



**USING INFORMATION TECHNOLOGIES TO FOSTER THE COMMUNICATIVE
COMPETENCE OF STUDENTS**

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Abstract: According to the paper in question, information technology can be used to help students become more proficient communicators when learning foreign languages. Since digital educational content helps to diversify the same tasks, boosts students' motivation, helps them master the material better, improves the quality of knowledge, and allows them to communicate live with native speakers, the author of the article believes that using information technologies to develop speaking skills is appropriate at different stages of training.

Keywords: Internet, professional activities, students, communication, speaking abilities, knowledge, and information technology.

Introduction

Information and communication technologies (ICTs) are being rapidly implemented in today's society. These technologies are extensively utilized in distance learning and open education systems to facilitate knowledge sharing and guarantee teacher-student engagement. Modern society is changing at a very quick pace, and these changes are occurring globally as well as within individual nations. For instance, papers about modifications to normative acts—both the addition of new ones and the editing of old ones. Professional information must be continuously updated because, by the end of their studies, students' general education knowledge may become out of date. Students need to learn how to find the necessary information, analyze it in order to apply the information obtained in their professional activities.

Main part

The phrase "information and communication technology" refers to a variety of instruments, systems, techniques, and algorithms utilized in information processing. A computer with software and pertinent enhancements to the data it contains is the modern apparatus of the basic information and communication complex [9]. Since all of the information order's technologies are connected to computer use, the terms "information technology" and "computer technology" are frequently used interchangeably in recent years. But "information technology" is a more general phrase that encompasses computer technology as a component. Information technology refers to the technical tools used in the teaching of foreign languages and cultures, such as electronic gadgets and resources. Stated differently, they are "intellectual tools" that mediate teaching and learning. It should be underlined that information technology and the educational resource it offers are always an integral part of an engineering solution. All information technologies go into one of three categories: instructional, training, or developing. Training technologies are made to be used consistently and methodically by teachers to address issues in instructional activities. Students' cognitive abilities are actively enhanced by emerging technologies that leverage the Internet. The purpose of educational technologies is to

satisfy the intellectual demands of all users and increase their cognitive resources.

According to research, information technologies improve learning motivation, broaden the teacher's learning capabilities, intensify pedagogical and educational activities, push the limits of educational space, enhance participants' cognitive abilities, flood the pedagogical process with electronic resources, and equalize educational opportunities for representatives of various social groups. Students' educational activities become more active, constructive, interactive, dialogic, and reflective with the advent of information technologies.

The ability of pupils to steer their cognitive processes in the direction of their interests explains the learning activities in the information environment. When the instructor does not force the objectives, tasks, and methods of execution, it becomes constructive due to its self-organization.

The engagement within the Internet user community makes learning more dynamic. The unity of all participants' viewpoints in the educational process is a manifestation of the dialogical aspect of learning. Continuous feedback from the learning activity's partners and the training simulator programs' controlling feature both guarantee reflexivity[1]. In light of contemporary demands, high school foreign language instruction should emphasize communication in all speech activities, with a particular emphasis on speaking. Speaking is a productive (expressive) form of speech activity that is used in oral-speech communication in conjunction with listening.

It can range in complexity from using a simple exclamation to convey an effective state to specifying a subject, responding to a query, and concluding with a stand-alone extended statement. Different levels of memory and reasoning are required to go from a word or phrase to a complete statement. The outcomes of becoming proficient in speaking include: the capacity to carry out various dialogues in typical communication scenarios within the theme of speech while adhering to the speech etiquette standards established in the nation where the language is being studied; the capacity to produce oral coherent monological statements (description/characterization, narrative/message) within the theme of speech; the capacity to communicate the primary ideas of the read or heard text; and the presentation of the project's findings. the capacity to articulate the primary ideas of the read or heard text; the ability to present the project work finished with a volume; the ability to construct oral coherent monological statements (description/characterization, narrative/message) within the thematic content of speech;etc.[4].

These are real-world instances of instructional informative material used in foreign language instruction, specifically in speaking skills instruction. Imitating English speech is a useful technique for enhancing your language proficiency. Thousands of movies covering a wide range of subjects and lengths are available on Englishcentral.com. They are categorized by degree of difficulty and come with subtitles. You must mimic every aspect of the speaker's voice, including mannerisms, intonation, accents, pauses, and accents, while watching the video. After viewing it, you are given the option to do exercises, one of which is a pronunciation test. Moreover, engvid.com offers instruction from native speakers.

The keys of proper English pronunciation are found in the Pronunciation section. In addition, I want to highlight some phone and smartphone apps that students should download and utilize during their leisure time: The Free Pronunciation App for English Sounds or Pronunciation. You can take oral comprehension tests, record and listen to your voice, and listen to the sounds of English words with these apps.

YouTube, where numerous videos with native speakers provide thorough explanations of the pronunciation method. In addition to thorough explanations, videos frequently include pictures that show the proper placement of the speech organs. These films can assist you in comprehending the proper sound for a certain sound. The BBC Learning English channel teaches British pronunciation, while Rachel's English teaches American pronunciation. Students find

computer-based learning tools and English video courses very interesting, and they work best in optional classrooms when the lesson plan is less strict. On a computer, the Duolingo program can be installed as an application or studied online. There are pronunciation drills among the many English language learning activities. You must repeat the word's sounds until they sound correct. Lingualo is among the most widely used apps for learning foreign languages on the App Store and Play Market. Following the introductory exam, the application determines the student's strengths and shortcomings and creates a training plan based on the student's degree of foreign language competency.

The only way to teach speech activities is through live communication. And you need a partner for this. Regardless of how interactive they are, computer programs and applications can only offer quasi-conversation—that is, communication with a machine rather than a real person.

In computer telecommunications (online learning), the exception is when a learner engages in a live conversation (either orally or in writing) with a real partner who is a native speaker. A foreign language education system should be designed to allow students to become familiar with the culture of the nation where the language is being studied. It is also important to teach them to respect the ways in which this culture is expressed, which is a prerequisite for being able to interact with people from different cultures [3,p.41].

Websites and programs are used to facilitate this type of contact with native speakers. These days, there are a ton of websites that enable conversation with native speakers through the use of multimedia technologies. For the teacher, preparing for such a session is a huge challenge. First, locate the relevant English-language thematic websites. Next, chat with a native speaker about the subject and explain the pupils' lexical and grammatical knowledge. The second step is to get the students ready for this kind of job. Here, we should give the pupils something to talk about in class, help them acquire the language, and help them learn more. Zoom and Skype are the two most widely used video conferencing apps. On Speak-English-Today.com, you can locate native speakers, tutors, and instructors. This is a global online community for English language learners and teachers who wish to communicate in English. When it comes to teaching speaking, the most efficient and approachable ways to develop communication competence are through the memory of rhymes, role-playing games, and dramatization from the beginning, as well as through debate and intellectual games, virtual excursions, etc. [3,p. 41].

Role-playing games based on simulation programs are used to organize conversation in pairs and small groups and to help develop phonetic speaking abilities. The capacity to describe, enlighten, justify, persuade, congratulate, and so forth. Students are given access to webpages about a certain subject that is connected to the textbook's subject matter. For instance, students take a virtual tour of the city while studying the topic of "London" and discuss what they observe.

Google Maps and the official websites of London attractions, like The British Museum's <https://www.britishmuseum.org/> website, can serve as the platform for work in this case. You can visit certain exhibitions and become acquainted with the museum's exhibits online.

Examples of extensive web resources that can be helpful for ELL lesson planning and skill practice include the following: Speaking, writing, grammar, listening, and reading: Rosetta Stone improves pronunciation to that of native speakers by fusing patented speech recognition technology with tried-and-true teaching strategies. Teachers can obtain online tools including readily available resources through the 4Teachers.org portal. Rubrics, online courses, assessments, and interactive calendars. *ESL Gold* offers a wide range of activities for starting conversations, building first phrases, communicating in different life situations, and a variety of speaking tasks. The process of learning English is multifaceted. Here it is important to consider not only the formation of lexical and grammatical skills, but also the communicative component.

Conclusion

Thus, we can see that the use of digital technology allows us to expand the possibilities of the traditional teaching. The use of the Internet in the formation of speaking skills is appropriate at different stages of training, as digital educational content helps to diversify the same tasks, increases the motivational component of students, contributes to a better mastering of the material, increases the quality of knowledge, provide students with live communication with native speakers, raises the authority of the teacher. A teacher acts as an example of mastering information technologies, not only presents knowledge in an interactive format, but also teaches students information culture, integrating a variety of technologies into their lesson, making it modern and interesting.

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