DEVELOPING SPEAKING SKILLS OF PRIMARY EDUCATION LEARNERS USING INFORMATION AND COMMUNICATION TECHNOLOGIES

Qo'ldoshova Y.G.[1]

Scientific advisor: Musoyeva A.B

Abstract:
This article explores the potential of Information and Communication Technologies (ICTs) in fostering the speaking skills of primary education learners. It examines a variety of ICT tools and pedagogical approaches, highlighting their benefits, challenges, and implications for language instruction. The article advocates for a strategic and balanced integration of ICTs to create engaging, communicative, and personalized learning experiences that enhance young learners' speaking abilities.

Keywords: Primary education, speaking skills, information and communication technologies (ICTs), language learning, digital literacy, pedagogical approaches, language acquisition.

Effective communication skills, particularly speaking proficiency, are fundamental to a child's overall development and academic success. Traditional language teaching methods, while valuable, can be enhanced by the integration of information and communication technologies (ICTs), which offer a dynamic and engaging learning environment. ICTs provide opportunities for personalized learning, authentic communication, and increased practice, potentially transforming how young learners develop their speaking skills. This article investigates the strategic use of ICTs to enhance speaking abilities in primary education [1].

The use of ICTs in primary education offers several compelling advantages:

Enhanced engagement and motivation: ICT tools, such as interactive whiteboards, educational apps, and multimedia resources, capture children's attention and promote active participation.

Personalized learning: ICTs enable differentiated instruction, catering to the diverse needs and learning styles of young learners, allowing them to progress at their own pace.

Increased practice opportunities: ICT tools provide learners with more avenues for practice than traditional methods alone, allowing them to engage in more speaking activities.

Authentic communication: Online platforms facilitate interaction with native speakers and peers from different cultures, offering authentic communication contexts.

Immediate feedback: Some ICT tools, especially pronunciation apps with speech recognition, offer instant feedback, promoting self-correction and improved accuracy.

A variety of ICT tools, coupled with effective pedagogical strategies, can promote speaking skill development:

Interactive whiteboards (IWBs): IWBs are ideal for whole-class activities such as vocabulary building through visual aids, interactive games, and collaborative storytelling. Teachers can use IWBs to present scenarios, images, or videos, stimulating discussion and role-playing.

Educational software and apps: Language learning apps provide targeted practice in pronunciation, vocabulary, and grammar. Speech recognition features in some apps offer immediate feedback on pronunciation, aiding learners in self-correction.

Online video conferencing platforms: These platforms enable virtual field trips, interactions with guest speakers, and peer-to-peer communication across geographical boundaries. They provide a valuable context for practicing conversational skills.

Multimedia resources: YouTube, educational websites, and podcasts offer authentic examples of spoken English, exposing students to different accents and communication styles.

---

[1]Qo'ldoshova Y.G., Samarkand state institute of foreign languages

Teachers can use videos, animations, and songs to introduce new vocabulary and grammatical structures in an engaging and memorable way.

Digital storytelling tools: These tools facilitate the creation of multimedia stories, combining narration, images, and sound. They encourage students to use expressive language and develop narrative skills [4, 5].

Effective pedagogical strategies include:

Task-based learning: Design lessons around communicative tasks that require students to use English in a meaningful context.

Communicative language teaching (CLT): Focus on real-life communication and meaning-making rather than just grammatical accuracy.

Collaborative learning: Encourage group work, promoting peer interaction and cooperative learning.

Differentiated instruction: Tailor activities and materials to suit students' individual needs and learning styles.

While ICTs offer immense potential, some challenges must be considered:

Equitable access: Ensuring all students have equal access to technology and the internet is critical.

Teacher training: Teachers require adequate training to effectively integrate ICTs into their teaching practices.

Technical support: Schools must provide ongoing technical support to address any issues that may arise.

Cost and availability: Some ICT tools can be expensive, which may limit their availability.

Student safety and data privacy: Appropriate safety measures must be implemented when using online platforms and social media.

The strategic integration of ICTs into primary education can significantly enhance speaking skills in young learners. By combining diverse ICT tools with effective pedagogical approaches, educators can create engaging, personalized, and communicative learning experiences. While challenges exist, these can be addressed through careful planning, teacher training, and equitable resource allocation. A balanced approach, integrating technology with traditional methods, is crucial to maximizing the benefits and preparing students for success in an increasingly digital world.

References:

[1].   Beatty. K. (2010). Teaching English as a second language. Longman

[2].   Dudeney. G, Hockly. N. (2016). Digital literacy: Defining and measuring the impact of technology on language learning. British Council.

[3].   Kukulska-Hulme. A. (2012). Language learning defined. Routledge.

[4].   Prensky. M. (2001). Digital natives, digital immigrants. On the Horizon, 9(5), 1-6.

[5].   Richards. J. C. (2015). Communicative language teaching today. Cambridge University Press.

[6].   Oblokulova, M. M., & Boltakulova, G. F. (2024, May). Noyadroviy Tobe (Nd) Komponent O 'Rnida Kelgan Temporallik. In Conference Proceedings: Fostering Your Research Spirit (pp. 1023-1026).

[7].   Mardonova, S. (2024). Qadimgi Ingliz Tilidagi "Feorrian, (Ge)Witan" Yo'Nalish Harakati Fe'llari Semantik Taraqqiyoti. Conference Proceedings: Fostering Your Research Spirit, 400-403. https://doi.org/10.2024/yr2r9r77

[8].   Sharifovna, R. S. (2025). Theoretical concepts on improving communicative skills of higher secondary school pupils. Ethiopian International Journal of Multidisciplinary Research, 12(03), 3-6.

[9].   Исматова, М. Ш. (2023). Инглиз тили мутахассисларини тайёрлашда "мувозанат гилдираги" коучинг моделидан фойдаланиш. Gospodarka i Innowacje., 35, 432-435.

[10].   Yusupov, N. O., Yusupova, N. O., & Eshmamatov, M. M. (2021). Games in teaching foreign languages and methods of conducting at the initial stage in secondary school. Science and Education, 2(Special Issue 2), 185-189.

[11].   Iskandarovich, A. S. (2021). Characteristics of english absolute constructions as compilers of semantic sentence structure. Евразийский научный журнал, (3), 24-26.

[12].   *Ruzimuratova, N. (2025). O'zbek Va Ingliz Tillarida "Mehnatsevarlik" Konseptining Leksik Va Semantik Birliklar Orqali Ifoda Etilishi. Education And Research In The Era Of Digital Transformation, 1(1), 605-609.*

[13].   *Бегматов, К. (2021). Иккинчи чет тили ўкитувчисининг касбий-педагогик сифатлари ва функциялари. Иностранная филология: язык, литература, образование, (2 (79)), 84-87.*

International Conference
PROSPECTS AND OPPORTUNITIES FOR INCLUSIVE TEACHING IN HIGHER EDUCATION:
CHALLENGES AND SOLUTIONS

173