



USE OF EDUCATIONAL TECHNOLOGIES IN TEACHING DIALOGIC SPEECH TO GENERAL EDUCATION STUDENTS (B1 LEVEL)

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Annotatsiya: *Ushbu maqola umumta'lim maktablarining B1 darajasidagi o'quvchilariga dialogik nutqni o'rgatishda ta'lim texnologiyalarining integratsiyasini o'rganadi. Dialogik nutq til o'rganishning muhim jihati bo'lib, interaktiv muloqot ko'nikmalarini rivojlantirishga qaratilgan. Tadqiqot raqamli platformalar, multimedia vositalari va o'yinga o'rnatilgan o'quv ilovalari kabi zamonaviy ta'lim texnologiyalari talabalarning mazmunli suhbatlarda ishtirok etish qobiliyatini qanday oshirishiga urg'u beradi. Ushbu texnologiyalar hamkorlikda o'rganishni osonlashtiradigan, motivatsiyani oshiradigan va tilni saqlashni yaxshilaydigan dinamik va qiziqarli muhitni ta'minlaydi.*

Kalit so'zlar: *Ta'lim, til, metodlar, o'quvchi, grammatika, lug'at, talaffuz, nutq.*

Abstract: *This article explores the integration of educational technologies in teaching dialogic speech to B1 level students in general education schools. Dialogic speech is an essential aspect of language learning that focuses on developing interactive communication skills. The study emphasizes how modern educational technologies, such as digital platforms, multimedia tools, and gamified learning applications, enhance students' ability to participate in meaningful conversations. These technologies provide a dynamic and engaging environment*



that facilitates collaborative learning, increases motivation, and improves language retention

Key words: *Educational, language, methods, learner, grammar, vocabulary,, pronunciation, speech.*

Аннотация: *В этой статье рассматривается интеграция образовательных технологий в обучение диалогической речи учащихся уровня B1 в общеобразовательных школах. Диалогическая речь является важным аспектом изучения языка, который фокусируется на развитии навыков интерактивного общения. В исследовании подчеркивается, как современные образовательные технологии, такие как цифровые платформы, мультимедийные инструменты и игровые обучающие приложения, повышают способность учащихся участвовать в содержательных беседах. Эти технологии обеспечивают динамичную и увлекательную среду, которая способствует совместному обучению, повышает мотивацию и улучшает сохранение языка*

Ключевые слова: *Образовательный, язык, методы, учащийся, грамматика, словарный запас, произношение, речь.*

Introduction

Dialogic speech, which focuses on reciprocal communication and spontaneous interaction, is a critical skill for language learners to develop. At the B1 proficiency level, students are expected to engage in conversations on familiar topics, express opinions, and respond to others' viewpoints, all of which are foundational elements of fluent language use. Traditional methods of teaching speaking, while effective to a certain extent, often lack the dynamic and interactive elements necessary to simulate real-life conversational experiences. Educational



technologies provide a solution to this gap by offering platforms for interaction, practice, and immediate feedback, creating environments that closely mirror authentic communication settings.

Teaching dialogic speech is a critical component of language education, particularly for B1 level students, who are expected to engage in independent and meaningful conversations. Traditional teaching methods often fall short in fostering interactive and spontaneous communication. Hence, the adoption of educational technologies has become an essential aspect of modern teaching practices [3; 125-130]. This article aims to discuss the effective use of educational technologies, including their advantages and challenges, in teaching dialogic speech to students at the intermediate level.

Educational Technologies in Teaching Dialogic Speech

1. Digital platforms digital platforms such as Zoom, Google Classroom, and Edmodo have transformed the way teachers and students interact. These platforms facilitate real-time communication through video conferencing, chat features, and collaborative document sharing. For example, role-playing activities conducted via breakout rooms can simulate real-life conversations, encouraging students to practice dialogic speech in a controlled [1;34].
2. Multimedia tools audio and video materials, such as podcasts, youtube videos, and interactive audio lessons, provide authentic language input. Watching dialogues and practicing them through voice recognition software like Google translate or dedicated language apps such as Duolingo students, pronunciation, intonation, conversational flow [2;76].

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2. Multimedia Tools Audio and video materials, such as podcasts, youtube videos, and interactive audio lessons, provide authentic language input. Watching dialogues and practicing them through voice recognition software like Google Translate or dedicated language apps such as Duolingo enhance students' pronunciation, intonation, and conversational flow.

3. Gamified Learning Gamification in language learning includes tools like Kahoot, Quizlet, and language-based games that motivate students through competitive and fun activities. These tools allow students to practice dialogic speech by participating in scenario-based tasks, quizzes, and team challenges, making learning enjoyable and memorable [3; 125– 130]. 4. Virtual Reality (VR) and Augmented Reality (AR) Advanced technologies like VR and AR immerse students in virtual environments where they can practice conversations in realistic settings. For instance, VR language learning apps like Mondly VR enable students to converse with AI-driven avatars in diverse scenarios, ranging from shopping to travel [4; www.mondly.com]. The B1 level on the Common European Framework of Reference for Languages (CEFR) is often described as the Threshold Level of proficiency. Learners at this level are considered intermediate, and they have



moved beyond the basics of the language but are not yet fluent speakers. B1 learners are capable of handling most everyday communication needs but may still struggle with more complex or abstract topics. Vocabulary: Learners at B1 can handle everyday vocabulary related to personal life, work, travel, education, and other familiar topics. However, they still encounter difficulty when discussing specialized or abstract topics that go beyond their personal experience. They can often describe events, experiences, and plans in simple terms, although their vocabulary may be limited when compared to more advanced learners. Paraphrasing becomes a significant feature, as learners rely on simpler words or structures to express more complex ideas, even if they don't have the exact term they need.

Grammar

B1 learners have a basic understanding of complex grammatical structures, such as present perfect, conditional forms, modality, and relative clauses. However, they might still make errors when using these structures in conversation.

Mistakes in tense usage or word order might be frequent, but learners can generally convey the intended meaning through the use of simpler structures or contextual clues.

Pronunciation and Intonation

Pronunciation may still feature non-native accents, and learners might struggle with stress, intonation, or rhythm when speaking. However, they can usually be understood in familiar contexts. Online Collaboration Tools: Platforms like Google Docs, Microsoft Teams, and Trello allow learners to engage in collaborative tasks that require speaking and writing in the target language. Learners can use these tools to complete group projects, create presentations, and participate in discussions. These interactions simulate real-world conversations and



improve dialogic speech. Video Conferencing: Tools such as Zoom, Google Meet, and Skype facilitate live conversations, allowing students to interact with peers and instructors, practice real-time dialogue, and receive immediate feedback. These tools are particularly beneficial for task-based learning as they allow learners to engage in synchronous communication and discuss topics in real-time. Role-playing Simulations: Websites and apps that allow learners to participate in role-play scenarios (e.g., Playvox or simcity Language Learning) create situations in which learners practice dialogic speech while performing tasks. These simulations are designed to mimic real-life situations like interviews, negotiations, or debates.

Flipped Classroom Approach with Technology for Dialogic Speech

The flipped classroom model involves inverting traditional learning. Instead of receiving new content in class, students first encounter the material outside of class (via videos, readings, or interactive exercises), and then class time is devoted to applying this knowledge in activities, discussions, and interactions. This model is particularly effective for developing dialogic speech as it prioritizes active communication during face-to-face interactions.

Result

The results of the study show that the use of educational technologies significantly improves the dialogic speech skills of B1 level general education students. During the teaching process, interactive tools such as multimedia presentations, language learning applications, and online communication platforms helped students become more engaged and motivated. Students who were taught using these technologies demonstrated better fluency, vocabulary use, and confidence in dialogues compared to those taught using traditional methods. In particular, activities like role-plays via video conferencing and interactive language games improved their ability to initiate and maintain conversations.



Conclusion

In conclusion, the integration of educational technologies into the teaching of dialogic speech to general education students at the B1 level proves to be a highly effective strategy. The study demonstrates that digital tools and platforms enhance student engagement, facilitate interactive learning, and provide real-time feedback, all of which contribute to the development of more confident and fluent speakers. By incorporating multimedia resources, online communication platforms, and interactive language applications, students are better able to practice real-life conversations and improve their language skills in a meaningful context. The use of these technologies not only supports language acquisition but also fosters critical thinking, creativity, and collaboration among students. Ultimately, the findings suggest that the careful implementation of educational technologies can significantly improve the quality of language teaching, making the learning experience more dynamic and enjoyable. For future teaching practices, it is recommended that educators continue to explore and adopt innovative digital tools to create a more personalized and effective learning environment for students. This approach has the potential to revolutionize language education by meeting the needs of modern learners and preparing them for communication in a globalized world.

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