# THE ROLE OF DIGITAL EDUCATIONAL TECHNOLOGIES IN THE FORMATION OF PROFESSIONAL COMPETENCIES OF PHILOLOGY STUDENTS

**Askarova Zebiniso Akbar qizi**
*Independent Researcher in the Specialty 13.00.02 – Theory and Methodology of Education and Upbringing at Bukhara International University.*

**Annotation** *This article the role of digital educational technologies in the formation of professional competencies among philology students. The research explores how digital learning environments contribute to the development of linguistic, communicative, analytical, research, and digital skills.*

**Keywords:** *digital educational technologies, philology students, professional competencies, higher education, digital learning, language education.*

The twenty-first century has witnessed unprecedented technological advancements that have reshaped nearly every sphere of human activity, including education. Digital transformation has become a defining characteristic of contemporary higher education institutions, influencing teaching methodologies, learning environments, and student engagement. Educational technologies such as learning management systems, virtual classrooms, multimedia resources, artificial intelligence tools, and online collaboration platforms have expanded opportunities for effective learning and professional development [1].The preparation of future philologists requires the development of a wide range of competencies, including linguistic knowledge, communication skills, literary analysis, translation abilities, research competence, and intercultural awareness. Traditional teaching methods remain important; however, they are increasingly complemented by digital technologies that provide access to diverse educational resources and interactive learning experiences [2].

The growing importance of digital competence in professional life has further increased the relevance of technology-enhanced education. Modern philologists, translators, editors, and language teachers are expected to use digital tools effectively in their professional activities. Therefore, understanding the role of digital educational technologies in competency formation has become an important research objective.

Digital educational technologies significantly contribute to the improvement of linguistic competence among philology students. Online learning platforms provide access to authentic language materials, including articles, videos, podcasts, electronic dictionaries, and digital corpora [3].

Language-learning applications and interactive exercises help students improve grammar, vocabulary, pronunciation, and listening comprehension. Moreover, digital

environments allow students to practice language skills beyond classroom hours, thereby increasing exposure to the target language.

**Enhancement of Communicative Competence.**Communication represents one of the most important professional competencies for philologists. Digital educational technologies facilitate communication through discussion forums, video conferences, chats, collaborative documents, and social learning platforms [4].

These tools create opportunities for meaningful interaction between students and instructors as well as among peers. Participation in online discussions encourages students to express their ideas clearly, construct arguments, and engage in academic dialogue.

**Improvement of Research and Analytical Competence.**Research activities constitute a fundamental component of philological education. Digital technologies provide students with immediate access to academic databases, online journals, electronic libraries, and digital archives. These resources facilitate the collection, analysis, and interpretation of information [5].

The use of corpus linguistics software, digital annotation tools, and text-analysis applications supports deeper investigation of linguistic and literary phenomena. Students learn to evaluate sources critically, compare perspectives, and develop evidence-based arguments.

**Formation of Digital Competence.**Digital competence has become an indispensable requirement in modern professional environments. Philology graduates increasingly work with digital documents, online communication systems, translation software, educational platforms, and content management tools [6].

By engaging with digital educational technologies during their studies, students acquire practical skills related to information management, digital communication, online collaboration, and responsible technology use. These competencies improve employability and facilitate adaptation to changing workplace demands.

Educational technologies also encourage students to develop information literacy skills, enabling them to identify reliable sources, evaluate digital content critically, and use information ethically [7].

**Development of Independent Learning Skills.**One of the most significant contributions of digital educational technologies is the promotion of independent learning. Digital platforms provide flexible access to educational resources, allowing students to learn according to their individual needs, interests, and schedules [8].

Self-directed learning encourages responsibility, self-regulation, and time-management skills. Through online assessments, quizzes, and interactive feedback systems, students can monitor their progress and identify areas requiring further improvement.

For philology students, who frequently engage in extensive reading, language practice, and research activities, the ability to learn independently is particularly valuable. Independent learning competence contributes directly to lifelong professional development.

Conclusion.Overall, digital educational technologies represent a powerful means of improving the quality of philological education and strengthening the professional competencies necessary for success in the twenty-first century.

## REFERENCES

1 Bates, A. W. (2019). Teaching in a Digital Age. Vancouver: Tony Bates Associates Ltd.

2 Selwyn, N. (2022). Education and Technology: Key Issues and Debates. London: Bloomsbury Publishing.

3.Hubbard, P. (2019). Computer-Assisted Language Learning: Foundations of CALL. New York: Routledge.

4. Moore, M. G., & Kearsley, G. (2012). Distance Education: A Systems View of Online Learning. Belmont: Wadsworth.

5.Anderson, T. (2008). The Theory and Practice of Online Learning. Athabasca University Press.

6. Redecker, C. (2020). European Framework for the Digital Competence of Educators. Luxembourg: European Commission.

7. Ferrari, A. (2013). DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe. Luxembourg: European Union.

8. Zimmerman, B. J. (2002). Becoming a Self-Regulated Learner: An Overview. Theory Into Practice, 41(2), 64–70.