# USE OF NEW INFORMATION TECHNOLOGIES IN LEARNING SPEAKING IN A FOREIGN LANGUAGE

**Samarkand State Architectural and Construction Institute**
Sultanova Mukhabbat Shamsievna (Uzbekistan)

| Article history: | | Abstract: |
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| **Received:** | 1<sup>th</sup> April 2021 | The article provides feedback on the effective use of modern information technologies in teaching foreign languages. The information technology importance in a foreign language is indicated with several facts. |
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At the present development stage of our society one of the urgent problems is a qualified specialist's training who are fluent in a foreign language and capable of professional growth in the use of new information technologies context. Recently, there have been many opportunities for establishing contacts in a foreign language both in direct communication with native speakers, and with the help of computer telecommunications. This poses very difficult, but promising tasks for foreign languages teachers: to teach students to receive information and process it, using a foreign language as a tool not only for communication, but also for cognition. Statement and solution of these tasks focuses on the constant acquisition and knowledge updating, necessary for a future specialist to organize their professional activities.

An important factor of ensuring a new information field creation, are telecommunication projects, which open up new opportunities in the educational process organization in a foreign language, provide wide access to information, interactive dialogue. Intercultural learning involves the interaction of different cultures representatives, including the virtual one, in which process the prospects for the foreign language culture knowledge are opened. The later becomes extremely important in the telecommunications project activities context.

The main condition for teaching speaking is the speech skills (speaking and listening) formation and improvement, which, in turn, can be formed only as the pronunciation skills develop, lexical and grammatical skills, listening skills formation. At the initial training stage, it is almost impossible to separate the skills formation process. The teacher introduces the students to the new structure. This involves learning new words, sounds, intones. Students listen to this structure and repeat after the teacher. It is also used in microdialogues with a teacher and students. When there are enough such structures within the educational situation framework, they can be combined into small monologues and dialogues.

The main thing is that speech should be speech in essence, and not only in form. To do this, remember that the basis for generating and stimulating speech is a motive, that is, the speaker's intention to engage in communication. In order for such a motive to appear in the lesson, it is necessary to create a speech situation. Speech situations can be conditional, real and problematic. At the initial stage, this is no less important than at others.

When introducing new language material, intended for oral speech, context and speech situation are in particular importance to illustrate this material use. In other words, it is necessary to show how the language can be used in real life situations in order to obtain the necessary (real) information.

The context can be presented in the coherent text or dialogue form. On the one hand, upon a new linguistic material presentation in a coherent text, students can visually see and listen the main meaning of the lexical and grammatical material being introduced. On the other hand, the context shows quite clearly how this material is used. At the same time, the proposed context should also be interesting for students.

This does not mean at all that the text should be very funny or unusual. Most importantly, it should be cognitive and carry some new information for students. The most optimal is a context containing new language material, which contains a model (or samples) for subsequent imitation by students. As students train them further, these patterns can serve as a basis for constructing their own sentences.

Most contexts offered in the tutorials meet these requirements. However, it should be noted that there are also texts that are not interesting for students; they can be too complex (or easy) in language.

Thus, the context (from the Latin contextus close connection) can be defined as a semantic segment of written speech (text), which makes it possible to accurately establish the separately meaning included words and sentences.

The context chosen for the introduction of linguistic material depends on many factors. Specifically, the context is determined by
- the students' age, individual, psychological features;
- the students' language proficiency level;

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- the nature of the language material.

The introduced linguistic material can be presented in a dialogue, a coherent text, while its development can be carried out in a different context.

The teacher's task is to familiarize students with how certain language material forms are formed. This is possible with a simple explanation.This, however, can cause some difficulty on the students' part for many reasons. The main one is that any explanation will seem very difficult to students.

At the same time, the teacher pays special attention to the grammatical features of the introduced phenomenon. The main stages of working with new language material can be presented in the following form:

1. Presentation. A context is proposed that contains a new linguistic phenomenon. The context allows you to demonstrate the meaning and ways of using the new language material. This is the stage at which students are given the opportunity to see or listen a linguistic phenomenon in action.

2. Introduction of vocabulary. The vocabulary is introduced in a communicative context close to the real communication conditions. Then the lexical material is also consolidated in speech exercises, taking into account the students' life experience.

3. Vocabulary semantization is the disclosure of a word meaning, the identification of a linguistic unit meaning. This is the communicating process and result of the necessary information about the language unit content. The main requirement is adequacy.

The vocabulary semantization choice depends not only on the relationship between the native and foreign languages and on the word nature itself, but also on the stage and goals of learning, the students' language training level.

Thus, the main condition for teaching speaking is the speech skills (speaking and listening) formation and improvement, which, in turn, can be formed only as the pronunciation skills develop, lexical and grammatical skills, listening skills formation. At the initial training stage, it is almost impossible to separate the skills formation process. For the successful formation of these skills, you can use technical factor when teaching foreign languages at a technical university. Their role in the educational process is invaluable.

A modern foreign languages' teaching system aimed at the skills formation, which is necessary for the practical activities of a foreign language teacher, includes new (innovative) approaches to the development and improvement of the main speech activity types. This presupposes the obligatory use of new information technologies to achieve the main goal of this discipline - the communicative competence formation and the ability for intercultural interaction.

In recent years, many multimedia educational programs and electronic textbooks for the German language have appeared which contributes to:

· enhancing the student's cognitive activity in the foreign languages teaching process;

· mastering computer technologies by a teacher and students;

· mastering by students language, speech knowledge, skills and abilities, ensuring the elementary communicative competence formation;

· improving the results of the education quality and the use of interesting, effective control of the studied material assimilation during intensive training.

When teaching a foreign language with the technical teaching aids, students become familiar with the world cultural and educational space, which undoubtedly increases their motivation to master a foreign language

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