



## WAYS OF USING DIGITAL EDUCATIONAL PLATFORMS IN TEACHING ENGLISH TO B1 LEVEL STUDENTS

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### ABSTRACT

*In the contemporary educational context, the integration of digital educational platforms into English language teaching has become increasingly significant, particularly at the B1 proficiency level. This study explores the effective ways of utilizing digital tools in teaching English to B1 learners, with a special focus on the educational conditions of Karakalpakstan. It is argued that digital platforms enhance vocabulary acquisition, improve listening and speaking skills, and foster learner autonomy through interactive and adaptive learning environments. Moreover, the study highlights that gamified and multimedia-based applications increase student motivation and engagement, which are crucial at the intermediate stage of language development. At the same time, the research emphasizes the importance of contextual adaptation, considering multilingualism, infrastructural limitations, and cultural relevance in Karakalpakstan. Therefore, a blended learning approach that combines digital tools with traditional teaching methods is identified as the most effective strategy. In conclusion, digital educational platforms, when used strategically and contextually, significantly contribute to the development of communicative competence among B1 level learners.*

**Introduction.** In the contemporary educational paradigm, digitalization has significantly transformed the process of foreign language teaching, and this transformation is particularly evident in regions undergoing socio-economic and educational reforms such as Karakalpakstan. In this context, the integration of digital educational platforms into teaching English at the B1

level represents not merely a technological shift, but rather a strategic response to the growing demand for communicative competence, global integration, and access to international knowledge systems. Therefore, it becomes essential to analyze how such platforms can be effectively adapted to the specific linguistic, cultural, and



infrastructural realities of Karakalpakstan.

First and foremost, numerous scholars emphasize that digital platforms provide new opportunities for interactive and learner-centered education. For instance, Kaipbergenova et al argue that the use of online platforms in higher educational institutions of the Republic of Karakalpakstan increases student engagement and ensures flexible access to learning materials [1, 730-736]. In other words, digital tools extend learning beyond classroom boundaries and promote continuity. Similarly, Castrillón Iñiguez and Cumbicos Silva highlight that digital e-learning platforms integrate multimedia resources, which significantly improve comprehension and retention of linguistic material [2].

Furthermore, Nurtaeva and Kurmambaeva emphasize that mobile learning technologies contribute not only to language acquisition but also to the development of digital literacy at the B1 level. In this sense, learners simultaneously acquire linguistic and technological skills, which are indispensable in a globalized world [6].

Taking into account these theoretical insights, it becomes evident that digital educational platforms offer a wide range of pedagogical possibilities. The educational environment in Karakalpakstan is characterized by multilingualism, where learners typically operate within Karakalpak, Uzbek, and Russian language systems. Consequently, teaching English as a foreign language requires approaches that consider cross-linguistic influence and cognitive load. In this regard, digital platforms such as

Duolingo and Quizlet can be particularly effective, since they allow for multimodal input—visual, auditory, and textual—which facilitates comprehension across linguistic boundaries. Moreover, these platforms often provide translation features, enabling learners to build semantic connections between English and their native languages [3].

Furthermore, it is important to emphasize that B1 learners in Karakalpakstan often face limited exposure to authentic English-speaking environments. Therefore, digital platforms serve as a crucial bridge between classroom learning and real-world language use. For instance, BBC Learning English offers access to authentic listening materials, including news, dialogues, and thematic lessons. As a result, students are exposed to natural pronunciation, cultural references, and communicative contexts that are otherwise unavailable in their immediate environment. This exposure is particularly valuable in developing listening comprehension and pragmatic competence.

In addition, the socio-economic context of Karakalpakstan necessitates cost-effective and accessible educational solutions. Many digital platforms are either free or require minimal financial investment, which makes them suitable for widespread adoption in schools and universities. For example, Kahoot! can be used in classrooms with limited resources, as it requires only basic internet access and a shared screen. Moreover, it transforms traditional assessment into an engaging and interactive activity, thereby increasing



student participation even in large or under-resourced classrooms.

At the same time, it is necessary to consider infrastructural challenges, such as uneven internet connectivity and limited access to digital devices in rural areas of Karakalpakstan. Consequently, teachers must adopt flexible strategies that combine online and offline modes of learning. For instance, vocabulary sets created on Quizlet can be printed or downloaded for offline use. Similarly, audio materials from BBC Learning English can be pre-downloaded and used in classroom settings without continuous internet access. Thus, digital platforms can still be effectively utilized even in low-resource environments.

Moreover, digital platforms play a significant role in addressing the issue of learner motivation, which is often a challenge in foreign language classrooms. In Karakalpakstan, where students may perceive English as a difficult or distant subject, gamified platforms like Duolingo and Kahoot! introduce elements of competition, reward, and achievement. Consequently, learning becomes more enjoyable and less intimidating. In line with modern pedagogical theories, such as constructivism, these platforms encourage active engagement and personal involvement in the learning process.

Another important aspect is the development of teacher digital competence. In many educational institutions of Karakalpakstan, teachers are in the process of adapting to digital methodologies. Therefore, professional development programs and training workshops are essential to ensure

effective implementation. Teachers must not only be familiar with the technical aspects of platforms like Quizlet and Kahoot!, but also understand how to integrate them pedagogically into lesson plans. For example, a teacher might use Quizlet for pre-teaching vocabulary, followed by communicative activities in class, and then reinforcement through Kahoot!.

In addition to classroom instruction, digital platforms support independent and lifelong learning, which is increasingly important in the modern world. Students in Karakalpakstan, particularly at the university level, can use platforms such as Duolingo to practice English outside of formal education. This not only enhances their language proficiency but also prepares them for international opportunities, including academic mobility and employment in global markets [5].

Furthermore, integrating digital platforms into English teaching can contribute to bridging the urban-rural educational gap. While urban schools may have better access to resources, digital tools can help standardize the quality of education by providing uniform content across different regions. For instance, a teacher in a rural school can access the same high-quality materials from BBC Learning English as a teacher in a city. Therefore, digital platforms promote educational equity and inclusiveness [4, 45-66].

However, it is also necessary to critically evaluate potential limitations. For example, excessive reliance on automated feedback may not fully address learners' individual needs, particularly in speaking and writing.





Additionally, cultural relevance of content must be considered, as many digital platforms are designed for global audiences and may not reflect local contexts. Therefore, teachers in Karakalpakstan should adapt materials to include local examples, topics, and cultural references, thereby making learning more meaningful and relatable.

In methodological terms, the most effective approach in the Karakalpakstan context is a blended and contextualized model of digital learning. This involves combining digital platforms with traditional teaching methods, as well as aligning content with local curricula and cultural realities. For example, a lesson on "Daily Routines" can begin with a classroom discussion in Karakalpak or Uzbek, followed by vocabulary practice on Quizlet, listening activities from BBC Learning English, and a final interactive

quiz on Kahoot!. In this way, digital tools enhance rather than replace traditional pedagogy.

**Conclusion.** In conclusion, the use of digital educational platforms in teaching English to B1 level students in Karakalpakstan offers significant pedagogical advantages, including increased accessibility, improved motivation, and enhanced skill development. Nevertheless, their successful implementation depends on careful adaptation to local conditions, teacher training, and a balanced integration with traditional methods. Therefore, by adopting a context-sensitive and pedagogically informed approach, educators in Karakalpakstan can fully harness the potential of digital technologies to improve English language education.

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