DIGITAL LEARNING ENVIRONMENT AS A FACTOR OF INCREASING STUDENT MOTIVATION IN NON-LINGUISTIC PROGRAMS (CASE STUDY OF THE SYRDARYA REGION CAMPUS)

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Abstract: *The article presents an analysis of the practical implementation of digital tools in foreign language teaching for students of non-linguistic specialties. The study examines changes in students' academic motivation and engagement remembered during the introduction of a blended learning model. The findings indicate that a digital learning environment contributes to increased academic performance and student involvement when supported by systematic pedagogical supervision.*

Keywords: *digital learning environment, student motivation, blended learning, foreign language teaching, higher education.*

INTRODUCTION

The issue of low motivation in foreign language learning among students of non-linguistic specialties remains relevant in modern higher education.

In regional campuses, the gap between academic requirements and students' real communicative needs is particularly noticeable.

During the 2024–2025 academic year, an attempt was made at the Syrdarya Region campus of Bukhara Innovative University to partially transform the traditional teaching format through the systematic integration of digital tools.

The purpose of this study is to determine the impact of a digital learning environment on student engagement and academic performance in foreign language courses.

Research Methodology

The study involved 48 first- and second-year students majoring in technical and economic disciplines.

The course was organized according to a blended learning model:

• 60% face-to-face instruction;

• 40% digital support (online assignments, interactive exercises, video materials, and automated feedback on written tasks).

During one academic semester, the following methods were applied:

• observation of homework completion dynamics;

• comparative analysis of midterm assessment results;

• student surveys evaluating motivation and engagement.

Results

By the end of the semester, the following changes were recorded:

• a 27% increase in regular homework completion;

- an 18% increase in the average midterm test score;
- 72% of students reported higher motivation due to the use of digital tools.

Students particularly emphasized the effectiveness of short educational videos and interactive exercises that provided immediate feedback.

Discussion

The results confirm that a structured digital learning environment positively influences cognitive engagement and academic discipline. However, several challenges were identified:

- some students experienced difficulties with self-regulation;
- excessive online workload led to decreased concentration.

Therefore, digital tools demonstrate effectiveness only when methodologically structured and pedagogically controlled.

Conclusion

The implementation of a blended learning model at the regional campus demonstrated that a digital learning environment can enhance motivation and improve learning outcomes in foreign language education.

At the same time, technology itself does not guarantee success. The determining factor remains the teacher's ability to integrate digital instruments into a coherent pedagogical framework.

Future research may focus on developing adaptive digital modules tailored to different levels of language proficiency.

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