

DEVELOPING ORAL SPEECH SKILLS IN CHILDREN AGED 5-7 USING COMPUTER TECHNOLOGIES

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Abstract: Today's educational process is associated with the rapid development of computer technologies and modern methods of teaching foreign languages. In this regard, the article analyzes important aspects of teaching and learning a foreign language in the context of using network computer technologies. The main difficulties of using network programs and communication tools in the listening process will be considered.

Keywords: computer network technologies, speaking, listening.

INTRODUCTION

In the modern world, the process of learning foreign languages is increasingly accompanied by the use of information and communication technologies (ICT). Targeted e-learning tools (ESUN) have great potential for improving the ability to "speak". ESUN for speech training includes options for building an individual learning path, depending on the level of knowledge of a foreign language, the principle of "from simple to complex", mitigation of consequences, dependence on audio and video sources of educational information, motivation for learning, to bring the learning process closer to the most realistic "live", real communication. Significant contribution of scientists to the theoretical aspect and its research on many methodological and applied aspects do not completely solve the problem in practice, in particular, from the point of view of creating ESUN to improve speaking skills.

MATERIALS AND METHODS

Speaking a foreign language is a form of oral communication through which information is exchanged through language, communication and mutual understanding is established [1]. The main goal of teaching a foreign language is to develop students' ability to communicate in a foreign language in any socially defined situation.

One of the main tasks of modern teaching foreign language speaking is the formation of a secondary linguistic personality capable of successfully carrying out social interaction with speakers of another culture [2].

Audio and video are a special form of visualization that can be used in information and communication technologies (ICT) [3]. E-learning tools (ESUN) provide stimuli that a teacher or textbook cannot create, i.e., it is reflected on the screen in real life situations that allow actors to act in a social and cultural context, in a certain space and time.

RESULTS AND DISCUSSION

Difficulties in recording a speech situation in a foreign language can be successfully solved by means of a comprehensive use of visual (text, images, series of drawings, tables), audiovisual ICT devices (audio, video, computer). Various combinations are involved in the learning process, images and pictures help to remember the logical sequence of facts and clarify the state of communication. With their help, a dynamic model of communication was implemented (gestures, facial expressions, pauses, intonation, etc.) [4].

The use of ESUN is also of significant convenience for the teacher, since in the traditional form the teacher does not have the opportunity to bring to the classroom all the objects he needs to create the environment of the speech situation. A visual image of the speech situation requires a lot of time, in addition, when working with a computer, the motor channel of perception is added to the visual channel, since the specificity of the exercises.

To make the learning process creative and exciting with the help of ITC tools, speech-stimulating games and modeling programs are included in the learning process, the purpose of

which is to improve speaking skills. The extent to which the teacher prepares the students is critical to the success of the game. The game in a non-linguistic university is an effective way of teaching English, the main goal of which is to accumulate knowledge and skills for developing strategies and tactics for professional communication. The characteristic features of the roles are: modeling, which allows students to recreate a real environment in which they perform certain social and professional roles; the presence of situations and types of business interactions, which usually allow combining English language teaching with professional activities in game scenarios and role-playing tasks; the implementation of the goals of the game in a series of interrelated solutions; the problematic nature of situations and their repeatability; many alternative solutions. The main advantage of any business game using ICT is that the material is learned in a professionally significant context, while the language acts as a tool for professional communication, but serves to solve a mental problem. In modeling programs, unlike game programs, decisions are required in more realistic situations, and the result is not clearly correct or incorrect [2]. Surveys of students and trainees have shown that listening is one of the most difficult tasks in mastering speech, since real communication involves the ability to perceive information for the first time, since it is more likely to be repeated. Individual speech characteristics such as intonation, speech rate, timbre, articulation and diction often interfere with understanding during the first listening. In addition, due to the linguistic nature of the information heard, a certain professional direction of speech makes it difficult to listen to a certain type of professional activity. The presence of a large number of specialized terms and abbreviations, as well as the frequent use of professional vocabulary, make it difficult to listen to the material heard. Given the above problems, the teacher must effectively organize the learning process to develop listening skills focused on various types of professional activity.

Formation of listening and speaking skills using computer technology is a combination of computer linguodidactics with information and pedagogical technologies [4]. The student is immersed in a situation that is as close as possible to communication in a foreign language.

CONCLUSION

Modern multimedia and network technologies allow comprehensive use of various information carriers: texts, graphics, sound files, animation and video. A big advantage of new technologies is that all fragments are interconnected: text is usually accompanied by oral speech, videos, pictures, etc. Thus, the effectiveness of learning through computer network technologies depends on the development of thinking in the educational process.

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