

METHODOLOGICAL ASPECTS OF INTEGRATING WIKI TECHNOLOGY INTO EFL INSTRUCTION FOR NON-PHILOLOGICAL STUDENTS

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Abstract: The rapid development of digital technologies has significantly influenced modern educational practices, particularly in the field of foreign language teaching. In recent years, the integration of Web 2.0 tools has become an important component of innovative pedagogical approaches aimed at improving students' communicative competence and collaborative learning skills. Among these technologies, wiki platforms have gained considerable attention due to their interactive and collaborative nature. This article explores the methodological aspects of integrating wiki technology into English as a Foreign Language (EFL) instruction for non-philological students. The study discusses the pedagogical potential of wiki tools in promoting collaborative learning, enhancing writing skills, and increasing students' motivation in language learning environments. Particular attention is given to the role of wiki platforms in supporting student-centered learning and fostering active participation in the educational process. The article also analyzes the theoretical foundations of using wiki technology in language teaching and outlines practical strategies for its implementation in EFL classrooms. The findings suggest that wiki-based learning environments can create opportunities for meaningful interaction, collaborative knowledge construction, and the development of digital literacy skills among students. Consequently, the integration of wiki technology into EFL instruction may serve as an effective methodological approach in teaching English to non-philological students in higher education institutions.

Keywords: Wiki technology, EFL teaching, Web 2.0 tools, collaborative learning, digital pedagogy, non-philological students

Аннотация: Быстрое развитие цифровых технологий оказало значительное влияние на современные образовательные практики, особенно в сфере преподавания иностранных языков. В последние годы интеграция инструментов Web 2.0 стала важным компонентом инновационных педагогических подходов, направленных на развитие коммуникативной компетенции студентов и навыков совместного обучения. Среди таких технологий особое внимание привлекают вики-платформы благодаря их интерактивному и коллаборативному характеру. В данной статье рассматриваются методологические аспекты интеграции вики-технологий в преподавание английского языка как иностранного (EFL) студентам нефилологических специальностей. В исследовании анализируется педагогический потенциал вики-инструментов в развитии навыков письменной речи, стимулировании совместной учебной деятельности и повышении мотивации студентов к изучению языка. Особое внимание

уделяется роли вики-платформ в реализации студентоцентрированного обучения и активизации участия обучающихся в образовательном процессе. Также рассматриваются теоретические основы применения вики-технологий в преподавании языка и предлагаются практические рекомендации по их использованию в аудитории. Результаты исследования показывают, что использование вики-среды способствует развитию совместного конструирования знаний, интерактивного общения и цифровой грамотности студентов.

Ключевые слова: вики-технологии, обучение английскому языку, инструменты Web 2.0, совместное обучение, цифровая педагогика, студенты нефилологических специальностей

Annotatsiya: Raqamli texnologiyalarning jadal rivojlanishi zamonaviy ta‘lim tizimiga, ayniqsa chet tillarni o‘qitish jarayoniga sezilarli ta‘sir ko‘rsatmoqda. So‘nggi yillarda Web 2.0 vositalarini ta‘lim jarayoniga integratsiya qilish talabalar kommunikativ kompetensiyasini rivojlantirish hamda hamkorlikda o‘qish ko‘nikmalarini shakllantirishga qaratilgan innovatsion pedagogik yondashuvlarning muhim qismiga aylandi. Ushbu texnologiyalar orasida viki platformalar o‘zining interaktiv va hamkorlikka asoslangan xususiyatlari bilan alohida ahamiyat kasb etadi. Mazkur maqolada nofilologik ta‘lim yo‘nalishi talabalariga ingliz tilini o‘rgatishda viki texnologiyasini qo‘llashning metodologik jihatlari tahlil qilinadi. Tadqiqotda viki texnologiyalarining yozma nutq ko‘nikmalarini rivojlantirish, talabalar o‘rtasida hamkorlikni kuchaytirish hamda o‘quv motivatsiyasini oshirishdagi pedagogik imkoniyatlari yoritib beriladi. Shuningdek, viki platformalarining talaba markazli ta‘limni tashkil etishdagi roli ham ko‘rib chiqiladi. Maqolada viki texnologiyasidan foydalanishning nazariy asoslari hamda uni EFL dars jarayoniga joriy etish bo‘yicha amaliy tavsiyalar keltiriladi. Natijalar shuni ko‘rsatadiki, viki asosidagi o‘qitish muhiti talabalar o‘rtasida bilimlarni birgalikda yaratish, interaktiv muloqot va raqamli savodxonlikni rivojlantirish uchun samarali imkoniyat yaratadi.

Kalit so‘zlar: viki texnologiyasi, ingliz tilini o‘qitish, Web 2.0 vositalari, hamkorlikda o‘qitish, raqamli pedagogika, nofilologik talabalar

Introduction: The integration of digital technologies into education has transformed the traditional approaches to teaching and learning across various disciplines (Ajjan & Hartshorne, 2008). In the context of foreign language education, technological innovations have created new opportunities for improving the quality and effectiveness of language instruction. Modern educational environments increasingly rely on digital tools that facilitate interactive learning, collaborative knowledge construction, and active student participation.

In recent years, the concept of technology-enhanced language learning has gained considerable attention among educators and researchers (Warschauer & Grimes, 2007). The rapid development of the internet and digital communication tools has introduced a wide range of educational platforms that can support language acquisition in innovative ways. Among these tools, Web 2.0 technologies have

become particularly significant due to their ability to promote collaboration, information sharing, and user-generated content (Duffy & Bruns, 2006).

One of the most widely used Web 2.0 tools in education is wiki technology (Richardson, 2010). A wiki is an online collaborative platform that allows users to create, edit, and organize content collectively. This technology enables students to participate actively in the learning process by contributing their ideas, editing shared materials, and engaging in collaborative writing tasks. Such features make wiki platforms especially valuable in language learning environments where communication, interaction, and cooperation play a crucial role.

Teaching English to non-philological students presents specific methodological challenges. Unlike students majoring in linguistics or philology, non-philological students often study English as a supporting subject related to their professional field. As a result, traditional language teaching methods may not always provide sufficient opportunities for meaningful communication and practical language use. Therefore, educators need to adopt innovative teaching strategies that can increase student engagement and facilitate the development of communicative competence.

The integration of wiki technology into EFL instruction offers promising opportunities for addressing these challenges. Wiki-based learning environments support collaborative activities that encourage students to work together on shared tasks, exchange ideas, and improve their writing skills. Moreover, such platforms promote learner autonomy and allow students to become active participants in the learning process rather than passive recipients of information.

Another important advantage of wiki technology is its ability to support student-centered learning. In traditional classrooms, the teacher often serves as the primary source of knowledge. However, modern pedagogical approaches emphasize the importance of shifting the focus from teacher-centered instruction to learner-centered environments. Wiki platforms provide a space where students can collaboratively construct knowledge, discuss ideas, and contribute to shared learning resources. Furthermore, the use of wiki technology can enhance students’ digital literacy skills, which are increasingly important in the contemporary information society. By participating in collaborative online projects, students learn how to search for information, evaluate sources, organize digital content, and communicate effectively in online environments. These competencies are essential not only for language learning but also for students’ future academic and professional activities.

Considering these advantages, the integration of wiki technology into EFL teaching for non-philological students deserves thorough methodological analysis. Understanding the theoretical foundations and practical strategies for implementing wiki-based learning can help educators design more effective and engaging language courses.

Therefore, the purpose of this article is to examine the methodological aspects of integrating wiki technology into English language instruction for non-philological students. The study focuses on analyzing the pedagogical potential of wiki

platforms, exploring their role in collaborative learning, and identifying effective strategies for their implementation in EFL classrooms.

Literature Review: The growing integration of digital technologies into education has led to significant changes in the methods and approaches used in foreign language teaching. Researchers and educators increasingly emphasize the importance of technology-enhanced learning environments that encourage active student participation, collaboration, and independent knowledge construction. In this context, Web 2.0 technologies have emerged as powerful tools that support interactive and learner-centered approaches to language instruction.

Web 2.0 refers to a generation of internet-based tools that enable users to create, share, and collaborate on content online (Duffy & Bruns, 2006). Unlike traditional web resources that primarily provide static information, Web 2.0 technologies allow users to actively contribute to the creation and modification of digital materials. Blogs, forums, social networks, and wikis are among the most widely used Web 2.0 tools in educational settings. These technologies promote communication, collaboration, and knowledge sharing among learners.

One of the most important advantages of Web 2.0 tools in language education is their ability to facilitate collaborative learning. Collaborative learning is an educational approach in which students work together to achieve shared learning goals (Warschauer & Grimes, 2007). According to many scholars in the field of pedagogy, collaboration encourages students to exchange ideas, negotiate meaning, and develop critical thinking skills. In foreign language learning, collaborative activities are particularly beneficial because they provide learners with opportunities to practice communication and interact with peers in meaningful contexts.

Among the various Web 2.0 tools available for educational purposes, wiki technology has attracted considerable attention from researchers and educators (Richardson, 2010). A wiki is a collaborative online platform that allows users to create, edit, and organize web pages collectively. The most well-known example of a wiki platform is Wikipedia, which demonstrates the potential of collaborative knowledge creation on a global scale. In educational contexts, wiki platforms are often used to support group projects, collaborative writing tasks, and the development of shared learning resources.

Researchers highlight several pedagogical advantages of using wiki technology in language teaching. First, wiki platforms support collaborative writing, which is an essential component of language learning. Through collaborative writing activities, students work together to produce texts, edit each other’s contributions, and improve the overall quality of their work (Kessler, 2009). This process encourages peer feedback and promotes deeper engagement with language structures and vocabulary.

Second, wiki technology promotes learner autonomy. Traditional language teaching methods often position the teacher as the main source of knowledge, while students play a relatively passive role in the learning process. However, wiki-based learning environments encourage students to take greater responsibility for their own

learning. By contributing to shared content, students become active participants in the educational process and develop independent learning skills.

Another important aspect of wiki-based learning is the development of digital literacy. In the modern information society, students are expected to possess not only linguistic competence but also the ability to effectively use digital tools and online resources. Working with wiki platforms allows students to develop skills such as information search, digital content organization, online communication, and collaborative knowledge construction.

Several studies have also emphasized the motivational benefits of using technology in language learning. Digital platforms often create more engaging and interactive learning environments compared to traditional classroom methods. When students participate in online collaborative activities, they may feel more motivated to contribute their ideas and express themselves in the target language. This increased motivation can positively influence language learning outcomes.

Despite these advantages, the successful implementation of wiki technology in language teaching requires careful methodological planning. Teachers must design appropriate tasks, provide clear instructions, and monitor students' collaborative activities to ensure that learning objectives are achieved. In addition, students need to receive guidance on how to use wiki platforms effectively and responsibly.

Considering these factors, the integration of wiki technology into EFL instruction should be based on well-developed methodological principles. Understanding the theoretical foundations and practical applications of wiki-based learning can help educators create more effective and engaging language learning environments for non-philological students.

Methodology: This study focuses on the methodological aspects of integrating wiki technology into English as a Foreign Language instruction for non-philological students in higher education institutions. The research is primarily theoretical and analytical in nature, aiming to examine the pedagogical potential of wiki platforms and to propose methodological strategies for their effective use in language teaching.

The research methodology is based on several complementary approaches, including theoretical analysis, comparative analysis, and pedagogical observation. The theoretical analysis involves examining existing literature on technology-enhanced language learning, collaborative learning, and the use of Web 2.0 tools in education. By analyzing previous studies and scholarly publications, the research identifies key principles and concepts that support the use of wiki technology in language teaching.

The comparative analysis method is used to compare traditional language teaching approaches with technology-supported learning environments. This comparison helps to highlight the advantages of integrating digital tools such as wiki platforms into EFL instruction. Particular attention is given to the differences between teacher-centered and student-centered learning models.

Another important component of the methodology is the analysis of practical strategies for implementing wiki technology in the classroom. Based on the theoretical findings, several methodological stages for integrating wiki platforms into EFL instruction are proposed.

The first stage involves the introduction of the wiki platform to students. At this stage, the teacher explains the purpose of using the platform, demonstrates its basic functions, and provides instructions on how students can create and edit content collaboratively. This stage is essential for ensuring that students understand how the technology works and how it will be used in the learning process.

The second stage focuses on organizing collaborative learning tasks. Students may be divided into small groups and assigned specific topics related to the course content. Each group is responsible for creating and developing a wiki page that includes relevant information, explanations, examples, and references. Through this process, students practice writing in English while also learning to cooperate with their peers.

The third stage involves peer review and collaborative editing. Students read and evaluate the contributions of other groups, provide feedback, and suggest improvements. This stage encourages critical thinking and allows students to learn from each other’s work.

The final stage includes reflection and evaluation. The teacher assesses the quality of students’ contributions, the level of collaboration, and the overall effectiveness of the wiki-based activities. Students may also reflect on their learning experiences and discuss the challenges and benefits of working with wiki technology.

By following these methodological stages, educators can effectively integrate wiki platforms into EFL instruction and create a collaborative learning environment that supports language development and digital competence.

Discussion: The integration of wiki technology into foreign language teaching offers several pedagogical benefits that can significantly improve the learning process for non-philological students. One of the most notable advantages is the promotion of collaborative learning. When students work together on shared online projects, they have opportunities to exchange ideas, discuss concepts, and collectively construct knowledge. Such collaborative activities contribute to the development of communication skills and encourage active participation in the learning process.

Another important benefit of wiki-based learning is the improvement of students’ writing skills. Writing is often considered one of the most challenging aspects of foreign language learning, particularly for students who do not specialize in language studies. Collaborative writing tasks on wiki platforms allow students to gradually develop their writing abilities through continuous practice, peer feedback, and revision of their texts (Kessler, 2009).

Wiki technology also supports student-centered learning, which is widely recognized as an effective pedagogical approach in modern education. In student-centered environments, learners take an active role in constructing knowledge rather

than passively receiving information from the teacher. By contributing to wiki pages, editing content, and participating in online discussions, students become active participants in the educational process.

Furthermore, the use of wiki platforms can increase students' motivation to learn a foreign language. Digital technologies often make learning more engaging and interactive (Ajjan & Hartshorne, 2008). When students use online tools to collaborate and share their ideas, they may feel more confident and interested in participating in language activities. Increased motivation can positively influence both the learning experience and academic performance.

In addition to linguistic benefits, wiki-based learning contributes to the development of digital literacy skills. Students learn how to navigate online platforms, organize digital information, and communicate effectively in virtual environments. These skills are essential for success in modern academic and professional contexts.

However, the successful implementation of wiki technology also requires certain conditions. Teachers must carefully design tasks that encourage meaningful collaboration and ensure that all students participate actively. In addition, students need to be provided with clear guidelines on how to work collaboratively and how to evaluate online information sources.

Overall, the discussion demonstrates that wiki technology has significant potential as a pedagogical tool in EFL instruction. When used effectively, it can support collaborative learning, improve writing skills, enhance student motivation, and develop digital competence among non-philological students.

Conclusion: The integration of digital technologies into education has become an essential component of modern teaching practices. In the field of foreign language instruction, technological tools provide new opportunities for enhancing the effectiveness of the learning process and creating more interactive educational environments.

This study has examined the methodological aspects of integrating wiki technology into English as a Foreign Language instruction for non-philological students. The analysis has shown that wiki platforms offer several pedagogical advantages, including support for collaborative learning, improvement of writing skills, promotion of learner autonomy, and development of digital literacy.

The findings suggest that wiki-based learning environments can create conditions for active student participation and collaborative knowledge construction. Through collaborative writing tasks, peer feedback, and shared online projects, students can improve their language competence while also developing important communication and teamwork skills.

At the same time, the successful use of wiki technology requires careful methodological planning. Teachers should design appropriate learning activities, provide clear instructions, and guide students throughout the collaborative process. Proper integration of digital tools into language teaching can significantly enhance the quality of educational outcomes.

In conclusion, wiki technology represents a valuable resource for modern language education. Its integration into EFL instruction can help educators create dynamic and interactive learning environments that support both linguistic development and digital competence among non-philological students.

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ПРИМЕНЕНИЕ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА ПРИ ОБУЧЕНИИ КИТАЙСКОМУ ЯЗЫКУ

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Аннотация. В условиях глобализации и стремительного развития технологий искусственного интеллекта изучение иностранных языков, в частности китайского, приобретает особую значимость, открывая новые возможности для расширения образовательных границ и повышения вовлеченности обучающихся. Китайский язык, являясь одним из наиболее востребованных в современном мире, требует применения эффективных и гибких методик обучения, способных учитывать индивидуальные особенности студентов и специфику языка.

Современные технологии искусственного интеллекта предлагают инновационные подходы к организации учебного процесса, обеспечивая высокий уровень интерактивности и персонализации. Использование адаптивных обучающих систем, интеллектуальных чат-ботов, технологий анализа текста и речи, а также игровых решений способствует развитию ключевых языковых навыков, включая говорение, аудирование, чтение и письмо. Кроме того, данные инструменты позволяют автоматизировать