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**TRANSFORMATION OF THE LANGUAGE EDUCATIONAL ENVIRONMENT
OF HIGH SCHOOL IN THE CONTEXT OF DIGITALIZATION AND
COMPETENCE-BASED LEARNING**

Rakhimova Shakhodat Djura kizi

Senior EFL teacher, specialized state school №180,

Shaykhontokhur district, Tashkent, Uzbekistan

Email: shaxodat5919@gmail.com

ORCID: 0009-0006-0199-6606

Abstract. This paper delineates the quantitative and qualitative parameters regarding the transformation of the language educational environment in grades 10–11 of general secondary schools in Uzbekistan. Based on a comparative analysis, the study substantiates the efficacy of integrating a competence-based approach with digital educational technologies (DET) to intensify the development of foreign language speaking skills.

Keywords: language educational environment, competence-based approach, educational digitalization, upper secondary education, speech practice density, national proficiency certificate, CEFR.

Introduction. According to the Resolution of the President of the Republic of Uzbekistan No. PP-5117, high school graduates are required to achieve a foreign language proficiency level of at least B1 according to the CEFR scale [1, p. 2]. The Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030 sets the task of 100% implementation of the competence-based approach into all school curricula [2, p. 5]. However, under the standard class occupancy in Uzbek schools (averaging 25–30 students) and a rigid lesson duration (45 minutes), the chronometric tracking of active individual oral output per student yields a mere 1.5–2 minutes. As D.B. Rajabova notes in her research, the traditional classroom environment significantly constrains the opportunities for spontaneous speech production [4, p. 48]. This structural discrepancy necessitates a systemic transformation of the high school language environment via the deployment of end-to-end digital educational technologies (DET).

The Aim of the Study is to quantitatively measure and scientifically substantiate the qualitative shifts in the development of speaking skills among students in grades 10–11 during the transition to a digitalized language learning environment.

Research Methods. The methodological framework relies on a pedagogical experiment (conducted from September 2025 to May 2026) within general secondary school settings, a survey sample of 120 upper secondary students, a comparative chronometric analysis of speech practice density, and mathematical statistics processing (Student's t-test).



Results and Discussion. In the course of the experimental study, the traditional language environment was restructured into a blended learning model powered by Learning Management Systems (LMS) and mobile-assisted language learning (MALL) simulators. This implementation expanded the boundaries of the educational process through the integration of MALL technologies, which are described in detail in the works of A. Kukulska-Hulme [6, p. 114]. The deployment of DET yielded the following empirical data:

1. **Acceleration of Speech Practice Density.** Delegating reproductive, drill-based assignments (such as grammar exercises and testing) to the extracurricular digital space, based on the methods proposed by E.S. Polat [3, p. 142], reclaimed up to 45% of standard classroom time. Due to the systemic integration of asynchronous voice-recording applications (specifically, Flip technology), the cumulative duration of individual oral output per student escalated from 2 minutes to 12 minutes per academic hour (representing a 6-fold increase).

2. **Academic Performance Dynamics.** A comparative analysis between the Experimental Group (EG) and the Control Group (CG) demonstrated that oral fluency development in the EG increased by 28.4%, whereas the CG exhibited a marginal growth of 7.2%. The observed variance is statistically significant at the $p < 0.05$ level. This dynamic corroborates the findings of M.Kh. Toshmatova, who argued that interactive visualization accelerates the activation of high school students' active vocabulary [5, p. 73].

3. **Psychological Variables.** Survey metrics indicated that the application of personalized AI-driven conversational tutors effectively mitigated "foreign language anxiety" (the internal affective barrier to oral production) in 74% of the high school cohort, which closely aligns with the contemporary paradigm of humanizing digital education [3, p. 185].

4. **Summative Assessment Outcomes.** The proportion of students within the experimental framework who successfully passed the oral assessment ("Speaking" module) of the national proficiency certificate (administered by the Agency for Promoting Foreign Language Learning) at the B2 level was 18% higher than the regional baseline average.

Conclusion. The digital transformation of the upper secondary language educational environment ensures a rigorous shift from passive knowledge transmission to intensive, competence-oriented learning. The integration of DET circumvents the physical constraints of the traditional classroom system, expanding the active speaking window for students in grades 10–11 by six times, which directly guarantees the attainment of the target state benchmarks for educational quality in the Republic of Uzbekistan.

References

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