

«DIGITAL EDUCATIONAL TECHNOLOGIES IN PHILOLOGICAL EDUCATION: THE EFFECTIVENESS OF INTERACTIVE PLATFORMS FOR KNOWLEDGE ASSESSMENT»

Murodkhodzhaeva Malika Alisherovna

Department of Russian Language and Literature

Non-State Educational Institution

University of Economics and Pedagogy

Faculty of Foreign Languages

Malikamurodxodjayeva1797@gmail.com

<https://doi.org/10.5281/zenodo.20431490>

Abstract.

The article presents a comprehensive analysis of the transition from traditional knowledge-centered assessment models to modern competency-based communicative approaches in higher philological education under the influence of global digital transformation. The study explores the didactic potential of interactive platforms, proposes a classification of modern digital tools based on their functional capabilities, and details the psychological and methodological barriers that impede the integration of new assessment resources. Special attention is paid to the risks of student thinking fragmentation and the challenge of verifying productive speech skills within fully automated assessment systems. As a result of the research, key methodological conditions are formulated to maintain an effective balance between digital and traditional human-oriented assessment.

Keywords: linguodidactics, digitalization of education, philological education, interactive platforms, formative assessment, communicative competence, academic integrity.

Introduction

The global digital transformation of higher education has fundamentally altered the architecture of the linguodidactics process. The implementation of the e-learning concept and hybrid educational models demands a radical restructuring not only of the ways content is transmitted but also of assessment and evaluation activities. In the field of philological education, this issue becomes particularly acute as traditional forms of assessment such as oral colloquiums, detailed textual analyses, and essays are extremely time-consuming and at the same time difficult to algorithmize and objectively standardize.

Modern digital platforms offer a toolkit capable of significantly optimizing the diagnostic evaluation of learners' language, speech, and communicative competences. However, in pedagogical practice, a distortion is frequently observed: digital assessment is either reduced to primitive reproductive testing or it is rejected entirely as a tool incapable of evaluating deep philological skills including stylistic intuition or the capacity for textual interpretation. Consequently, there is an urgent need for a comprehensive scientific and methodological analysis of the effectiveness of interactive platforms as a systemic means of objective knowledge assessment.

Theoretical Foundations of the Study

The theoretical and methodological framework of the study is comprised of the concepts of digitalizing linguistic education and modernizing assessment activities as reflected in the works of domestic and foreign methodologists. Assessment in linguodidactics is traditionally understood not

merely as a statement of the learning level achieved but as a flexible tool for managing the quality of the educational process possessing diagnostic, instructional, and corrective functions. The introduction of interactive platforms allows for the full realization of the principles of formative assessment wherein evaluation is organically integrated into the very fabric of learning, ensuring continuous monitoring of the student's trajectory.

A digital assessment environment possesses the unique attribute of interactivity which implies an active dialogue between the learner and the software interface rather than the passive completion of tasks. Such interactive assessment makes it possible to promptly differentiate types of errors, automatically adapt the difficulty level of subsequent tasks to the student's individual profile, and provide immediate meta-analysis of results to both the teacher and the learner.

Typology of Interactive Assessment Platforms in Philology

Assessing philological and linguistic knowledge requires a diversified toolkit which can be classified into four basic platform categories depending on their didactic functionality. The first group includes comprehensive learning management systems with Moodle and Canvas being the most prominent examples. They are designed for conducting standardized interim assessments, capturing digital footprints, and proctoring, which is successfully applied, for instance, in modular testing on theoretical grammar or the history of the language.

The second group is formed by interactive polling systems represented by popular services such as Kahoot, Quizizz, and Mentimeter, which are ideal for rapid diagnostics and express knowledge checks directly during lectures as well as for gamified formative assessment when verifying vocabulary acquisition and terminology.

The third extensive category consists of interactive exercise builders like LearningApps and Wordwall, providing formative self-control, micro-skill practice, and pattern variability through tasks based on classification, syntactic parsing, or filling in blanks.

Finally, the fourth group is represented by specialized linguistic processors including corpus tools and automated systems for uniqueness and syntax verification which serve the purpose of deeply evaluating productive skills, written speech analysis, and stylistic marking.

Effectiveness Analysis and Advantages of Digital Assessment

The experimental implementation of interactive assessment platforms into the practice of teaching linguistic disciplines highlights several key factors driving their high effectiveness. Firstly, the automation of routine grading procedures completely eliminates the subjective evaluation factor and radically reduces the instructor's time expenditures, while the accumulated arrays of big data allow for predictive analytics, instantly capturing the so-called collective lacunae which means the topics that caused the greatest difficulty for the entire student group. Secondly, incorporating gamification elements into interactive polls breaks down the psychological barrier of test anxiety, allowing the student to perceive the assessment as a quasi-game session, which substantially increases intrinsic motivation and cognitive activity.

The most critical advantage is the phenomenon of immediate feedback: the learner receives not just a grade but a detailed comment regarding the committed error with a link to a rule or a cognitive chart directly at the moment the incorrect answer is logged, converting the assessment into a fully fledged element of instruction. Finally, modern platforms make it possible to move away from monotonous closed-ended tests because philological assessment on interactive platforms includes tasks for establishing chronological sequences when analyzing historical language processes, distributing lexemes across semantic fields, and working with interactive audio and video fragments for a comprehensive evaluation of listening skills and speech pragmatics.

Journal: <https://ifsmrc.org/index.php/aijrm>

Methodological Barriers to Transitioning from Rules to Communication

The transition from the traditional knowledge-centered model to the competency-based communicative and digital paradigm represents a profound restructuring of the entire educational system which inevitably encounters serious psychological and methodological obstacles. The main barrier lies in the perception of errors because in the classical system any mistake is treated as an object of rigid control and immediate punishment which breeds a fear of speaking among students and forms a persistent language barrier whereas the communicative approach views an error merely as a natural indicator of the learning process and a signal for gentle adjustment that does not require interrupting the flow of live speech.

Another major difference lies in the very unit of instruction since the traditional method relies on memorizing isolated lexemes and artificial sentences detached from reality while the modern model immerses the student in coherent text discourse and authentic speech situations where language is absorbed in its natural context. The very position of the learner also changes moving from a passive object who mechanically memorizes ready-made algorithms and rules to an active subject of communication who is forced to independently make choices during a live dialogue and promptly react to the interlocutor's remarks.

This entails a change in the nature of exercises where purely reproductive tasks like filling in blanks and opening brackets are replaced by productive and quasi-productive formats such as case studies role-plays and simulations of real-life situations where the main goal becomes successfully solving a communicative task rather than demonstrating knowledge of rules.

Risks and Limitations of Digitalizing Evaluation Procedures

Despite the obvious merits, the total replacement of traditional assessment with digital alternatives harbors serious didactic risks as rightly warned by researchers of the modern higher school. The primary limitation is the problem of verifying productive skills. Most interactive platforms perfectly diagnose receptive skills based on recognition, choice, and classification as well as knowledge of the language system including orthography, punctuation, and morphology. However, evaluating the creative, productive potential of a philologist, whether it is writing an essay, conducting a linguopoetic analysis of a literary text, or creating an original discourse, still cannot be fully automated.

Excessive reliance on electronic testing can lead to the fragmentation of thinking among students where they become accustomed to operating with ready-made discrete answer options, losing the capacity to construct a detailed, compositionally coherent, and well-argued oral or written monologue. Furthermore, the issue of academic integrity remains highly relevant, including plagiarism and the unauthorized use of generative AI networks when completing online tasks, which requires the implementation of costly proctoring systems or the development of fundamentally new types of open-ended tasks. The transition process is further complicated by the professional inertia of teachers who find it difficult to give up the role of the sole source of knowledge to become discussion moderators as well as by the habit of the students themselves to measure their success by the number of notebooks filled with rules rather than by actual fluency of speech.

Conclusion

Interactive educational platforms represent a highly effective, flexible, and objective means of knowledge assessment in philological education, elevating diagnosis to the level of modern technological standards. Maximum pedagogical effectiveness is achieved when several key methodological conditions are met. Among them, a strict differentiation of instruments stands out, implying the use of rapid-polling platforms for current formative checks and foundational LMS environments for final benchmark certifications.

Journal: <https://ifsmrc.org/index.php/aijrm>

It is also critically important to maintain a balance where digital assessment covers reproductive and analytical levels of knowledge, thereby freeing up scarce classroom time for traditional, human-oriented forms of evaluating speech and communicative competences such as discussions, project defenses, and academic debates. Finally, it is necessary to fully rely on formative assessment with the mandatory provision of automated qualitative feedback to the student rather than a bare numerical score. The integration of interactive technologies into the evaluation system of a philology faculty individualizes the learning trajectory and releases the educator's creative potential for vivid scientific and educational interaction with students.

References

1. Azimov E. G. Electronic Textbooks on Russian as a Foreign Language: Modern State and Prospects // Russian Language Abroad. — 2020. — No. 4 (281). — Pp. 4–10.
2. Aleshkovskaya Y. V. Digital Assessment Tools in teaching Linguistic Disciplines // Higher Education in Russia. — 2022. — Vol. 31. — No. 5. — Pp. 75–83.
3. Blinov V. I., Dulaeva Z. K., Esenina E. Y. Teaching Methods in Higher Education under Digitalization: a textbook. — Moscow: Yurayt, 2024. — 189 p.
4. Bovtenko M. A. Computer Linguodidactics: a textbook. — Moscow: Flinta; Nauka, 2005. — 216 p.
5. Gartsov A. D. Electronic Linguodidactics in the System of Innovative Language Education: Doctoral Diss. in Pedagogy. — Moscow: RUDN, 2010. — 395 p.
6. Gorozhanov A. I. Creating an Electronic Language Learning Course: Linguodidactic Aspect. — Moscow: Direct-Media, 2021. — 144 p.
7. Kudryashova O. V., Skvirskaya S. A. Immediate Feedback Technologies as a Factor of Quality Management in Philological Education // Philological Sciences. Issues of Theory and Practice. — 2021. — Vol. 14. — No. 8. — Pp. 112–118.
8. Robert I. V. Modern Information Technologies in Education: Didactic Problems; Prospects of Application. — Moscow: IIO RAO, 2010. — 140 p.
- 9.