

THE MAIN FEATURES OF ICT IN DEVELOPING SPEECH COMPETENCY

Zarina Abdunazarova

Samarkand state institute of foreign languages

Teacher of the department of English Philology

E-mail: abdunazarovazarinal32@gmail.com

Abstract. this article gives information about improving speech competency through information and communication technologies in Universities. In addition, it provides several feasible methods in enhancing speech competency as well as brings approaches and ideas from prominent pedagogues.

Keywords: *ICT, communicative approach, speech skills, didactic, competency, digital education.*

Modern technologies have an impact on how society develops today. They are essential to every aspect of human existence and guarantee the global flow of information. Society requires whole new pedagogical activity features. The higher education system is now favoring the development of information technology skills since there is a need for professionals who can use contemporary technologies to their sector of work. The extensive integration of ICTs into English lessons has accelerated their adoption in the classroom and enabled the university's instructional space to become more contemporary.

Serious adjustments are being made in Uzbekistan's higher education system at this time regarding the integration of ICTs into the teaching and learning process. Higher education institutions are putting this transformation into practice by resolving tactical, methodological, and organizational issues. The primary conflict between the modern world's fast rate of knowledge acquisition and the limited possibilities for humans to integrate it is resolved by the usage of information and communication technology.

Information technologies are currently being used in the teaching of English as part of the realization of the primary direction of the process' informatization. The concentration of contemporary educational technological tools helps to modernize education, stimulates students' minds, encourages teacher creativity, creates a system of continuing education, and ultimately raises the efficacy of the educational process.

Studies conducted both domestically and abroad have shown that one of the key components influencing how foreign language instruction is organized is the computerization of the educational process. This problem has not received enough attention in the field of teaching English as a second foreign language, despite the abundance of expertise that has previously been gained in computer learning.

Modern English teaching techniques are based on the communicative approach, which puts the student at the center of the learning process and makes every effort to take into account the psychological, age, and national characteristics as well as the interests of the student. This approach is used throughout the world, but it is especially prevalent in Uzbekistan.

The communicative approach is a deliberate method of teaching English that helps students acquire the language necessary to generate speech utterances as well as the ability to perceive and comprehend foreign speech semantically. The manner in which educational activities and

interactions between students and teachers are arranged serve as the cornerstone, according to Galskova N.D.'s works [1].

The communicative approach, according to Golub L.N.'s idea, is a method for developing language learners' semantic awareness, comprehension, and capacity to employ linguistic material to create spoken utterances when speaking in a foreign language [2].

Inferring that language is a tool for communication in everyday circumstances, the communicative approach emphasizes communicative learning. Learning how to communicate both orally and in writing, connecting with one another, and refining one's monologue and conversation are all part of this.

Students should be able to simulate scenarios that they could come across in the real world in the classroom, such as talks in stores, on the street, debates on academic subjects, or regular workplace scenarios. Students should voice their thoughts and talk about current events and themes in casual discourse [3].

The examination of scientific literature leads to the conclusion that communicative competence, which is made up of the following elements, plays a significant part in the development of speech skills:

1. Usage (how, by whom and when the language is used for various purposes and functions);
2. Context (formal and non-formal speech, knowledge of the difference between oral and written speech);
3. Written language (for example, reading and understanding written texts such as stories, interviews, dialogues, reports);
4. Maintaining a conversation, even with a limited vocabulary and grammatical base.

Using the information above as a basis, it can be said that the subject-subject scheme—in which the student is the active subject of the educational activity and the instructor leads the process—is the focal point of communicative foreign language instruction. Notably, the communicative approach views the development of communicative competence—that is, the capacity to utilize language for productive communication—as one of its main objectives.

Given this, we think that one of the primary issues facing modern education is the process of integrating ICTs into university students' coursework, which will unavoidably improve the caliber of publicly accessible educational materials and give rise to new educational initiatives and forms. The development of several significant capabilities is a component of the competence-based approach to teaching foreign languages. Effective speech communication is seen to be the capacity to design speech behavior, and hence, communicative competences, or speech interaction—the capacity to develop a program of speech behavior—remain constant [4].

The goal of ICT competency is to ensure that information technology is used effectively for specialized job solving as well as for information analysis, processing, transmission, and search. Electronic communication is the source of language and digital education, which on the one hand drives the need for the development of such competency among subjects in the contemporary global educational space and, on the other, serves as the primary means of fostering digital competency in college instructors and students.

From the standpoint of speech education, the development of a thorough understanding of information and communication, with information technology competencies and skills serving as

both an instrumental shell and the content core of which is the role of speech self-expression, speech behavior, and the use of linguistic social scenarios.

The main didactic tenets of our view regarding the application of information technologies to the development of speech competence are interculturalism, language level consideration, interpersonal communication, topic flexibility, and a balance between spontaneity and preparation [5].

Thus, it is clear that the growth of university students' speaking abilities is closely tied to their knowledge and communication ability. The development of most components of communicative competence as a set of requirements—vocabulary proficiency, oral speech abilities, the capacity to observe communication ethics and etiquette, command of communication strategies, the capacity to evaluate non-verbal elements of communication, and the capacity to rationally present one's own point of view—is one benefit of learning oral communication.

LIST OF USED LITERATURE

1. Гальскова Н.Д. Теория преподавания иностранных языков. Лингводидактика и методика [Текст]: учебное пособие / Н.Д. Гальскова, Н.И. Гез. – М.: Академия, 2004. – 336 с.
2. Голуб Л.Н. Коммуникативный подход в обучении / Л.Н. Голуб // Вестник Брянской государственной сельскохозяйственной академии. Серия Народное образование. Педагогика. – 2017. – С. 64–67.
3. Дубова М.В. Компетентностный подход среди современных педагогических подходов в системе общего образования [Текст] /М.В. Дубова // Интеграция образования, 2010. – т. 58, № 1. – С. 59-63.
4. Литвиненко М.Ф. Коммуникативная компетенция как методическое понятие // Технология, педагогика и образование: том 27, 2016.- № 5.- С.15-17.
5. Марьянчик В.А. Информационно - коммуникативная компетенция как условие и цель обучения русскому языку как иностранному //Педагогическое образование в России, 2016.- № 12.- С.105-109.