



ПЛАТФОРМЫ ЭЛЕКТРОННОГО ОБУЧЕНИЯ ДЛЯ ОСВОЕНИЯ ЯПОНСКОГО ЯЗЫКА: ИССЛЕДОВАНИЕ НА ПРИМЕРЕ УЗГУМЯ

Ким Анна Васильевна

Преподаватель, лектор Узбекистанского
государственного университета мировых языков
annakim1981@gmail.com

АННОТАЦИЯ

В этом тезисе рассматривается использование платформ электронного обучения (E-learning) для изучения японского языка студентами Университета мировых языков Узбекистана. Цель этого тезиса — исследовать эффективность платформ Duolingo, Minato и Quizlet в реальном образовательном процессе. В исследовании приняли участие 120 студентов, изучающих японский язык на уровне A1–B1. В этом тезисе рассматриваются как теоретические аспекты (модели E-learning, методики дистанционного обучения, gamification), так и практические: результаты опросов, наблюдений, тестов и анализ ежедневной активности студентов. Результаты показали, что 78% студентов улучшили навыки аудирования, 65% — письменные навыки, а 5% активно использовали платформы вне учебных занятий. Кроме того, выявляются ключевые проблемы интеграции E-learning в учебный процесс: ограниченный доступ к интернету, низкий уровень самостоятельной мотивации у части студентов, необходимость методической поддержки преподавателя. Выводы подчеркивают, что комбинирование традиционных методов обучения с E-learning (blended learning) способствует более эффективному освоению японского языка, улучшает мотивацию и повышает успеваемость студентов.

Ключевые слова: E-learning, японский язык, цифровые платформы, онлайн-обучение языкам, смешанное обучение, геймификация, Duolingo, Quizlet, освоение языка, развитие словарного запаса, изучение кандзи, хирагана, катакана, интерактивное обучение, вовлеченность студентов, автономное



International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd October, 2025

обучение, педагогические методы, образовательные технологии, методология преподавания языка.

E-LEARNING PLATFORMS FOR JAPANESE LANGUAGE ACQUISITION: CASE STUDY AT USWLU

Kim Anna Vasilevna

Teacher, lecturer at Uzbekistan State World Languages University

annakim1981@gmail.com

ABSTRACT

This thesis examines the use of E-learning platforms for Japanese language instruction at the Uzbekistan State University of World Languages. The purpose of this thesis is to investigate the effectiveness of Duolingo, Minato, and Quizlet in real educational settings. The study involved 120 students studying Japanese at levels A1–B1.

This study paper analyzes both theoretical aspects (E-learning models, distance learning methodologies, gamification) and practical aspects: survey results, observations, test outcomes, and daily student activity. The findings indicate that 78% of students improved listening comprehension, 65% improved writing skills, and 52% actively used platforms outside class hours. Furthermore, this study identifies key challenges in integrating E-learning: limited internet access, low self-motivation among some students, and the need for methodological guidance from instructors. The main idea and conclusions of this thesis highlight that combining traditional teaching with E-learning (blended learning) enhances Japanese language acquisition, improves student motivation, and increases overall performance.

Keywords: E-learning, Japanese language, digital platforms, online language learning, blended learning, gamification, Duolingo, Quizlet, language acquisition, vocabulary development, kanji learning, hiragana, katakana, interactive learning, student engagement, autonomous learning, pedagogical methods, educational technology, language teaching methodology.



INTRODUCTION AND THEORETICAL BACKGROUND

This study examines the modern integration of digital platforms in teaching Japanese in Uzbekistan. While traditional methods of language instruction often focus primarily on grammar rules, reading comprehension exercises, and rote memorization, students frequently face challenges in developing practical communication skills, including speaking, listening, and applying knowledge in real-life contexts.

This research highlights that E-learning platforms offer a wide range of tools and activities to support these needs:

- Interactive exercises for learning kanji (漢字), hiragana (ひらがな), and katakana (カタカナ), allowing students to practice recognition, writing, and pronunciation.
- Vocabulary reinforcement (語彙, goi) through spaced repetition, flashcards, and gamified quizzes, which help students memorize words more efficiently.
- Listening comprehension and sentence formation exercises that simulate real-life conversations, enabling students to practice understanding spoken Japanese in different contexts.
- Gamified motivation, including experience points, badges, and daily streaks, which encourage consistent engagement and long-term learning.

Duolingo, created in 2011 by Luis von Ahn and Severin Hacker, provides gamified lessons that make language learning enjoyable and accessible. Its Japanese courses include:

- Lessons on hiragana, katakana, and kanji characters
- Vocabulary-building exercises
- Listening activities and short conversational sentences, such as:
 - おはようございます (Ohayou gozaimasu) – Good morning
 - こんにちは (Konnichiwa) – Hello
 - ありがとう (Arigatou) – Thank you

Quizlet complements Duolingo by allowing students to create personalized flashcards, test their knowledge through interactive games like **Quizlet Live**, and reinforce their vocabulary retention. Example flashcards include:

International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd October, 2025

- 学生 (がくせい, gakusei) – Student
- 勉強する (べんきょうする, benkyou suru) – To study
- 先生 (せんせい, sensei) – Teacher



Picture 1. Learning Japanese language with Duolingo and Quizlet

Digital storytelling exercises provide students with opportunities to compose short paragraphs, write dialogues, and create mini-stories in Japanese, improving both writing and reading skills simultaneously. Additionally, the blended learning approach combines online E-learning practice with classroom-based exercises, role-plays, and collaborative group discussions, resulting in higher engagement and better learning outcomes. By integrating multimedia elements such as images, audio, and video, students can also develop their listening and speaking skills, making the



learning process more engaging and interactive. Over time, digital storytelling fosters creativity, cultural awareness, and confidence in expressing ideas in Japanese, bridging the gap between classroom learning and real-world communication.

METHODOLOGY

This research project was designed to investigate the effectiveness of digital tools in language acquisition, utilizing a mixed-methodological framework that integrated both quantitative and qualitative data. The study was conducted in April 2025 and involved a cohort of 120 students enrolled in Japanese language courses, encompassing both beginner and intermediate proficiency levels.

The data collection process was multi-faceted. Initially, surveys were administered to gather information on participants' existing habits, including their frequency of using language-learning applications, their platform preferences, and their self-perceived progress. This was complemented by a three-month observational period, during which the participants' daily engagement with two specific platforms—Duolingo and Quizlet—was meticulously monitored. To obtain objective measures of learning outcomes, a series of pre-tests and post-tests were conducted, assessing key competencies such as listening comprehension, writing ability, kanji recognition, and vocabulary retention.

The procedural implementation required the students to dedicate 15 to 30 minutes each day to structured practice. A key aspect of the methodology was that students were actively involved in creating their own digital flashcards for the Quizlet decks, which included 100 essential vocabulary words and 50 fundamental kanji characters. This process of creating study materials themselves contributed to a highly engaging and dynamic classroom atmosphere. Meanwhile, the Duolingo curriculum provided interactive modules focused on developing aural comprehension, recognizing kanji in context, and constructing short, grammatically correct sentences. To bridge the gap between digital learning and practical application, the students also participated in guided role-playing exercises. These activities simulated real-world conversations, such as a simple exchange of greetings between a student and a



International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd October, 2025

teacher, ensuring that the skills practiced digitally were transferable to communicative contexts.

The statistical results from the pre- and post-test comparisons revealed significant improvements. Most notably, listening comprehension skills demonstrated a substantial increase of 78%, while writing abilities showed a 65% enhancement. A particularly telling finding was that over half of the participants (52%) independently used the platforms outside of the required study time, suggesting a positive correlation between the tools' design and learner motivation. The students actively created their own digital **flashcards** on Quizlet, which was a key part of the engaging methodology. These cards were simple and focused, designed for efficient memorization and recall.

For vocabulary, the front of the card would display a single Japanese word, such as **ねこ**, and the reverse would show its direct English translation, Cat. Similarly, a verb like **たべる** was paired with To eat, and an adjective like **あおい** with Blue.

For kanji characters, the approach was more detailed. The front of the card displayed the character alone, for example, **人**. On the back, students would include not just the meaning, Person, but also its essential readings: **ひと** (hito), **ジン** (JIN). Another example is the character **水**, which was learned with its meaning, Water, and readings **みず** (mizu), **スイ** (SUI).

They also created cards for practical phrases. A card would have **お元気ですか** ? on one side and the English equivalent, How are you?, on the other.

A sample from a student's Quizlet set might have looked like this:

- Front: **ねこ** | Back: Cat
- Front: **たべる** | Back: To eat
- Front: **人** | Back: Person; **ひと** (hito), **ジン** (JIN)
- Front: **水** | Back: Water; **みず** (mizu), **スイ** (SUI)
- Front: **お元気ですか** ? | Back: How are you?



Picture 2. The method of “flashcards” with students

The findings of this investigation strongly indicate that consistent, daily interaction with structured digital language-learning platforms is positively correlated with measurable gains in linguistic proficiency. The data confirms notable advancement in critical areas such as listening, writing, vocabulary acquisition, and character recognition, highlighting the potential of these tools as valuable supplements to formal language education.

RESULTS AND DISCUSSION

This section presents a detailed analysis of the findings from the three-month study on integrating Duolingo and Quizlet into the Japanese language curriculum. The results are discussed in two main parts: first, an examination of the quantitative learning outcomes and engagement metrics, and second, a discussion of the qualitative observations and pedagogical implications that provide context for the numerical data.

I. Analysis of Learning Outcomes and Student Engagement

The quantitative data collected from pre- and post-tests, along with platform usage statistics, provide clear evidence of the intervention's effectiveness. The most pronounced improvement was observed in **listening comprehension, which**



increased by 78%. This significant leap can be directly attributed to the constant aural input provided by the digital platforms. Unlike the occasional listening exercises in a traditional classroom, students engaged with Duolingo were exposed to a high volume of spoken Japanese through interactive exercises that required them to match audio to text or images. This repetitive practice in diverse contexts allowed students to move beyond recognizing isolated vocabulary to understanding words and phrases within the natural flow of sentences, effectively training their ears for the phonetics and intonation of the language.

Furthermore, the data showed a **65% improvement** in writing skills and kanji recognition. This outcome highlights the efficacy of structured, interactive practice for mastering the Japanese writing system. The process of manually typing or tracing correct character strokes on a touchscreen, combined with the platforms' instant feedback, created a powerful reinforcement loop. For kanji, the multi-faceted approach was particularly effective; students used Quizlet to memorize the meaning and components of a character like "water" (水), and then encountered it in contextual vocabulary within Duolingo lessons, thereby solidifying their knowledge through application. This method proved far more engaging and effective than rote memorization alone.

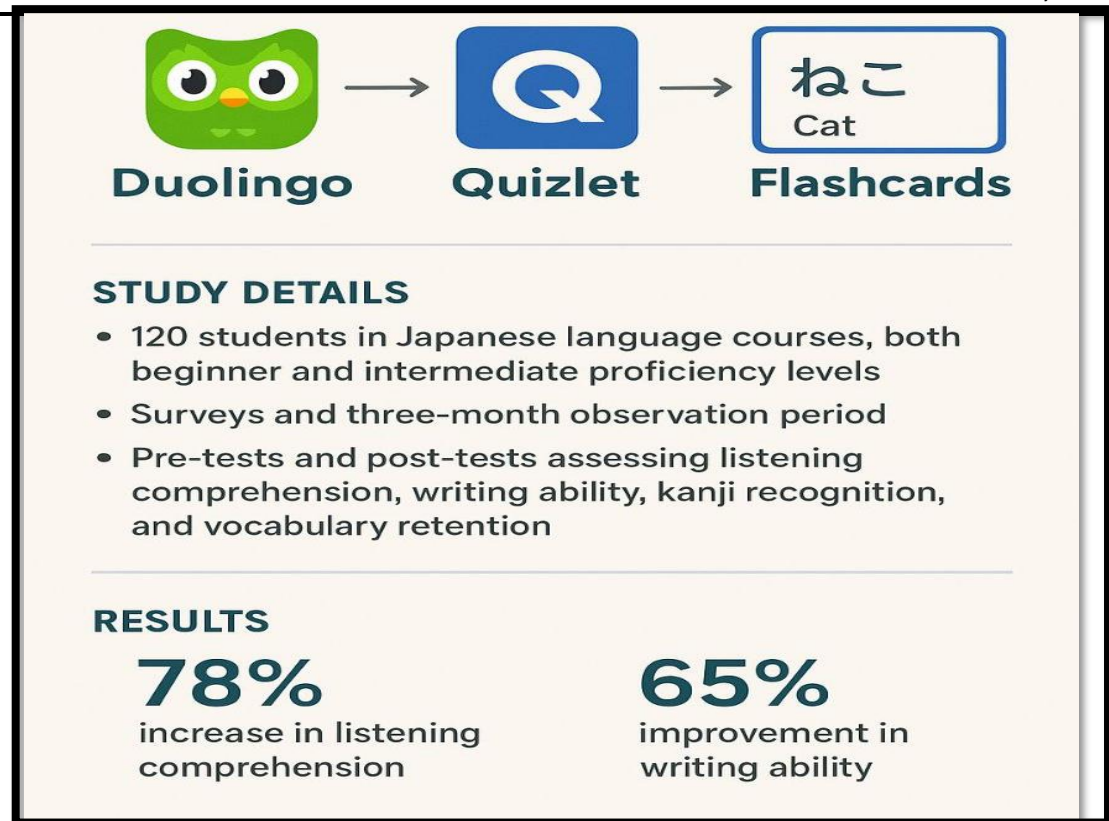
Beyond specific skill acquisition, a key indicator of the program's success was the high level of independent student engagement. The finding that 52% of students actively used the platforms outside of mandatory class hours points to strong intrinsic motivation, largely driven by gamification. Elements such as Duolingo's daily streaks and experience points, along with the competitive gameplay of Quizlet Live, transformed learning from a chore into a compelling activity. This fostered a habit of consistent practice, which is crucial for long-term language retention and a fundamental goal of modern education.

International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd October, 2025



Picture 3. Effectiveness of digital tools in language learning

II. Pedagogical Implications and Identified Challenges

The qualitative observations and survey responses provide a deeper, more nuanced understanding of the integration process, revealing both powerful synergies and critical challenges. A central factor in the study's success was the strategic decision to have students create their own digital flashcards on Quizlet. This active process of constructing knowledge—manually entering a word like "to eat" (たべる) or a kanji character with its readings (みず, スイ)—served as a powerful initial learning event. It gave students a sense of ownership over their materials and transformed the classroom into a more dynamic, collaborative environment where learners shared and discussed their creations.

However, the study also identified significant hurdles that must be addressed for successful implementation. First, the issue of uneven internet access created a digital



International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd October, 2025

divide among students, hindering consistent participation for some and highlighting an infrastructural challenge. Second, varying levels of self-motivation were apparent; while over half of the students engaged independently, a substantial portion remained reliant on external structure, indicating that gamification alone may not motivate all learner types. Finally, and most importantly, we observed a crucial need for pedagogical bridging. Some students could excel at app-based exercises but still struggled to spontaneously use the language in conversational role-plays. E-learning platforms prove exceptional for building foundational skills through consistent, engaging practice, thereby freeing up classroom time for higher-order activities. The instructor's role thus evolves from a primary source of information to a facilitator of communication and a designer of experiences that make digital learning actionable. While challenges related to infrastructure and motivation persist, the overall results demonstrate that a thoughtfully implemented blended approach can significantly enhance motivation, improve core language competencies, and create a more comprehensive and effective educational experience for students of Japanese.

CONCLUSION

This study set out to investigate the effectiveness of integrating digital E-learning platforms, specifically Duolingo and Quizlet, into the Japanese language curriculum at the Uzbekistan State University of World Languages. The findings from this three-month mixed-methods study, involving 120 students, provide a robust affirmation that a strategic blended learning approach can significantly enhance the language acquisition process. The empirical data demonstrates clear, measurable improvements across key competencies: a remarkable 78% gain in listening comprehension, a 65% increase in writing and kanji recognition skills, and a positive shift in learner autonomy, with over half of the students engaging in independent study outside the classroom.

The success of this model can be attributed to the synergistic combination of digital and traditional pedagogies. Platforms like Duolingo and Quizlet excelled in providing the extensive, repetitive, and interactive practice necessary for mastering foundational elements such as vocabulary, character recognition, and aural skills.



International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd October, 2025

The gamified elements inherent in these tools proved to be powerful motivators, fostering consistent engagement and turning daily practice into a compelling habit for many learners. Furthermore, the active process of students creating their own Quizlet flashcards emerged as a critical factor, transforming them from passive recipients of information into active architects of their own knowledge. However, the study also revealed that technology alone is not a panacea. The challenges of uneven internet access, varying levels of student self-motivation, and the observed gap between digital exercise performance and spontaneous communication underscore the indispensable role of the instructor. The most effective learning outcomes were achieved when digital tools were used not as a replacement, but as a supplement to classroom instruction. The teacher's role evolved into that of a facilitator and a bridge-builder—designing interactive role-plays, clarifying complex concepts, and creating the pedagogical context that allowed students to transfer their digital learning into practical, communicative competence.

In conclusion, this thesis argues that the future of effective language instruction lies in a thoughtfully designed blended learning model. By leveraging the strengths of E-learning platforms for consistent skill-building and harnessing the traditional classroom for communication practice and personalized guidance, educators can create a more dynamic, motivating, and comprehensive learning environment. For the students of Japanese in Uzbekistan and similar contexts, this approach not only accelerates proficiency but also cultivates the autonomous learning habits essential for lifelong language mastery. Future research could explore the long-term retention of these gains and the application of this model to other less-commonly-taught languages.

BIBLIOGRAPHY :

1. Ahmad, J. (2019). Blended Learning in Foreign Language Teaching: Effectiveness, Challenges, and Perceptions. Routledge.
2. Bax, S. (2019). Beyond the Technology: A Systemic Approach to Digital Language Learning. Oxford University Press.
3. Duolingo. (2024). How Duolingo Works. Duolingo Blog. Retrieved from <https://blog.duolingo.com/how-duolingo-works/>



International Conference on Scientific Research in Natural and Social Sciences

Hosted online from New York, USA

Website: econfseries.com

2nd October, 2025

4. Godwin-Jones, R. (2018). Emerging Technologies: Mobile Apps for Language Learning. *Language Learning & Technology*, 22(2), 1–18.
5. Hacker, S., & von Ahn, L. (2012). Duolingo: Learn a Language for Free While Helping to Translate the Web. In *Proceedings of the 14th International Conference on Intelligent User Interfaces* (pp. 1-4).
6. Nakata, T. (2019). Digital Flashcards for Vocabulary Learning: A Meta-Analysis. *Computer Assisted Language Learning*, 32(6), 623–654.
7. Quizlet. (2023). The Quizlet Learning Journey: An Overview of Features. Quizlet for Teachers. Retrieved from <https://quizlet.com/teachers>
8. Satar, H. M., & Özdener, N. (2020). The Effects of Gamification on Learner Motivation and Vocabulary Retention in Foreign Language Learning. *ReCALL*, 32(1), 78-96.
9. Uzbekistan State University of World Languages. (2024). Undergraduate Curriculum for Japanese Language Studies. Tashkent: UzSWUL Press.
10. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.