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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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MUNDARIJA

O'zbek bolalar folklorining etnopsixologik jihatlarini.....	10
<i>Alimbayeva Shaxlo Tursunovna</i>	
The Convergence of Educational Paradigms: Policy Borrowing, Adaptability, and Institutional Reform in Uzbekistan's Modern School System	15
<i>Lola Rakhmonovna Djurakulova, Karina Eduardovna Bushevskaya</i>	
Bo'lajak jismoniy tarbiya o'qituvchilarida valeologik kompetensiyalarni rivojlantirish	21
<i>Xudoyberdiyev G'iyosiddin Baxtiyor o'g'li, Mamatqulov Davronbek Abdig'apparovich</i>	
Autizm spektridagi buzilishlarga ega bolalar rivojlanishida STEAM ta'lim texnologiyasining pedagogik ahamiyati.....	25
<i>Ne'matova Hilola Ikrom qizi, Ahmadova Zuhra Adizovna</i>	
Ozodlikdan mahrum qilingan shaxsning jazoni ijro etish muassasasidagi moslashuvining psixologik xususiyatlari	30
<i>Saydullayeva Muxabbat Abdullayevna</i>	
Boshlang'ich sinflarda o'quvchilarning ijodiy qobiliyatini rivojlantirishning pedagogik ahamiyati.....	33
<i>Shodiyeva Gulruh Xayrullayevna, Ergasheva Farog'at</i>	
Boshlang'ich sinf o'quvchilarida gamifikatsion topshiriqlar asosida divergent fikrlashni shakllantirishning didaktik mexanizmlari.....	37
<i>Jalilov Muhammadali Abdumutalibovich, Saloydiovva Sevaraxon Mahammadsharif qizi</i>	
Darsdan tashqari mashg'ulotlarda boshlang'ich sinf o'quvchilarining ijodiy faoliyat tajribasini shakllantirish	41
<i>Sayfiddinova Muxlisa Sayfiddinovna</i>	
Harbiy xizmatchilar oilalarida inqirozlarni profilaktika qilishda ijtimoiy-psixologik xizmatlarning o'rni	45
<i>Sh. S. Kurbanova</i>	
Yosh onalarning pedagogik kompetensiyalariga oid ilmiy-nazariy yondashuvlar	49
<i>Yuldasheva Zulayxo Sadullayevna</i>	
Роль нарративно-экспозиционной терапии при работе с детьми, репатрированными из ЗОН вооружённых конфликтов	53
<i>Юлдашев Санжар Рузимуродович</i>	
Boshlang'ich sinf texnologiya darslarida zamonaviy pedagogik texnologiyalar: muammo va uning yechimlari.....	57
<i>Mamatova Karomat Ilhomjonovna</i>	
Bitiruvchi sinf o'quvchilarini kasb-hunarga yo'naltirish jarayonlarida individual yondashuvning ahamiyati ...	61
<i>Asilova Sanobar Xatamboyevna</i>	
Optika bo'limini o'qitishning didaktik asoslari.....	66
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Shomurodova Maftuna Tolibjon qizi, Rayimova Muazzam Xolbobo qizi</i>	
Bo'lajak informatika o'qituvchilarida kompyuter grafikasiga oid kompetensiyalarni rivojlantirish uchun Gamified Project-Based Learning asosidagi integrativ metodika ishlab chiqish	69
<i>D. Y. Pulatova, G' R. Berdiyev</i>	
Psixologik savodxonlikning o'smirlar akademik savodxonligiga ta'siri.....	76
<i>Fayzullayev Mirzaodil Mirzamurodovich</i>	
Umumiy o'rta ta'lim maktablarida fizika darslarida loyihaviy ta'limni qo'llashning pedagogik asoslari	81
<i>Ismonov Turgunpulat To'liqinovich</i>	
Maktabgacha yoshdagi bolalarning tabiatga oid kompetensiyalarini rivojlantirishda mashg'ulot, ekskursiya va sayrlardan foydalanish metodikasi.....	84
<i>Maripova N. X.</i>	
Individual yondashuvga asoslangan pedagogik mexanizmlarni amaliyotga joriy etish metodikasi	88
<i>Nurova Malika Abduzairovna</i>	



Communicative Learning as a Basis for Critical Thinking Development	92
<i>Petrosyan Nelya Valerevna, Khalilova Farangiz Khoshimovna</i>	
Nikohdan oldingi hissiy-emotsional kompetentlikni rivojlantirishning ijtimoiy-psixologik omillari	97
<i>Raximova Gulxayo Alisherovna</i>	
Talabalarda chidamkorlikni rivojlantirishning ahamiyati	100
<i>Shaalimov Muxtorsha Atxamovich</i>	
Maktabgacha katta yoshdagi bolalarda ertaklar orqali tarbiya berish usullari	105
<i>X. Sh. Ochilova</i>	
Bo'lajak tarbiyachilarning ijtimoiy kompetensiyasini rivojlantirishda interfaol ta'lim texnologiyalarining samaradorligi	109
<i>Xalilova Dilnoza Furkatovna</i>	
Bo'lajak boshlang'ich sinf o'qituvchilarida kitobxonlik madaniyatini kreativ yondashuvlar asosida shakllantirish imkoniyatlari	112
<i>Xolyigitova Bahoroy Kimsanboyevna</i>	
Bo'lajak buxgalteriya hisobi va audit sohasidagi talabalarning kasbiy kompetensiyalarini rivojlantirishning nazariy asoslari	117
<i>Arziyeva Visola Namozovna</i>	
Boshlang'ich ta'lim mazmunini tizimlashtirishning didaktik va aksiologik tamoyillari	121
<i>Shabbazova Dilfuza Ruzikulovna</i>	
Munis Xorazmiy devonining o'rganilishi va uning tarixiy-etimologik tahlili	125
<i>Sharopova Durdona Azim qizi</i>	
Raqamli texnologiyalar asosida pedagogik kompetensiyalarni takomillashtirish asoslari	129
<i>Tashmatova Gulzoda</i>	
Maktabgacha ta'limda steam yondashuvining didaktik imkoniyatlari	133
<i>To'xtaboyeva Maftunaxon G'aniyevna</i>	
Raqamli pedagogikaning zamonaviy ta'lim rivojlanishidagi o'rni	137
<i>Tojiyeva Asila Abdimannon qizi, Pardayeva Ra'no Eshboyevna</i>	
Talabalar jamoasida uchraydigan nizoli vaziyatlarning diagnostik tahlili	142
<i>Vaxobova Muxtabar Nurmuhimmat qizi</i>	
Kreativ yondashuv asosida talabalarining kasbiy sifatlarini shakllantirish	146
<i>Xolmatova Gulhayo Ulug'bekovna</i>	
Maktabgacha yoshdagi bolalar tarbiyasining psixologik asoslari	151
<i>Xurvaliyeva Tarmiza Latipovna</i>	
Umumta'lim maktab direktorlarining boshqaruv samaradorligini oshirishda media va axborot savodxonligini rivojlantirish modelini takomillashtirish	156
<i>Abdulxakimova Ziyoda Latibjon qizi</i>	
Boshlang'ich sinf o'quvchilarining darsda muammoli STEAM loyihalarini yaratish ko'nikmalarini rivojlantirish	161
<i>M. S. Achilova</i>	
Optik tushunchalarni shakllantirish metodikasi	165
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Cho'liyeva Sofiya Sobirjon qizi, Shog'dorova Moxinur Bobomurot qizi</i>	
PHET simulyatsiyalari yordamida optikani o'rgatish	169
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Toshmirzayeva Buvioysha Panji qizi, Ruziyeva Jasmina Sirojiddin qizi</i>	
Boshlang'ich sinf o'quvchilari ijodiy fikrlashini o'ziga xos jihatlari	173
<i>Gafurova Shoxista Erali qizi</i>	
O'zbekiston hududlarida yengil atletika infratuzilmasi va sportchilar tayyorlash tizimini tashkiliy-boshqaruv asoslari	178
<i>Hakimova Mushtariybonu Hamidovna, Tursunpolatova Ziyoda Jahongir qizi</i>	
O'zbekistonda mustaqil fikrlash muammosi bo'yicha olib borilgan tadqiqotlar tahlili	181
<i>Tursunova Dilbar Zafarovna</i>	

MUNDARIJA СОДЕРЖАНИЕ CONTENTS	Methodology for Developing Competencies in Primary Education and the Communicative Analysis of Oral Speech..... 184 Turumbetova Aygul Yusupbaevna
	Bo'lajak boshlang'ich sinf o'qituvchilarini "Tarbiya" darslarida o'quvchilarning mantiqiy fikrlash qobiliyatini rivojlantirishga o'rgatish metodikasi 189 Ummatkulova Sayyora Shovkatovna
	Boshlang'ich sinflarda matematika ta'limini tashkil etish 191 Saydullayeva Shabbona Ashraf qizi, Axtamqul Azamqulov, Anvar Yusupov
	Metakognitiv xabardorlik ko'rsatgichlarining ta'lim shakliga bog'liqligi..... 195 Ermatova Robiya Bekjonali qizi
	The Integration of Artificial Intelligence Technologies in Esp Instruction: Enhancing Professional Communicative Competence in Higher Education 199 Ismailova Shaira Ferdausovna
	Intercultural Communicative Competence in English Language Teaching: Preparing Global Learners 204 Maqsudova Gulnoz Olimovna
	Teaching Reading Through Multimodal Texts: Enhancing Comprehension and Engagement in EFL Classrooms 208 Norboyeva Shahnoza Jo'rabek qizi
	Digital Technologies and Cognitive Competence Development in English Language Teaching 212 Sharipova Muhabbat Erkinovna
	Raqamli ta'lim muhitida sun'iy intellektga asoslangan elektron o'quv resurslarini loyihalashning konseptual-pedagogik asoslari va didaktik muammolar tahlili..... 216 Shirinov Feruzjon Shuxratovich, Raxmonov Ziyodillo Xusanovich
	Boshlang'ich ta'limda timss mezonlari: kontekstli muammolarga yondashuv 222 Yo'ldoshev Farhodjon Baxtiyor o'g'li
	O'qituvchilarning qadriyatlari va stressga barqarorlik o'rtasidagi o'zaro bog'liqlikning psixologik tahlili 227 Yuldashova Dilafuz Shavkatovna
	Bo'lajak o'qituvchilarning kasbiy kompetensiyasini shakllantirish pedagogik muammo sifatida 229 Safarova Madina Azamat qizi
	Социально-психологические особенности отношения студентов к использованию искусственного интеллекта chatgpt в образовательной деятельности..... 233 Аскарлова Гулрух Оринбасаровна
	Диалог культур в произведениях русскоязычных писателей Узбекистана XXI века 239 Чернова Татьяна Алексеевна, Отакулов Фолиб
	Русский язык как пространство межкультурной коммуникации в литературе Узбекистана 242 Чернова Татьяна Алексеевна, Имамов Жавлонбек, Абдурахмонов Элбек

DIGITAL TECHNOLOGIES AND COGNITIVE COMPETENCE DEVELOPMENT IN ENGLISH LANGUAGE TEACHING

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Abstract: This article explores the role of digital technologies in fostering cognitive competence within English Language Teaching (ELT). In the era of rapid digital transformation, language education increasingly emphasizes the development of higher-order cognitive skills alongside linguistic competence. The study employs a qualitative literature review methodology to examine contemporary theoretical and pedagogical perspectives on technology-enhanced language learning. The findings reveal that digital tools, including multimedia resources, online learning platforms, and artificial intelligence applications, play a significant role in enhancing learners' critical thinking, problem-solving abilities, information-processing skills, and autonomous learning capacities. The study concludes that the effective integration of digital technologies into ELT can substantially support the development of cognitive competence and improve overall learning outcomes.

Key words: digital technologies, cognitive competence, English Language Teaching, EFL learners, critical thinking, technology-enhanced learning.

Annotatsiya: Ushbu maqolada ingliz tilini o'qitish (English Language Teaching - ELT) jarayonida raqamli texnologiyalarning kognitiv kompetensiyani rivojlantirishdagi o'rni tahlil qilinadi. Raqamli transformatsiya jadallashib borayotgan sharoitda til ta'limi nafaqat lingvistik kompetensiyalarni, balki o'quvchilarning yuqori darajadagi kognitiv ko'nikmalarini ham rivojlantirishga yo'naltirilmoqda. Tadqiqotda texnologiyalar bilan boyitilgan til o'qitishning zamonaviy nazariy va pedagogik yondashuvlarini tahlil qilish uchun sifatli adabiyotlar sharhi metodidan foydalanildi. Natijalar multimedia resurslari, onlayn platformalar va sun'iy intellektga asoslangan ilovalar kabi raqamli vositalar o'quvchilarning tanqidiy fikrlashi, muammolarni hal qilish qobiliyati, axborotni qayta ishlash ko'nikmalari hamda mustaqil ta'lim olish kompetensiyalarini rivojlantirishda muhim ahamiyatga ega ekanligini ko'rsatdi. Tadqiqot xulosalariga ko'ra, ELT jarayoniga raqamli texnologiyalarni integratsiya qilish kognitiv kompetensiyani samarali rivojlantirish va ta'lim natijalarini yaxshilashga xizmat qiladi.

Kalit so'zlar: raqamli texnologiyalar, kognitiv kompetensiya, ingliz tilini o'qitish, EFL o'quvchilari, tanqidiy fikrlash, texnologiyalar asosidagi ta'lim.

Аннотация: В данной статье рассматривается роль цифровых технологий в развитии когнитивной компетентности в процессе обучения английскому языку (English Language Teaching - ELT). В условиях стремительной цифровой трансформации языковое образование всё больше ориентируется не только на формирование лингвистических компетенций, но и на развитие высших когнитивных навыков обучающихся. В исследовании использован метод качественного обзора научной литературы для анализа современных теоретических и педагогических подходов к обучению языку с применением цифровых технологий. Результаты показывают, что такие цифровые инструменты, как мультимедийные ресурсы, онлайн-платформы и приложения на основе искусственного интеллекта, существенно способствуют развитию критического мышления, навыков решения проблем, обработки информации и самостоятельного обучения. Сделан вывод о том, что интеграция цифровых технологий в процесс обучения английскому языку способствует эффективному развитию когнитивной компетентности и повышению качества образовательных результатов.

Ключевые слова: цифровые технологии, когнитивная компетентность, обучение английскому языку, учащиеся EFL, критическое мышление, обучение с использованием технологий.

INTRODUCTION

In the context of rapid digital transformation, education systems worldwide are increasingly integrating digital technologies into teaching and learning processes. English Language Teaching (ELT) is no exception, as it has undergone significant methodological changes driven by technological advancements and the growing need to develop 21st-century skills.



Traditional ELT approaches have largely emphasized the memorization of vocabulary, grammatical accuracy, and controlled language practice. However, modern educational paradigms require learners to develop higher-order cognitive abilities such as critical thinking, problem-solving, analytical skills, and autonomous learning. These abilities are commonly referred to as cognitive competence, which has become an essential component of effective language acquisition.

Researchers argue that digital technologies play a crucial role in enhancing cognitive engagement in language learning. Richards emphasizes that modern language teaching should shift from teacher-centered instruction to learner-centered, communicative, and task-based approaches that promote active cognitive involvement ^[1]. Such approaches enable learners to process information more deeply and apply language in meaningful contexts.

Similarly, Larsen-Freeman highlights that language learning is not a linear process but a dynamic system in which learners construct knowledge through interaction, reflection, and experience ^[2]. This constructivist perspective supports the idea that cognitive development is enhanced when learners actively engage in meaningful tasks.

Furthermore, Chapelle notes that technology-enhanced language learning environments provide opportunities for interaction, feedback, and learner autonomy, all of which significantly contribute to cognitive processing in second language acquisition ^[3].

Therefore, this study aims to investigate the role of digital technologies in developing cognitive competence in English Language Teaching and to analyze how technology-enhanced learning environments contribute to learners' cognitive development and the effectiveness of language learning.

LITERATURE REVIEW

The integration of digital technologies into English Language Teaching (ELT) has significantly reshaped modern approaches to language learning, particularly with regard to the development of cognitive competence. Cognitive competence refers to learners' ability to process information, think critically, solve problems, and apply knowledge in meaningful contexts.

Richards argues that contemporary language teaching should prioritize communicative, task-based, and learner-centered approaches that actively engage students in the learning process ^[1]. Such approaches shift the focus from passive knowledge acquisition to active cognitive participation, enabling learners to analyze and apply language in real-life situations.

Larsen-Freeman emphasizes that language learning is a complex dynamic system in which knowledge is constructed through interaction, experience, and reflection ^[2]. This perspective supports the view that cognitive development is not linear but rather emerges through meaningful engagement with language input and output.

In the field of technology-enhanced language learning, Chapelle highlights that computer-assisted language learning (CALL) environments provide valuable opportunities for interaction, feedback, and individualized learning pathways, all of which contribute to cognitive development ^[3]. These environments enable learners to engage in deeper processing of language content.

Godwin-Jones further notes that digital tools, such as mobile applications, artificial intelligence-based systems, and online learning platforms, enhance learner autonomy and promote self-regulated learning strategies ^[4]. These tools support cognitive competence by enabling learners to manage their own learning processes and make independent decisions.

Warschauer emphasizes the role of digital communication technologies in fostering collaborative learning environments, where learners negotiate meaning, solve problems, and co-construct knowledge ^[5]. Such interactions strengthen both cognitive engagement and language proficiency.

Additionally, Bloom's revised taxonomy provides a theoretical framework for understanding cognitive development within learning processes. It categorizes cognitive skills into levels such as remembering, understanding, applying, analyzing, evaluating, and creating. Digital technologies are particularly effective in supporting higher-order cognitive skills, including analysis, evaluation, and creation ^[6].

Therefore, the literature indicates that digital technologies not only facilitate language acquisition but also play a significant role in developing learners' cognitive competence by promoting critical thinking, autonomy, collaboration, and problem-solving skills within ELT contexts.

METHODOLOGY

This study employs a qualitative research design based on a systematic literature review approach to examine the role of digital technologies in the development of cognitive competence in English Language Teaching (ELT). The primary objective is to synthesize existing theoretical frameworks and empirical findings

and to identify how technology-enhanced learning environments contribute to cognitive development in EFL contexts.

The study draws upon a wide range of academic sources, including peer-reviewed journal articles, scholarly monographs, and conference proceedings in the fields of applied linguistics, educational technology, second language acquisition, and cognitive psychology. The selected literature focuses on digital learning tools, cognitive skill development, and pedagogical approaches that integrate technology into language instruction.

Data analysis was conducted using thematic analysis, which enables the systematic identification, comparison, and interpretation of key concepts across diverse studies. Through this process, the literature was organized into several thematic categories: (1) theoretical foundations of cognitive competence in language learning ^[1], (2) the pedagogical role of digital technologies in ELT [2], (3) the impact of technology-enhanced learning environments on cognitive skill development ^[3], and (4) learner autonomy and self-regulated learning in digital contexts ^[4].

This structured analytical framework facilitated the identification of recurring patterns, conceptual relationships, and research gaps within the existing literature. Particular attention was paid to the ways in which digital tools, such as multimedia resources, artificial intelligence applications, and online learning platforms, influence learners' cognitive processes, including critical thinking, problem-solving, and information-processing skills.

Overall, the qualitative approach provides a comprehensive understanding of the relationship between digital technologies and the development of cognitive competence in English language learning environments.

RESULTS AND DISCUSSION

The analysis of the reviewed literature reveals several important findings regarding the role of digital technologies in the development of cognitive competence in English Language Teaching (ELT).

First, the findings indicate that digital technologies significantly enhance learners' cognitive engagement in language learning processes. Tools such as multimedia resources, interactive platforms, and artificial intelligence applications encourage learners to actively process information rather than passively receive it, thereby improving critical thinking and analytical skills ^[1].

Second, the results demonstrate that technology-enhanced learning environments contribute substantially to the development of problem-solving abilities. Learners are required to interpret information, make decisions, and apply knowledge in diverse communicative contexts, which strengthens their cognitive flexibility and reasoning skills ^[2].

Third, digital learning tools promote more effective information processing and deeper comprehension of language input. According to the literature, learners exposed to technology-rich environments demonstrate an enhanced ability to organize, analyze, and evaluate linguistic and contextual information ^[3].

Fourth, the findings highlight the importance of learner autonomy and self-regulated learning. Digital platforms enable students to control the pace, sequence, and content of their learning, thereby fostering independent thinking and metacognitive awareness ^[4].

Finally, the reviewed studies emphasize that digital technologies support the development of higher-order cognitive skills, including evaluation and creation. These skills are essential for meaningful language use and academic success in contemporary ELT contexts ^[5].

The results confirm that digital technologies play a crucial role not only in language acquisition but also in strengthening learners' cognitive competence within English language learning environments.

The findings of this study demonstrate that digital technologies are not merely supplementary tools in English Language Teaching (ELT), but essential instruments for developing learners' cognitive competence. In contemporary pedagogical contexts, language learning increasingly requires learners to engage in higher-order thinking processes, such as analysis, evaluation, and creation, which are effectively supported by technology-enhanced learning environments ^[1].

From a theoretical perspective, the results align with Richards' view that language teaching should prioritize learner-centered and task-based instruction, in which students actively participate in meaningful cognitive activities rather than merely memorizing isolated linguistic forms ^[1]. This shift is particularly important in digital learning environments, where learners are exposed to authentic materials and interactive tasks.

Similarly, Larsen-Freeman's dynamic systems perspective supports the notion that language learning is an evolving process shaped by interaction, experience, and reflection ^[2]. Digital technologies facilitate this process by providing continuous feedback, interactive communication, and opportunities for repeated practice, all of which contribute to cognitive development.

In practical classroom settings, digital tools can be utilized in various ways to develop cognitive competence. For example, learners may use online platforms to analyze texts, compare different viewpoints, and complete problem-solving tasks based on real-world scenarios. Multimedia resources, such as videos and



interactive simulations, encourage learners to interpret meaning, draw conclusions, and make informed decisions based on contextual information.

Artificial intelligence-based applications further contribute to cognitive development by providing personalized feedback and adaptive learning pathways. These systems assist learners in identifying their weaknesses, monitoring their progress, and adjusting their learning strategies accordingly, thereby strengthening metacognitive awareness [3].

However, despite these advantages, several challenges remain. Limited digital literacy among teachers and students, unequal access to technological resources, and an overreliance on technology without adequate pedagogical guidance may reduce the effectiveness of digital integration in ELT [4]. These issues highlight the need for systematic teacher training and sustained institutional support.

Overall, digital technologies create learning environments that promote active learning, cognitive engagement, and learner autonomy. When effectively integrated into ELT, they make a significant contribution to the development of cognitive competence and enhance overall language learning outcomes.

CONCLUSION

This study has examined the role of digital technologies in developing cognitive competence in English Language Teaching (ELT). The analysis of relevant literature confirms that technology-enhanced learning environments play a significant role in improving learners' higher-order cognitive skills, including critical thinking, problem-solving, information processing, and metacognitive awareness [1].

The findings indicate that digital tools such as multimedia resources, online learning platforms, and artificial intelligence applications create opportunities for more interactive, learner-centered, and cognitively engaging language learning experiences. These technologies enable learners to actively construct knowledge, analyze information, and apply language in meaningful contexts [2].

At the same time, the study identifies several challenges that may limit the effective integration of digital technologies in ELT, including insufficient digital literacy among teachers, unequal access to technological resources, and the need for stronger pedagogical guidance in technology use [3].

In conclusion, digital technologies should be systematically integrated into English language teaching to support the development of cognitive competence and improve learning outcomes. Future research is recommended to explore empirical classroom-based studies that examine the effectiveness of specific digital tools in diverse educational contexts and their impact on learners' cognitive development.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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