

THE IMPACT OF TECHNOLOGY ON MODERN TEACHING METHODS

*Eshdavlatova Adiba Zafarovna*

*The senior teacher of the department of lexicology and stylistic  
of the English language of Samarkand state institute of foreign languages*

*Sayfidinova Nigina*

*The student of 4th grade of Samarkand state institute of foreign languages*

**Annotation:** This article examines the role of technology in transforming modern teaching methods from a humanities perspective. It argues that digital tools improve educational outcomes, increase student engagement, and promote digital literacy. Platforms such as Khan Academy and Coursera support personalized learning, while Google Classroom and Zoom enhance collaboration. Although challenges such as inequality and distraction exist, responsible integration of technology creates a more effective and inclusive learning environment.

**Keywords:** technology in education; modern pedagogy; digital literacy; student engagement; personalized learning; online platforms; educational innovation.

In the twenty-first century, technology has become not only a tool but also a cultural force that reshapes human interaction, communication, and knowledge production. Within the field of education, this transformation is particularly visible. The integration of digital technologies into teaching methods has redefined the roles of teachers and learners, altered pedagogical philosophies, and reshaped the very meaning of literacy. From a humanities perspective, technology in education should not be viewed merely as a technical innovation but as a socio-cultural phenomenon that influences values, identities, and power structures within the classroom. This paper argues that technology, when critically and ethically implemented, enhances educational outcomes, increases student engagement, and prepares learners for participation in a digitally mediated society. One of the most significant impacts of technology is its transformation of how knowledge is accessed and constructed. Digital platforms such as Khan Academy and Coursera provide learners with open access to global knowledge networks. According to Siemens (2005), learning in the digital age occurs through networks and connections rather than through linear transmission of information. Technology enables multimodal learning—combining text, audio, video, and interactive simulations—which aligns with diverse cognitive styles and encourages deeper comprehension. Research suggests that appropriately integrated technology can improve retention and academic performance (Schindler et al., 2017). From a humanities perspective, this shift reflects a broader epistemological change: knowledge is no longer static but dynamic, collaborative, and participatory. Traditional

educational models often position students as passive recipients of knowledge. However, digital technologies promote participatory culture, where learners become active contributors. Platforms such as Google Classroom and Zoom facilitate collaborative learning environments that transcend geographical boundaries. As Henry Jenkins (2009) argues, participatory culture empowers learners to create, share, and critically engage with content. Gamified learning, interactive projects, and virtual discussions foster not only engagement but also critical thinking and intercultural communication-skills essential in a globalized society. Thus, technology reshapes the classroom from a hierarchical space into a dialogic environment, aligning with humanistic pedagogical principles that emphasize learner autonomy and voice. Education has always been closely linked to societal needs. In a world increasingly structured by digital infrastructures, digital literacy is fundamental. As Paulo Freire (1970) emphasized, education should empower individuals to critically engage with their reality. In the contemporary context, this includes critical digital literacy—the ability not only to use technology but to analyze and question its social implications. By integrating coding, media literacy, and online collaboration into curricula, educational institutions prepare students to become informed citizens and creative innovators. Technology, therefore, is not simply a vocational tool but a medium through which students negotiate identity, ethics, and participation in public discourse. Despite its transformative potential, technology in education raises important ethical concerns. Critics argue that excessive screen time may reduce face-to-face interaction and increase distraction. Moreover, unequal access to digital resources can exacerbate educational inequalities. These concerns highlight the importance of responsible implementation and inclusive policy-making. Rather than rejecting technology, educators must cultivate digital responsibility and critical awareness. From a humanities standpoint, the central question is not whether technology should be used, but how it can be used to promote equity, dialogue, and human development. The integration of technology into modern teaching methods represents more than pedagogical innovation; it reflects a broader cultural transformation. By enhancing educational outcomes, fostering participatory engagement, and preparing learners for digital citizenship, technology reshapes the educational experience in profound ways. However, its implementation must remain guided by humanistic values—equity, critical thinking, and ethical responsibility. The future of education lies not in replacing human interaction with machines, but in harmonizing technological advancement with the enduring principles of human-centered learning.

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