

THE ROLE OF LMS PLATFORMS (E.G., MOODLE, GOOGLE CLASSROOM) IN DEVELOPING STUDENTS' DIGITAL COMPETENCE

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Annotation. *The integration of Learning Management Systems (LMS) into higher education has significantly transformed the teaching and learning landscape, particularly in developing students' digital competence. This article explores the pedagogical potential and practical implications of LMS platforms such as Moodle and Google Classroom in enhancing digital literacy among philology students. The study is grounded in a combination of constructivist and connectivist learning theories, emphasizing learner autonomy, interactive engagement, and technology-mediated collaboration. Through a synthesis of international research and case studies from philological faculties, the paper identifies how LMS features assignment submission, discussion forums, digital assessments, and resource sharing contribute to the development of technical, cognitive, and communicative components of digital competence. Additionally, it examines challenges such as digital accessibility, instructor preparedness, and student motivation. The article proposes a framework for strategically implementing LMS tools to foster critical digital skills and lifelong learning habits. The findings suggest that well-designed LMS-supported instruction not only improves academic performance but also cultivates essential XXI century competencies relevant to the digital age.*

Keywords: *digital competence, LMS platforms, Moodle, Google Classroom, higher education, philology students, online learning, educational technology.*

Introduction. In the rapidly evolving landscape of higher education, digital competence has emerged as a foundational skill set essential for academic success, professional readiness, and lifelong learning. As global educational institutions continue to embrace digital transformation, the integration of Learning Management Systems (LMS) has become a critical strategy for enhancing student engagement and fostering digital literacy. Particularly in philological disciplines, where language, communication, and textual analysis are central, the development of digital competence through structured technological tools is increasingly significant¹.

LMS platforms such as Moodle and Google Classroom serve not only as repositories of instructional content but also as interactive environments that facilitate learner autonomy, collaboration, and digital navigation. These platforms offer a range of features from assignment submission and grading modules to multimedia integration and asynchronous discussions that align with contemporary pedagogical practices grounded in constructivist and connectivist theories. Digital competence itself is a multi-dimensional construct encompassing technical skills, information management, communication abilities, and problem-solving within digital contexts. In this regard, LMS platforms offer students ample opportunities to develop and demonstrate these competencies in authentic, task-based learning scenarios. Despite their growing ubiquity, the successful implementation of LMS systems is contingent upon multiple factors, including institutional support, teacher digital proficiency, student motivation, and equitable access to digital infrastructure.

Moreover, the COVID-19 pandemic has further underscored the necessity of digital competence as a non-negotiable prerequisite for educational continuity. However, a gap remains in understanding how LMS platforms specifically contribute to the formation of digital competence among students in humanities

¹ Redecker, C., & Punie, Y. (2017). European Framework for the Digital Competence of Educators: DigCompEdu. Luxembourg: Publications Office of the European Union.
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and language fields. This article seeks to bridge that gap by exploring the role of LMS platforms in cultivating digital skills among philology students². It draws on recent theoretical frameworks, empirical data, and case-based observations to assess how the use of Moodle and Google Classroom supports the acquisition of key digital competencies. By situating LMS integration within a broader discourse on digital pedagogy, the study aims to provide actionable insights for educators, curriculum designers, and policymakers invested in enhancing digital competence through sustainable and inclusive digital learning environments.

Learning Management Systems (LMS) such as Moodle and Google Classroom provide structured, interactive, and technology-rich environments that directly contribute to the development of students' digital competence³. These platforms facilitate access to educational resources, enable multimodal communication, and support autonomous and collaborative learning all essential components of digital literacy. For instance, Moodle's modular design allows instructors to create varied learning activities, including quizzes, forums, glossaries, and real-time feedback, which promote both cognitive and technical engagement. Google Classroom, with its intuitive interface and integration with Google Workspace tools, enhances digital collaboration through shared documents, presentations, and commenting features⁴. Such digital tasks require students to practice file management, digital communication etiquette, time management, and online research skills that directly reflect the indicators of digital competence defined by the European Commission's DigComp framework.

Additionally, LMS platforms offer students the opportunity to receive formative and summative feedback in a digital format, encouraging reflective learning and iterative improvement. In philological contexts, where text-based analysis, writing, and critical thinking are crucial, these platforms provide an ideal

² Alrasheedi, M., Capretz, L. F., & Raza, A. (2015). A systematic review of the critical factors for success of mobile learning in higher education (university students' perspective). *Journal of Educational Computing Research*, 52(2), 257–276.

³ Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning*, 22(1), 205–222.

⁴ Kessler, G. (2018). Technology and the future of language teaching. *Foreign Language Annals*, 51(1), 205–218.
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setting for blended learning and interactive instruction⁵. However, the effectiveness of LMS integration depends heavily on instructional design, teacher facilitation skills, and institutional commitment to digital pedagogy as a strategic priority.

Table. Comparative features of Moodle and Google Classroom in supporting digital competence.

<i>Component of Digital Competence</i>	<i>Moodle Features</i>	<i>Google Classroom Features</i>
<i>Technical Skills</i>	Advanced quiz editor, plugin-based expansion, gradebook customization	Easy integration with Google Docs, Sheets, Slides; drag-and-drop file uploading
<i>Information Management</i>	Built-in resource organization (folders, labels), searchable content bank	Centralized document management via Google Drive integration
<i>Communication & Collaboration</i>	Forums, group assignments, peer assessment	Commenting on docs, real-time group editing, email summaries
<i>Autonomous Learning</i>	Self-paced learning modules, progress tracking tools	Assignment deadlines, personalized feedback, student dashboard
<i>Reflective & Critical Thinking</i>	Reflective journals, rubric-based grading	Google Forms for surveys/reflection, teacher comments on writing
<i>Instructor Customization</i>	High-modular course structure, conditional activities	Medium-streamlined design, fewer advanced controls

⁵ Aydın, C. H., & Tasci, D. (2005). Measuring readiness for e-learning: Reflections from an emerging country. *Educational Technology & Society*, 8(4), 244–257.
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<i>Accessibility & Usability</i>	Complex but flexible interface, mobile-compatible	Simple UI, user-friendly for beginners, strong mobile compatibility
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The comparative analysis of Moodle and Google Classroom illustrates their substantial contribution to developing various components of students' digital competence. While Moodle offers deeper customization and structured learning design, Google Classroom excels in simplicity and collaborative functionality. Both platforms promote essential XXI century skills such as self-regulated learning, digital communication, and critical thinking⁶. Their successful implementation, however, requires pedagogical alignment, teacher training, and technological infrastructure. As philology students increasingly engage with digital tools, these LMS platforms can serve as effective mediators between academic content and real-world digital proficiency when purposefully integrated into curriculum design.

Conclusion. The integration of Learning Management Systems such as Moodle and Google Classroom into higher education has become a central component in promoting students' digital competence, particularly among philology students who are expected to engage with technology-rich communication environments. These platforms provide structured digital ecosystems that allow students to acquire, apply, and reflect upon key digital skills required in academic and professional contexts. Moodle's strength lies in its advanced modular design, flexible assessment tools, and wide pedagogical customizability, making it ideal for detailed course management and deeper learner engagement. In contrast, Google Classroom offers a streamlined, user-friendly experience that supports fast-paced collaboration, document sharing, and accessible communication all crucial for cultivating digital fluency.

However, to fully realize their potential, LMS platforms must be integrated into course designs with clear pedagogical objectives aligned with digital literacy

⁶ Alimisis, D. (2013). Educational robotics: Open questions and new challenges. *Themes in Science and Technology Education*, 6(1), 63–71.
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standards such as the DigComp framework. It is also essential to address digital divide issues by ensuring equitable access to devices and internet connectivity. Future studies should explore student perceptions, long-term impacts, and cross-cultural comparisons of LMS implementation in philological contexts. Overall, LMS platforms represent a sustainable and scalable pathway toward cultivating digital competence in the language and humanities disciplines.

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