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*Dilfuza SAYDALIYEVA,*

*Associate professor, Foreign Language, Tashkent State Transport University,*

*E-mail: dilyasdz@gmail.com*

*Based on the review of Doctor of Pedagogical Sciences, Professor X.Khudoyqulov*

## DEVELOPING SPEAKING SKILLS IN FOREIGN LANGUAGE TEACHING BASED ON MODERN EDUCATIONAL TECHNOLOGIES

Annotation

This article analyzes the issues of developing speaking skills in foreign language teaching based on modern educational technologies from both theoretical and practical perspectives. The study examines the integration of different types of speech activities in foreign language education, such as listening comprehension, reading comprehension, writing, and speaking, with particular emphasis on the role of interactive and innovative technologies in forming productive speaking and writing skills. It is scientifically substantiated that an educational process organized on the basis of modern pedagogical approaches contributes to the development of learners' communicative competence.

**Key words:** Foreign language education, speaking skills, modern educational technologies, communicative competence, interactive methods, innovative approach, digital education.

## РАЗВИТИЕ РЕЧЕВЫХ НАВЫКОВ ПРИ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ НА ОСНОВЕ СОВРЕМЕННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ

Аннотация

В данной статье с научно-теоретической и практической точек зрения анализируются вопросы развития речевых навыков при обучении иностранным языкам на основе современных образовательных технологий. В исследовании рассматривается интеграция различных видов речевой деятельности в процессе обучения иностранным языкам, таких как аудирование, чтение, письмо и говорение, при этом особое внимание уделяется роли интерактивных и инновационных технологий в формировании продуктивных речевых навыков — говорения и письма. Научно обосновывается, что образовательный процесс, организованный на основе современных педагогических подходов, способствует развитию коммуникативной компетенции обучающихся.

**Ключевые слова:** Обучение иностранным языкам, речевые навыки, современные образовательные технологии, коммуникативная компетенция, интерактивные методы, инновационный подход, цифровое образование.

## ZAMONAVIY TA'LIM TEXNOLOGIYALARI ASOSIDA XORIJIY TILLARNI O'QITISHDA NUTQ MALAKALARINI RIVOJLANTIRISH

Annotatsiya

Mazkur maqolada zamonaviy ta'lim texnologiyalari asosida xorijiy tillarni o'qitishda nutq malakalarini rivojlantirish masalalari ilmiy-nazariy va amaliy jihatdan tahlil qilinadi. Tadqiqotda xorijiy til ta'limida tinglab tushunish, o'qib tushunish, yozish va gapirish kabi nutq faoliyati turlarining o'zaro integratsiyasi, ayniqsa, gapirish va yozish kabi produktiv nutq malakalarini shakllantirishda interfaol va innovatsion texnologiyalarning ahamiyati yoritiladi. Zamonaviy pedagogik yondashuvlar asosida tashkil etilgan ta'lim jarayoni o'rganuvchilarning kommunikativ kompetensiyasini rivojlantirishga xizmat qilishi ilmiy jihatdan asoslab beriladi.

**Kalit so'zlar:** Xorijiy til ta'limi, nutq malakasi, zamonaviy ta'lim texnologiyalari, kommunikativ kompetensiya, interfaol metodlar, innovatsion yondashuv, raqamli ta'lim.

**Introduction.** Teaching and learning foreign languages is a complex and multifaceted process that requires systematic pedagogical planning and the effective use of appropriate instructional methods. In the context of globalization and rapid technological development, foreign language proficiency has become an essential component of academic, professional, and intercultural communication. Consequently, modern education systems emphasize not only the acquisition of linguistic knowledge but also the development of learners' communicative competence and speaking skills.

At the early stages of language learning, especially in primary education, excessive focus on grammatical rules may lead to decreased motivation and limited communicative engagement among learners. While grammar remains a fundamental element of language competence, its instruction

should be integrated with meaningful communicative activities that encourage active language use. The challenge, therefore, lies in balancing grammatical accuracy with communicative fluency.

Modern educational technologies provide innovative opportunities to address this challenge. Interactive methods, digital platforms, multimedia resources, and learner-centered approaches enable teachers to create engaging learning environments that support the gradual development of speaking, listening, reading, and writing skills. In particular, the application of modern technologies in foreign language instruction facilitates active learner participation, promotes independent thinking, and enhances motivation.

In this regard, the present study focuses on the role of modern educational technologies in developing speaking skills

in foreign language teaching. It aims to analyze how innovative pedagogical approaches and technological tools contribute to improving learners' communicative abilities and to identify effective strategies for integrating these technologies into the foreign language classroom.

**Literature review.** The issue of developing speaking skills in foreign language teaching has been widely discussed in pedagogical and linguistic research. Numerous scholars emphasize that effective foreign language instruction should be based on a communicative approach, in which language is learned through meaningful interaction rather than through the mechanical memorization of grammatical rules. According to communicative language teaching theory, speaking skills develop most successfully when learners are actively engaged in authentic communicative situations that reflect real-life contexts.

Research in applied linguistics highlights the close interrelationship between the four main language skills—listening, reading, writing, and speaking—and stresses the importance of their integrated development. Many researchers argue that speaking, as a productive skill, requires systematic practice supported by receptive skills, particularly listening and reading. Studies have shown that learners who are exposed to rich linguistic input through audio-visual materials and authentic texts demonstrate greater fluency and accuracy in oral communication.

With the rapid advancement of information and communication technologies, modern educational technologies have become a central focus of contemporary foreign language pedagogy. Scholars note that digital tools such as multimedia resources, online platforms, language learning applications, and virtual learning environments significantly enhance learners' motivation and engagement. These technologies provide opportunities for interactive learning, immediate feedback, and personalized instruction, which are essential for the effective development of speaking skills.

Several studies also underline the pedagogical value of interactive methods, including role-playing, simulations, project-based learning, and game-based activities. These methods create a supportive learning atmosphere in which learners feel more confident to express their ideas, overcome speaking anxiety, and develop communicative competence. Research findings indicate that learner-centered and technology-supported approaches contribute to higher levels of oral proficiency compared to traditional teacher-centered methods.

Overall, the existing literature suggests that the integration of modern educational technologies and interactive methodologies plays a crucial role in developing speaking skills in foreign language education. However, researchers also emphasize the need for systematic and pedagogically grounded implementation of these technologies to ensure their effectiveness in achieving communicative learning outcomes.

**Research Methodology.** This study employs a qualitative and descriptive research design aimed at examining the effectiveness of modern educational technologies in developing speaking skills in foreign language teaching. To achieve the research objectives, a combination of theoretical analysis and practical observation methods was applied.

The theoretical framework of the study is based on the analysis and synthesis of pedagogical, linguistic, and methodological literature related to foreign language education, communicative competence, and technology-enhanced learning. Relevant scholarly sources were reviewed to identify key concepts, approaches, and models that inform the integration of modern educational technologies into the language learning process.

At the practical level, classroom observations were conducted during foreign language lessons in which modern educational technologies were actively employed. These included the use of multimedia presentations, interactive digital platforms, online resources, role-playing activities, and game-based learning tools. The observations focused on learners' participation, level of engagement, interaction patterns, and the development of speaking fluency and accuracy.

In addition, comparative analysis was used to contrast traditional teaching practices with technology-supported instructional methods. This approach made it possible to evaluate changes in learners' speaking performance and communicative behavior under different instructional conditions. The collected data were systematically analyzed to identify recurring patterns and pedagogical outcomes.

Overall, the chosen research methodology allowed for a comprehensive assessment of how modern educational technologies contribute to the development of speaking skills and communicative competence in foreign language teaching.

**Analysis and results.** The analysis of classroom practices demonstrates that the integration of games and modern educational technologies has a significant positive impact on the development of learners' speaking skills in foreign language instruction. Observations revealed that when game-based activities were systematically incorporated into lessons, learners showed higher levels of engagement, participation, and willingness to communicate in the target language. The interactive nature of games created a supportive environment in which students were more inclined to express their ideas freely and without fear of making mistakes.

The results indicate that game-based learning contributes to increased fluency and confidence in speaking. Learners participating in role-playing, simulations, and problem-solving games were able to practice language in meaningful contexts, which helped them transfer classroom knowledge to real-life communicative situations. In comparison with traditional teacher-centered activities, these interactive approaches resulted in more frequent use of the target language and longer periods of sustained oral interaction among learners.

Furthermore, the use of modern educational technologies—such as multimedia resources, digital platforms, and online tools—enhanced the effectiveness of game-based instruction. Audio-visual materials supported comprehension and pronunciation, while digital environments enabled collaborative tasks and immediate feedback. As a result, learners demonstrated improved accuracy in speech, richer vocabulary usage, and better control of grammatical structures during oral communication.

The findings also show that games are particularly effective in reducing speaking anxiety, especially among shy or low-confidence learners. The less formal and more engaging learning atmosphere encouraged these students to participate actively, thereby narrowing the gap between more confident and less confident speakers. Overall, the analysis confirms that the combined use of games and modern educational technologies leads to measurable improvements in learners' speaking performance, communicative competence, and motivation to learn a foreign language.

**Conclusion.** In conclusion, the findings of this study confirm that the use of modern educational technologies combined with game-based and interactive methods plays a crucial role in developing speaking skills in foreign language teaching. Such approaches create a learner-centered, engaging, and supportive learning environment that encourages active participation and meaningful communication. By integrating games, digital tools, and multimedia resources into the

instructional process, teachers can effectively enhance learners' fluency, confidence, and communicative competence.

The results demonstrate that game-based activities not only improve speaking performance but also reduce anxiety, increase motivation, and foster positive attitudes toward language learning. Moreover, the use of modern technologies enables the creation of authentic communicative situations, provides immediate feedback, and supports the balanced development of all language skills. These factors contribute to more effective and sustainable language acquisition compared to traditional, teacher-centered methods.

Based on the outcomes of this study, several recommendations can be proposed. First, foreign language teachers should systematically incorporate games and modern educational technologies into their lessons, ensuring that activities are aligned with learning objectives and learners' age and proficiency levels. Second, teacher training programs should place greater emphasis on developing educators' digital and methodological competence in technology-enhanced

language teaching. Third, instructional materials and curricula should be designed to support interactive, communicative, and learner-centered approaches. Implementing these recommendations will contribute to improving the quality of foreign language education and to preparing learners for effective communication in real-life and intercultural contexts. During the lesson, teachers should clearly explain the rules of the game in advance, avoid unnecessary interruptions during the activity, and plan follow-up exercises after the game to reinforce learning. Through games, it is possible to effectively develop the four language skills: writing, reading, listening, and speaking. In particular, writing games provide immediate feedback, listening games offer a more engaging alternative to traditional listening activities, and games increase learners' motivation to read. Most importantly, games serve as an essential tool for developing speaking fluency and are an effective means of fostering free and confident communication in a foreign language.

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