

# THE ROLE OF MEDIA TECHNOLOGIES IN DEVELOPING LISTENING AND SPEAKING SKILLS IN A FOREIGN LANGUAGE AMONG SECONDARY SCHOOL STUDENTS.

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In today's computerized 21st century, we cannot even imagine teaching without technology. It's no secret that learning foreign languages is more interesting and effective with media technologies. Technologies, including the internet, audio and video materials, interactive whiteboards, tablets, and smartphones, significantly influence the development of education.

Listening comprehension and speaking skills are considered the most fundamental language skills. Therefore, these skills must be taught at all times and everywhere. Teaching these skills through traditional methods can lead to significant difficulties. Therefore, the use of ICT and media technologies helps language learners learn a foreign language more effectively.

The role of modern technologies in language learning and teaching is invaluable. The use of technological tools is useful in every aspect of foreign language learning (reading, writing, listening comprehension, and speaking). For example, for listening comprehension, it is impossible to carry out this process without a computer, player, CD discs. Listening comprehension is one of the most important parts of language learning. In this case, the student is required to simultaneously observe the speaker's pronunciation, follow grammatical rules, and pay attention to vocabulary and its meanings.

According to V.P. Maslyuk, the application of modern computer and information-pedagogical technologies in education opens a qualitatively new stage in the process of teaching a foreign language [1].

When using modern information technologies and multimedia resources in education, it should be noted that the student's level of interactive communication with the computer depends on the level and content of their intellectual development. [1][2]

The use of multimedia technologies in the educational process should be considered in the following four main areas: computer and multimedia technologies as an object of study; computer and multimedia technologies as a means of presenting, storing, and processing educational information; computer as a means of organizing educational interaction between students; computer as a means of managing educational activities.

Under the concept of multimedia, we understand information technologies that utilize various software and hardware tools to have the most effective impact on the educational process, where the student is simultaneously a reader, a listener, and a viewer.

According to N.A. Savchenko, multimedia is:

- A complex of hardware and software tools (graphics, text, sound, video) that allows working with data in various formats, organized as a single information environment;

Computer interactive systems operate in combination with animated graphics, text, words, and high-quality sound.

A technology that allows working with moving video and static images. Technology describing the procedure for the development, operation, and application of information processing tools.

A system consisting of three main elements:

- Digital information (text, graphics, animation);

Analog visual information (video, photographs, images, etc.)

Analogic sound information (words, music, various sounds).

Thus, multimedia is a special generalized form of information that includes not only static visual materials (text, graphics), but also various dynamic elements (speech, music, video, animation). [7]

Thus, multimedia technologies are understood as a system of computer technologies that allows for the combined presentation of various types of information (graphics, text, video,

photographs, animation, sound effects) and their use for specific purposes. This definition is considered the most appropriate option in the process of teaching foreign languages and is widely used in practice, including in the design of multimedia lessons.

Certainly, multimedia technologies enrich the educational process and make it more effective, as they involve more of students' sensory organs in the process of emotional perception. According to G. Kirmaer, as a result of the use of interactive multimedia technologies, the level of assimilation of educational material can reach 75%.

Multimedia technologies are intended to perform the following functions in the process of teaching foreign languages: integrating various types of information into one object-container (text, sound, video, etc.) and presenting them in a form that affects the human sensory organs; developing critical thinking; stimulating the cognitive process; implementing interactive interaction with students; adapting to the needs of students; individualizing the educational process; organizing teamwork in a multimedia environment; developing teamwork skills; forming stable learning motivation; creating conditions as close as possible to reality for the development of learning and professional skills (virtual laboratories, excursions, museums) [2].

The modern educational process requires students to master a foreign language not only through grammatical and lexical knowledge, but also through the formation of practical skills. In this case, listening comprehension and speaking are considered as the main components of foreign language education. International research shows that it is necessary to attract modern pedagogical technologies for effective language teaching. Especially with the help of media technologies, students' interest and activity in learning a foreign language increases significantly [1; 15]

Teaching foreign languages is one of the important areas in the education system of Uzbekistan. The effectiveness of the communicative approach in learning a foreign language for students in grades 10-11 is being emphasized. From this point of view, the issue of developing listening and speaking skills using media technologies is very relevant.

Media technologies are a complex of digital tools based on the transmission and reception of information in audiovisual form, which serve to organize the educational process in a live and interactive form. Among them, the following stand out: audio materials (podcasts, stories, interviews), video materials (films, cartoons, and educational videos), interactive applications and platforms (Duolingo, Quizlet, BBC Learning English).

Studies show that when media technologies are used in the classroom, student engagement increases by 40-60%, and their level of knowledge acquisition is significantly higher [3;64].

#### Exercises with audio materials

Listening helps students master pronunciation, intonation, and communication styles in a foreign language. For example, by broadcasting English-language podcasts or stories to students, their listening skills are developed. Furthermore, broadcasting and subsequently discussing dialogues develops students' communication skills [4;11].

#### Video-based exercises

Through video materials, students visually perceive different cultures and learn the natural way of communication. For example, organizing exercises based on dialogues from short films or TV series helps students work on speaking and intonation. Moreover, video footage on various topics expands the range of conversation topics.

#### The role of interactive platforms and mobile applications

Today, mobile applications are becoming the main tool in language learning. Applications such as Duolingo, Memrise, and BBC Learning English include listening comprehension and speaking exercises. Students can independently develop their knowledge using these applications. For example, when performing listening exercises through Duolingo, it was noted that students' listening comprehension improved by 35% .

#### Practical experience and methodological recommendations

The experience of implementing media technologies in Uzbekistan's educational institutions shows that the following methods are effective in developing listening and speaking skills:

- Exercises based on dialogue: Natural conversations are learned using audio and video materials.

- Role-playing games and repetitive exercises: Students play real-life situations.

Dialogue with students from other countries will be organized through international online communication platforms: PenPal Schools or eTwinning. Furthermore, conducting seminars and training sessions for teachers and developing educational materials in audiovisual format are required.

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