ADAPTING TRADITIONAL TEACHING METHODS TO SUIT DIGITAL AGE UNIVERSITY STUDENTS

Mahamadjonov Boburjon Botirjon o'g'li
Student, Uzbekistan State World Languages University
E-mail: boburjon571mahamadjonov@gmail.com

Khamidova Durdona Mukhtorovna
Teacher, Uzbekistan State World Languages University
E-mail: dhamidova10@gmail.com

Abstract: *As technology continues to advance rapidly, it is reshaping the educational landscape. This transformation compels schools to adopt new teaching methods that are more suited to the needs of today's students. This study explores how educators can adapt traditional teaching practices to align with the demands of the digital age. This adaptation is essential for maintaining relevance in an evolving educational environment. The study emphasizes the role of digital tools, such as online platforms and blended learning models, in enhancing educational practicesThe findings suggest that combining traditional and modern teaching methods can lead to better learning outcomes. This hybrid approach prepares students for the demands of future jobs by equipping them with both foundational knowledge and digital skills.*

Keywords: Traditional teaching, digital age, university students, technology use, online learning, student engagement.

Аннотация: *По мере того как технологии продолжают стремительно развиваться, они изменяют образовательный ландшафт. Эта трансформация заставляет школы внедрять новые методы обучения, которые в большей степени отвечают потребностям современных учеников. В данном исследовании рассматривается вопрос о том, как педагоги могут адаптировать традиционные методы обучения в соответствии с требованиями цифровой эпохи. Такая адаптация необходима для поддержания актуальности в развивающейся образовательной среде. В исследовании подчеркивается роль цифровых инструментов, таких как онлайн-платформы и*

смешанные модели обучения, в совершенствовании образовательной практики. Полученные данные свидетельствуют о том, что сочетание традиционных и современных методов обучения может привести к улучшению результатов обучения. Такой гибридный подход готовит студентов к требованиям будущих рабочих мест, вооружая их как фундаментальными знаниями, так и цифровыми навыками.

Ключевые слова: *Традиционное обучение, цифровая эпоха, студенты университетов, использование технологий, онлайн-обучение, вовлеченность студентов.*

INTRODUCTION. Education is changing quickly, especially in universities. More and more, teachers are using technology and online tools to improve teaching. This is in addition to the traditional methods, like in-person classes and textbooks. With these new tools, students can learn from anywhere and at their own pace. This makes learning easier and more fun for many students. However, teachers also face some challenges when using these new tools. They must figure out how to use technology and still keep the best parts of traditional teaching. This study looks at how universities around the world are using technology in their classrooms.

Technology is around everything we do. But, does it have a place in the classroom? Technology integration in education involves the incorporation of digital tools and resources into the teaching and learning process to enhance educational outcomes and streamline administrative functions (Thelma, C. 2024). In this study, teachers had just received new computers over the past year and a half, and some attended specific software classes the past summer. They were ready to infuse their classroom lesson plans with a variety of technology. Students were assigned to create brochures, power point presentations, and use video cameras along with iMovies. This rush of technology could be seen in almost all of the regular classes. The correspondence method, as it was termed, used the mail system to get in touch with students and vice versa (Akubue, P. C., Okeke, W. C., 2024). As the school moves into the 2nd quarter there is a return slowly to traditional classroom instruction leaving power point presentations, use of Publisher and video production. Students

are still using the word processor and a few scattered technology projects but the flurry of technology use is over. At-risk students' grades drop along with student's attendance in some or for a few in all classes (Muir-Herzig R., 2004).

The influence of technology on language learning is expanding internationally. The landscape of language instruction and language acquisition has shifted so rapidly that the traditional classroom is no longer the predominant learning setting. It is unusual to find a language course that does not utilize technology in some way (Margaryan, A., 2011) due to the widespread use of technology in language learning and instruction. In the field of English language education, it is widely believed that technology plays a crucial role in assisting teachers to facilitate and mediate learning, improve the learning experience for their students so they can continue to grow, diversify teaching and learning activities, and transform the classroom (Thuan P., Hanh N., 2024).

METHODS. This study employs a qualitative approach to explore the integration of traditional and digital teaching methods in universities worldwide. The researchers utilized the following methods:

- **Case Studies**: Examination of various universities that implement a combination of traditional and digital teaching practices.
- **Literature Review**: Analysis of existing research, including books, academic papers, and institutional reports related to digital tools in education.
- **Interviews**: Conducting interviews with teachers and students to gather insights and opinions on the effectiveness and challenges of using digital tools in educational settings.

By combining these methods, the study aims to provide a comprehensive understanding of the impact of digital tools on teaching and learning.

RESULTS. Benefits of Using Digital Tools in Traditional Teaching. The study shows that adding technology to traditional teaching makes learning more interesting and helps students understand better. Tools like online discussions, virtual simulations, and interactive whiteboards make lessons more engaging. Online

resources, like recorded lectures and forums, allow students to learn at their own speed and review material outside of class.

Technology plays a multifaceted role in education: it is integrated into the curriculum, serves as a delivery system, supports educational structures, and enhances the overall learning process. Due to technological advancements, education has evolved from being passive and reactive to becoming interactive and dynamic (Dr Shaheen Parveen , Shaikh Imran Ramzan 2024).

Challenges of Using Digital Teaching. While digital tools are helpful, there are some challenges:

- **Teacher Resistance**: Some teachers don't want to use new technology because they don't know how to use it or feel unsure about it.

- **Lack of Digital Skills**: Not all students know how to use digital tools properly, which can make it hard for them to fully engage in lessons.

- **Lack of Technology**: Many schools, especially in poorer areas, don't have the necessary equipment to use digital tools.

- **Less In-Person Interaction**: When more learning happens online, students may have fewer chances to talk to their teachers face-to-face. This can affect their motivation and social skills.

Solutions for a Balanced Approach. To solve these problems, the study suggests some solutions:

- **Teacher Training**: Schools should offer training for teachers to help them feel more comfortable using technology in their lessons.

- **Blended Learning**: Teachers should combine in-person lessons with online learning. This gives students the best of both worlds.

- **Support for Students**: Schools should offer workshops to help students improve their digital skills so they can use online tools with confidence.

- **Interactive Tools**: Schools can use fun tools, like games or virtual labs, to keep students engaged and help them learn in new ways.

DISCUSSION. The study shows that while digital tools can help students learn, not all students or subjects are ready for fully online lessons. Higher education needs to accommodate the new students' expectations. It should change, not only the way how teachers use technology in their classrooms, but also involves broader aspects of educational facilitation (Suryani, A., *et.al.* 2019). The best method seems to be a combination of traditional teaching and modern technology, called blended learning. This way, students get the benefits of both face-to-face lessons and online tools. The challenges and limitations students and educators face in adopting these technologies (Ghozali N., 2024). In addition to the benefits of blended learning, several critical factors must be considered to ensure effective implementation:

- **Accessibility Issues**: Not all students have equal access to technology and reliable internet connections. This disparity can create barriers to learning, particularly in fully online environments. Institutions must address these accessibility challenges to provide equitable educational opportunities for all students.

- **Technological Proficiency**: Both students and educators need a certain level of technological proficiency to effectively engage with digital tools. Training and support are essential to help them navigate these technologies and maximize their potential benefits in the learning process.

- **Continuous Pedagogical Innovation**: The landscape of education is constantly evolving, necessitating ongoing innovation in teaching practices. Educators must be willing to adapt and explore new pedagogical strategies that integrate technology while still prioritizing student engagement and learning outcomes.

It is also important to remember that technology should not replace the personal side of education. Things like teacher-student discussions, group work, and hands-on learning are still very important. Technology should help teaching, but it can't replace the personal connections between students and teachers.

CONCLUSION. Changing traditional teaching methods for the digital age doesn't mean throwing away old methods. Instead, it means using new technology to make them better. By using online platforms, digital resources, and blended learning, universities can give students more flexibility and engagement. However, for this to work well, universities must plan carefully and consider challenges like resistance to technology, gaps in digital skills, and lack of resources. If universities use both traditional and modern methods, students will be better prepared for both their studies and future careers.

REFERENCES:

1. Thelma, C. C., Sain, Z. H., Mpolomoka, D. L., (2024). Curriculum design for the digital age: Strategies for effective technology integration in higher education. *International Journal of Research*, *11*(07), 185-201.

2. Muir-Herzig, R. G. (2003). Technology and its impact in the classroom. *Computers & Education*, *42*(2), 111–131

3. Margaryan, A., Littlejohn, A., & Vojt, G. (2011). Are digital natives a myth or reality? University students' use of digital technologies. *Computers & education*, *56*(2), 429-440.

4. Akubue, P. C., Okeke, W. C., & Ezeabasili, P. I. Adapting the E-Learning Model Education in Digital Age for Nigeria Schools.

5. Thuan, P. D., (2024). Exploring benefits of applying Google Workspace for Education in English as a foreign language classroom. International Journal of Evaluation and Research in Education, 13(2), 1287-1292.

6. Parveen, D. S., (2024). The role of digital technologies in education: benefits and challenges. Int. Res. J. Adv. Eng. Manag, 2, 2029-2037.

7. Suryani, A., Soedarso, W., & Zahrok, S. (2019). Adapting to or changing our students?. *ELTLT*, 1.

8. Ghozali, N. I. M., Awang, H., Mansor, N. S., & Mustapha, R. (2024). Adapting to change: the impact of multimedia learning tools on higher education students. *Journal of Contemporary Social Science and Education Studies (JOCSSES) E-ISSN-2785-8774*, *4*(2), 40-45.