis, rapid identification of strengths and weaknesses, provision of personalized recommendations and flexibility of the learning process. A continuous assessment system increases students' communicative activity, encourages them to work independently and contributes to the sustainable formation of language competencies. At the same time, the assessment of management skills helps to develop the skills of future leaders in strategic thinking, discussion, negotiation and effective communication in a team. As a result, an approach based on continuous assessment and feedback reduces didactic gaps in the language teaching process and significantly improves the overall quality of the learning process.

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