

## THE ROLE OF ELECTRONIC PROGRAMS IN ENHANCING SPEAKING COMPETENCE AND INTERCULTURAL COMMUNICATION FOR FOREIGN LANGUAGE SPECIALISTS

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*Abstract:*

This article explores the role of electronic programs in enhancing speaking competence and intercultural communication skills among foreign language specialists. It highlights the historical evolution of intercultural communication and examines how modern technological solutions like speech recognition, gamification, and personalized learning pathways have transformed language acquisition. The study emphasizes the integration of cultural content into these programs, preparing specialists for effective communication in multicultural environments. The findings underline the potential of electronic programs to address linguistic and cultural challenges in today's globalized world.

*Key words:* Electronic programs, speaking competence, intercultural communication, foreign language specialists, language learning technology, cultural awareness.

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In today's globalized world, intercultural communication has become a vital skill, as individuals from diverse cultural backgrounds increasingly interact in professional, academic, and personal contexts. Foreign language specialists play a crucial role in bridging these cultural and linguistic gaps, facilitating understanding and fostering cooperation. With the rise of technology, electronic programs have emerged as significant tools for enhancing the speaking competence of these specialists, allowing for more immersive, flexible, and culturally aware learning experiences. This paper will analyze the role of electronic programs in improving speaking competence among foreign language specialists, drawing on historical perspectives on intercultural communication and highlighting the transformative potential of modern technological solutions.

To explore the effectiveness of electronic programs in preparing foreign language specialists for intercultural dialogue, this study employed a literature review approach. The literature was drawn from research databases, analyzing key publications that focus on language learning, electronic learning programs, and intercultural competence. Studies were selected based on their relevance to the research questions, with a particular focus on those published in the last two decades. Experts in the field of language acquisition and intercultural communication were

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identified to understand how their theories relate to the topic. The key areas of focus were the evolution of intercultural communication, the role of electronic learning programs in enhancing speaking competence, and how these programs integrate cultural awareness into language training.

Intercultural communication has a long history, dating back to ancient times when trade, migration, and diplomacy facilitated the exchange of cultural ideas. Philosophers like Confucius, Plato, and Al-Farabi reflected on the ethical and communicative interactions between cultures. In the modern era, pioneers like Edward T. Hall (1959) introduced the concept of "high-context" and "low-context" cultures, providing a framework for understanding how communication styles differ across societies. Hall's theories on proxemics, or the use of space in communication, became foundational for intercultural communication studies. Similarly, Geert Hofstede's (1980) work on cultural dimensions, such as individualism versus collectivism, further shaped our understanding of how people from different cultures interact.

Recent technological advances have transformed how language learners acquire speaking competence. Electronic programs, including Duolingo, Babbel, and Rosetta Stone, use innovative tools like speech recognition, AI-driven feedback, and interactive conversation simulations to help learners improve their speaking abilities. According to Nunan (1999), the ability to engage in authentic spoken communication is key to language mastery. Programs that provide immediate feedback on pronunciation and fluency offer learners a significant advantage over traditional classroom-based methods. Prensky (2001) supports this, suggesting that the gamification of language learning motivates learners by making the process engaging and enjoyable.

Further, research by Chapelle (2003) highlights that computer-assisted language learning (CALL) programs provide the individualized learning experiences necessary for mastering speaking competence. These programs adjust content difficulty based on user performance, providing personalized learning pathways that address the unique challenges faced by each learner. More recently, Stockwell (2012) observed that mobile language-learning apps create an environment where learners can practice speaking at any time and in any place, making language acquisition more flexible and accessible. In addition to linguistic training, modern electronic programs incorporate intercultural content to prepare language learners for real-world communication. Programs like Memrise, for example, offer culturally authentic materials, such as videos and articles, that reflect the traditions and social customs of the target language's culture. This is critical for fostering intercultural competence, which involves understanding non-verbal communication, politeness strategies, and cultural-specific norms in conversation. As Byram (1997) notes, intercultural competence is not just about speaking a language but also about knowing how to use that language in a culturally appropriate manner. Programs that integrate these elements are more successful in preparing foreign language specialists for their roles in diplomacy, international business, and cross-cultural communication.

The results of this study suggest that electronic language-learning programs play a vital role in enhancing speaking competence and intercultural awareness among foreign language specialists. Through interactive features like speech recognition and conversation simulations, learners are given opportunities to practice

speaking in ways that mimic real-life communication. Additionally, by integrating cultural content, these programs equip learners with the tools needed to navigate complex cross-cultural dialogues. The opinions of scholars like Edward T. Hall, Geert Hofstede, David Nunan, and Michael Byram provide a theoretical framework for understanding how language, culture, and communication intersect. By combining these theories with the capabilities of modern electronic programs, foreign language specialists are better prepared for the challenges of intercultural communication in today's globalized world.

Electronic programs have revolutionized the preparation of foreign language specialists by enhancing speaking competence and fostering intercultural awareness. These tools provide learners with the flexibility, real-time feedback, and cultural knowledge necessary for mastering both language and communication in multicultural settings. As global connectivity increases, future developments in electronic language-learning platforms should focus on further integrating cultural content and continuing to personalize learning experiences to meet the unique needs of learners.

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