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Using Information Technology in Enhancing of Students' Speech Competence

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Abstract

This article provides the features of the use of information technology in the perspective of the development of students' speech competence and gives several notions from prominent pedagogues who contributed in the sphere of pedagogy.

Key Words: *information technology, vibrant, multimodal, personal orientation, autonomous, method.*

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Modern technologies, which are vital to every aspect of human existence and guarantee the global flow of information, have an impact on the evolution of civilization today. Society requires instructional action with fundamentally novel qualities. Information technology skills are now being developed in higher education since employers are looking for professionals who can use new technologies in their line of work. Information and communication technologies (ICTs) are widely used in English lectures, which has accelerated their integration into the curriculum and helped contemporary university classrooms.

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.

The digitization of education, which is a system of integrated techniques, software, and hardware procedures for gathering, processing, storing, disseminating, and using information, is one of the top goals of the informatization of contemporary society.

Opportunities offered by information technology include:

1. Students' rational arrangement and cognitive engagement during the learning process;

2. Well-structured education that stimulates university students' senses in all directions and provides their minds with new conceptual multimedia skills;

3. Establishing an open educational framework and giving every individual a personalized learning path;

4. Including students in an active learning process while taking into account their unique learning preferences and skill levels;

5. The use of elements unique to computers that enable customization of the learning process, which translates into essentially new cognitive instruments;

6. All stages of the cognitive and educational process are activated [1].

Information technology is primarily useful for education because it makes it possible to construct incredibly vibrant, multimodal, interactive learning environments where instructors and students have access to nearly endless possibilities. In contrast to traditional technological learning aids, information technologies foster students' intellectual creativity, independent learning, and ability to work with a variety of information sources in addition to providing them with a wealth of knowledge.

The application of information technology in English language instruction is becoming more and more popular as a result of advancements in science and technology.

The primary goal of the educational process at this point in its development is to significantly raise student motivation and educational quality while also overcoming a number of cumulatively harmful phenomena. This

can be accomplished by fusing traditional methods with the most recent advancements in science and technology. The notion of fostering university students' personal orientation and autonomous, creative thinking as part of the modernization of education is gaining more and more traction. This will help to reinforce the activity-based approach to learning.

Making sure that the educational process is effective is largely dependent on activation through the use of modern information technologies.

The following paradoxes necessitate the quest for new information technologies:

- motivating students and encouraging them to study;
- passive-contemplative and actively transformative learning activities;
- psychological comfort and discomfort;
- education and training;
- levels of learning and personal development;
- subject -subject and subject – object relations [2].

In relation to the student, the computer can perform many functions, as:

1. Teachers;
2. The expert;
3. Business Partner;
4. Operation tools.

Students can use information technology in various capacities and at different phases of their studies based on their own needs. Computers are frequently utilized in offline language learning to close knowledge gaps for students who are falling behind during homework and individual work

because of the teaching function's capabilities. Training computer programs created especially for educational reasons are employed in these situations.

Apart from the matter of education becoming digitalized, there are other significant concerns such instructors' information literacy, their preparedness to employ technology in the classroom, university infrastructure, and so on. Therefore, it is already evident that the rate at which information technologies are developing much outpaces the investigation and analysis of issues pertaining to their use [3].

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. According to Galskova N.D.'s writings, the methods in which educational activities and interactions between students and instructors are planned serve as the cornerstone of the communicative approach [4].

The capacity to employ linguistic material to produce spoken utterances, as well as the formation of semantic perception and comprehension of

foreign speech, are formed through the communicative method, according to Golub L.N.'s hypothesis [5].

The communicative approach emphasizes communicative learning, which suggests that language is a tool for communication in everyday contexts. This entails developing one's ability to communicate both orally and in writing, interacting with others, and refining one's conversation and monologue.

Students should be able to generate scenarios in the classroom that they could come across in real life, such as talks on intellectual subjects, casual chats in stores, or typical job scenarios. Students should debate current events and themes and voice their ideas in casual discourse [6].

Following a review of scientific literature, it can be said that communicative competence—which includes the following elements—plays a significant part in the development of speech abilities.

1. Usage (the manner, person, and occasion in which language is

employed for diverse goals and activities);

2. Context (awareness of the distinctions between written and spoken communication, official and informal speech);

3. Written language (reading and comprehending narratives, conversations, interviews, and reports, among other written materials);

4. Carrying on a dialogue despite having a restricted vocabulary and grammatical foundation.

From the foregoing, it can be seen that the subject-subject system, in which the student is the active subject of educational activity and the instructor leads the process, is at the core of communicative foreign language instruction. It's also important to remember that the communicative approach views teaching communicative competence—that is, the capacity to utilize language for productive communication—as one of its main objectives.

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