



"The Role of Information Technologies in Fostering Speech Competence of Philology Students in Higher Education"

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ABSTRACT

The article examines modern approaches to the use of information and communication technologies in teaching English in philological higher education institutions. It highlights the growing importance of the English language as an indicator of educational attainment and professional success, emphasizing the need to develop students' speech and communicative competence through innovative pedagogical and information technologies.

Keywords:

information and communication technologies, speech competence, communicative competence, philological education, English language, innovative technologies, independent learning.

In recent decades, the role of foreign languages, particularly English, has significantly increased as an indicator of an individual's level of education and success. This, in turn, has led to more intensive and in-depth teaching of English in higher educational institutions of our country. Future specialists in the field of philology who possess a high level of proficiency in English as a second foreign language will undoubtedly be able to implement modern quality standards in their professional sphere.

The personal and professional development of philology students is based on the formation of information and communication skills, particularly the development of speech competence, which fosters intercultural communication abilities and broadens students' horizons. The use of information technologies in English language instruction has acquired a global dimension, becoming an essential component of modern education and an effective means of enhancing students' communicative competence.

The analysis of the current state of the use of information and communication technologies

in English language classes aimed at developing communicative competence has shown that the goal of foreign language teaching is rather complex in structure. As a rule, it is classified into value-based, cognitive, and pragmatic levels, which lead to personal, interdisciplinary, general learning, and subject-specific learning outcomes.

At present, the English language serves as a means of searching for, processing, and using information for cognitive and educational purposes. It forms the basis for the development of self-awareness and the cultivation of personal qualities, acting as a valuable individual resource for self-realization and social adaptation. Moreover, it contributes to fostering mutual understanding among people of different countries and cultures.

From a pragmatic perspective, the purpose of foreign language education is the development of students' communicative competence as a unity of its main components: speech, linguistic, sociocultural (intercultural), and compensatory competences.

Speech competence — the development of communication skills in the four main types of speech activity: speaking, listening, reading, and writing;

Linguistic competence — the acquisition of new linguistic means (phonetic, orthographic, lexical, and grammatical) in accordance with selected topics of communication, and the mastery of knowledge about linguistic phenomena and various ways of expressing thoughts in English;

Sociocultural (intercultural) competence — familiarization with the culture, traditions, and realities of the target language country within topics and communicative situations relevant to students' experience, interests, and psychological characteristics; the formation of intercultural communication skills that enable students to represent their own country and culture in a multicultural world;

Compensatory competence — the ¶ development of skills that allow students to overcome difficulties arising from a lack of linguistic means in the process of receiving and transmitting information.

Such key, universal educational competences — including educational, value-oriented, general cultural, cognitive, informational, and personal self-improvement competences — are developed through the study of the English language, alongside the formation of foreign language communicative competence.

Based on the learner-centered paradigm of education, the main criteria for English language instruction are considered to be the system-activity, competence-based, communicative-cognitive, and intercultural approaches.

The combination of these approaches makes it possible to achieve the set objectives, aimed at attaining the desired learning outcomes within the framework of content designed for philological universities, as well as through the implementation of innovative pedagogical and information technologies.

The review of English language teaching and learning materials (textbooks and methodological complexes) as well as the standard and working programs ("Second

Foreign Language") of Samarkand State Institute of Foreign Languages, Karshi State University, and Uzbekistan State University of World Languages, has shown that the study of the discipline "English Language" is aimed at developing the following speech competences among students

Knowledge:

- main types of English language norms;
- features of modern communicative and pragmatic rules of speech etiquette and interaction.

Skills:

- assessing the effectiveness of communication by determining the level of communicative development;
- applying modern pedagogical technologies to develop communicative competence.

Proficiency:

- in presenting and justifying one's own point of view and participating in discussions;

¶In accordance with the requirements of the State Educational Standard, the implementation of the competency-based approach in the educational process provides for a wide range of interactive forms of language instruction. These include role-playing and business simulations that engage both monologic and dialogic speech, as well as tasks based on modern pedagogical technologies aimed at developing students' speaking, listening, reading, and writing skills, and reinforcing the acquired vocabulary.

¶The use of these interactive methods is combined with students' independent learning activities to ensure the formation and continuous development of their professional competences.

¶Independent work is an integral and mandatory component of the course "English Language", expressed in credit units and completed by students in accordance with the requirements of the curriculum. Independent work may be carried out in various settings — in classrooms, libraries, computer laboratories, or at home — and its results are subject to obligatory assessment by the instructor.

¶A significant aid for students in completing independent assignments is

provided by educational and methodological resources as well as information technologies, including textbooks, teaching manuals, audio and video materials, and other supplementary sources. The methodological materials for the "English Language" course are available as electronic resources in open access through the MOODLE learning management system.

¶However, the analysis of syllabi for English as a Second Foreign Language has shown a relatively low level of integration of information and technical tools in classroom practice (such as computers, projectors, and interactive whiteboards).

The list of information and communication technologies tools used in the educational process includes the following software

- programs providing access to the Internet (e.g., Google Chrome);
- programs for displaying video materials (e.g., Windows Media Player);
- programs for creating and demonstrating presentations (e.g., Microsoft PowerPoint).

The implementation of information and communication technologies in the learning process plays a significant role in developing students' speech competence. It also facilitates the selection of authentic materials, which can be used either in an adapted or original form, depending on the learners' language proficiency level.

Insufficient use of information technologies in English language classes may reduce the level of language perception, which in turn negatively affects the development of students' speaking and communication skills in philological universities.

The use of modern information and communication technologies for developing students' speech competences enhances the effectiveness of learning and promotes better assimilation of educational material. The specificity of technical tools as language teaching aids is determined by their key characteristics such as universality, interactivity, and complexity.

Interactive learning based on multimedia programs makes it possible to fully implement the principles of methodology, didactics, and psychology, thereby making the process of

language acquisition more engaging and creative.

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