



## The role of modern information technologies and effective methods in the process of teaching speaking foreign language to B2 level learners

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### ABSTRACT

In this article we aimed to investigate and provide information on the use of modern information technologies, effective pedagogical methods, and activities in foreign language lessons and self-study at professional colleges in Uzbekistan. The article includes a brief overview of methods that can be useful for developing vocabulary, grammar, oral skills, and more.

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## B2 darajadagi o'rganuvchilarga chet tilida so'zlashishni o'rgatish jarayonida zamonaviy axborot texnologiyalari va samarali usullarning ahamiyati

### ANNOTATSIYA

#### **Kalit so'zlar:**

gapirish ko'nikmasi,  
prezentatsiyalar,  
innovatsion vositalar,  
monolog,  
dialog.

Ushbu maqolada chet tilini o'rganayotgan o'quvchilar talabalarining chet tilida gapirish kompetensiyalari, ko'nikmalarini rivojlantirish, yaxshilashda va monologik hamda dialogik nutqni rivojlantirishda qo'llaniladigan innovatsion vositalar va qo'shimcha materiallarni qo'llash to'g'risidagi metodlar haqida so'z boradi.

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# Роль современных информационных технологий и эффективных методов в процессе обучения разговорному иностранному языку учащихся уровня B2

## АННОТАЦИЯ

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**Ключевые слова:**

речевая компетенция,  
информационные  
технологии,  
развитие устной речи.

В данной статье речь идет о методах развития речи и речевой компетенции. Статья включает в себя информацию об особенностях языковой картины мира, характерной для изучаемого языка.

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B2 level in foreign language for teaching includes: linguistic competence; speaking competence; sociolinguistic competence; lexical competence; grammatical competence; and pragmatic competence. From the knowledge, experience, and skills standpoint student's listening, speaking, reading, and writing comprehension levels are defined. Within the framework of education's essence: topics on Internet and information technologies; social-cultural topics; comparison of Uzbekistan's culture with countries the language of which are studied; topics related to specialty (history of specialty, related areas); social topics (social relationships with the environment) are considered. The decree presents information about requirements related to comprehension in every language. For instance, speaking comprehension – dialogue and monologue are separated. Dialogue includes the ability to communicate on a specific task or purpose, social communication or informal conversation, the ability to participate in formal or informal debates on a student's major, presiding at such debates and leading them, conducting interviews, negotiations, and phone conversations. Monologue includes the ability to prepare lectures.

Reading comprehension includes the exchange of letters, information, or electronic letters; also, it includes the ability to understand authentic texts related to one's major, texts' vocabulary and terminology: for example, extracts from texts, lectures, reports, and textbooks, scientific and specialty literature (periodical, electronic literature). Additionally, reading comprehension implies the ability to be able to have developing skills: to understand general ideas in a foreign language, to get some information, to comprehend details and signs to identify direction (signs, indicators, and others). All requirements are elaborated wider and deeper for those whose specialty is foreign languages. For example, reading comprehension for them implies the ability to understand social, specialty-related, or other long, complex texts; belles-lettres and scientific-popular books, magazines, periodical materials, instructions, advertisement materials, various information sheets, documents, school record books, questionnaires, informal or electronic letters; memoranda, lectures, critical analyses, and working with working documentation. Therefore, a college graduate is required to read and understand above mentioned types of materials and form his ideas about them.

Teaching speaking skills is a very important and one of the main parts of the second language learning process. The ability to communicate and explain thoughts clearly and efficiently in a second language contributes to the success of the learner at school, college, and later in every phase of her/his life. Therefore, foreign language teachers must pay great attention to teaching speaking, rather than leading learners/students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

All around the world, learners/students of all ages are learning to speak English or other foreign languages. They do it for many reasons and they use various information technologies and modern techniques, manuals, audio and visual materials, etc. for mastering a foreign language.

At schools and colleges, we teach English and other foreign languages to our learners/students according to four main learning skills: listening, reading, writing, and speaking. We explain grammar rules, make them learn new words and write essays, give lots of tests, and play different games. But, in my opinion, speaking is a crucial part of second language learning and teaching. For many years, it has been continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve learners'/students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

But what do we mean by “teaching speaking” or “learning speaking”? First of all, we should teach our learners/students to organize their thoughts, ideas, and emotions in a meaningful and logical sequence in a foreign language. Certainly, we must pay attention to teaching speech sounds and sound patterns, and help the students select appropriate words and sentences according to the proper social settings, audience, situation, and subject matter. Beside this, our learners/students have to use the language quickly and confidently with few unnatural pauses – that’s what we call “fluency”. So, when we say “s/he speaks English fluently” it means that s/he can use the language to express her/his values and judgments in different situations.

First of all, we should remember that English is not a native language to our learners/students, and what they often do during the lessons/classes, is translate from one language into another. That’s why we have our lessons not British English but mixed ones.

Secondly, we should mention such processes as “freezing” or “blocking”. When learners/students are aware of the topic, vocabulary, grammar, etc. rules, and suddenly they stop speaking. It occurs due to their emotions, nervousness, lack of self-confidence, and fear of making mistakes.

Learning to speak is an important educational goal and a different process because it involves learning to convey thoughts, and ideas to describe things, objects, and anything around us as a form of speech. The practical applications are based on general learning principles, as well as on research.

In addition, there are several factors relating to skills to be considered for effective English-speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students’ fluency when speaking [7]. Confidence and competence usually reinforce English speaking skills. Patil asserted that building up the learner’s confidence to eliminate their fear of making errors was a priority that a teacher should consider to make learners feel comfortable with their language use [4]. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and adequate tasks and materials [1] [6].

Regarding speaking effectiveness, Shumin paid attention to several elements involved, including listening skills, sociocultural factors, affective factors, and other linguistic and sociolinguistic competencies such as grammatical, discourse, sociolinguistic,

and strategic competence [5]. Grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, which in turn, develops confidence in communication.

In general, the problems of our learners/students related to speaking can be divided into four main groups:

1. Learners/students feel shy speaking English because they are afraid of making mistakes. It is usually seen at the initial level, as they are afraid of being criticized by teachers and other students.

2. Working in pairs (or groups), students often begin to use their native language.

3. Students do not have enough information on the topics discussed even in their native language.

4. Students feel a lack of linguistic and verbal resources for solving the given task. In that case, the teacher should create a friendly atmosphere of collaboration so that students will not be afraid of admitting their mistakes and will accept criticism.

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