



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

DIGITAL TECHNOLOGIES CONTINUITY IN ENGLISH LESSONS AT UNIVERSITIES

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Abstract: *The integration and continuity of digital technologies in university English lessons have become critical for maintaining educational quality, accessibility, and engagement. This study examines the role of digital tools in sustaining continuous learning, improving communicative competence, and supporting blended and online learning models. The analysis highlights key strategies for ensuring the effective use of digital platforms and recommends approaches for achieving long-term sustainability in digital English language instruction.*

Keywords: *digital continuity, English language teaching, higher education, blended learning, educational technology, online pedagogy*

Introduction: The 21st century has transformed higher education through technological innovation. English language teaching (ELT) at universities now relies heavily on digital technologies—such as Learning Management Systems (LMS), interactive applications, and AI-based platforms—to enhance student engagement and learning outcomes. The COVID-19 pandemic accelerated this transition, exposing both the potential and challenges of digital continuity in language education. Ensuring uninterrupted digital English instruction has thus become a priority for educators and institutions worldwide.

Methodology: This study employs a mixed-method approach, combining qualitative analysis of existing literature with survey data from 120 university English instructors across three countries. The data collection focused on three core areas:

Tool Utilization – the type and frequency of digital tool usage (e.g., Moodle, Google Classroom, Quizlet, ChatGPT).

Pedagogical Continuity – the strategies used to maintain lesson coherence across face-to-face and online modes.

Student Engagement – perceived changes in motivation, participation, and learning performance.

Qualitative responses were coded thematically, and quantitative data were analyzed descriptively.

The results indicate that digital continuity depends on three interrelated factors:

Institutional Infrastructure





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Stable and accessible digital platforms are essential for seamless transition between in-person and online environments. Universities with strong IT support demonstrated higher levels of lesson continuity.

Pedagogical Adaptation

Teachers who employed blended learning models—combining digital collaboration tools (e.g., Padlet, Microsoft Teams) with communicative methodologies—reported better student interaction and retention of language skills.

Teacher Competence and Training

Continuous professional development is a prerequisite for effective integration. Respondents highlighted the need for ongoing training in digital pedagogy and assessment tools.

Furthermore, continuity was linked to students' familiarity with technology. Those accustomed to regular digital engagement adapted more readily to remote learning environments.

Discussion: Digital continuity in English language lessons requires more than technological availability—it demands pedagogical redesign. Transitioning from traditional lecture-based models to task-based, interactive approaches supported by digital resources fosters greater learner autonomy and collaboration. The study also emphasizes the importance of aligning digital practices with university-wide educational policies to ensure consistency and sustainability.

Challenges remain, including unequal access to digital resources and the risk of reduced interpersonal communication. However, when strategically integrated, digital technologies support an inclusive, flexible, and resilient educational ecosystem.

Conclusion: The study concludes that continuity of digital technologies in university English education enhances both teaching effectiveness and student outcomes. A sustainable model depends on four pillars: robust infrastructure, innovative pedagogy, continuous teacher training, and institutional support. Future research should explore AI-assisted language learning and the role of adaptive learning systems in personalized education.

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