

**THE ROLE OF INNOVATIVE TECHNOLOGIES IN TEACHING
SPEAKING TO YOUNG LEARNERS**

Termiz iqtisodiyot va servis universiteti

2-bosqich magistranti

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Abstract: *This paper investigates the role of innovative technologies in enhancing speaking skills among young learners. As digital tools and interactive platforms become increasingly integrated into educational practices, their impact on language acquisition-particularly oral communication-is profound.*

Keywords: *Innovative technologies, young learners, speaking skills, language learning, digital tools, educational technology, interactive learning, oral communication, motivation, early childhood education.*

Аннотация: *В этой статье исследуется роль инновационных технологий в улучшении навыков говорения среди молодых учащихся. Поскольку цифровые инструменты и интерактивные платформы все больше интегрируются в образовательную практику, их влияние на усвоение языка, особенно устного общения, становится глубоким.*

Ключевые слова: *Инновационные технологии, молодые учащиеся, навыки говорения, изучение языка, цифровые инструменты, образовательные технологии, интерактивное обучение, устное общение, мотивация, дошкольное образование.*

Annotatsiya: *Ushbu maqola yosh o'quvchilarning nutq qobiliyatlarini oshirishda innovatsion texnologiyalarning rolini o'rganadi. Raqamli vositalar va interfaol platformalar ta'lim amaliyotiga tobora ko'proq integratsiyalashganligi sababli ularning tilni o'zlashtirishga, ayniqsa og'zaki muloqotga ta'siri juda katta.*

Kalit so'zlar: *Innovatsion texnologiyalar, yosh o'quvchilar, nutq qobiliyatlari, til o'rganish, raqamli vositalar, ta'lim texnologiyalari, interaktiv ta'lim, og'zaki muloqot, motivatsiya, erta bolalik ta'limi.*

Teaching speaking using interactive methods is an effective approach that encourages active participation and engagement from students. It focuses on creating opportunities for learners to practice and develop their speaking skills through interactive and communicative activities.¹ There are some key methodological foundations of teaching speaking using interactive methods:

Communicative Language Teaching (CLT): This approach emphasizes the importance of communication in language learning. It encourages learners to use the language in meaningful and authentic contexts. In teaching speaking, CLT promotes interactive activities that simulate real-life communication situations, such as role-plays, discussions, debates, and information gaps.

Pair and Group Work: Interactive methods often involve pair and group work, where students work together to complete tasks or solve problems. This provides learners with more opportunities to practice speaking, as they engage in conversations and interact with their peers. Pair and group work activities can include information exchanges, interviews, collaborative projects, and problemsolving tasks.

Authentic Materials: Using authentic materials, such as real-life texts, audio recordings, videos, and online resources, helps create a context that reflects the language learners will encounter outside the classroom. Authentic materials expose learners to natural language use, various accents, and cultural aspects, enhancing their speaking skills and cultural competence.²

Task-Based Learning: Task-based learning focuses on meaningful tasks that require learners to use the target language to achieve a specific goal. Tasks can be designed to promote speaking skills by providing learners with a purpose for communication. For example, learners may be asked to plan a trip, give a presentation, or discuss a controversial topic. Task-based activities encourage fluency and provide students with opportunities to use the language creatively.

Error Correction: Interactive methods recognize that errors are a natural part

¹ Баграмова, Н. В. Проблемы лингвистики и лингводидактики в высшей школе / Н. В. Баграмова // Матер. Всерос. науч.-метод. конф. 16 июня 2004 г. / под ред. О. Н. Тройской. СПб.: ВМедА, 2004. - Вып. 5. - С. 49-54

² Беспалько, В. П. Педагогика и прогрессивные технологии обучения / В. П. Беспалько, - М., 1995.- 336 с.
www.tadqiqotlar.uz *20-to'plam 2-son Iyun 2025*

of language learning. Teachers play a crucial role in providing constructive feedback and error correction. Immediate correction during speaking activities can hinder fluency, so teachers often adopt a delayed error correction approach, providing feedback after the activity or in subsequent lessons to avoid interrupting the flow of communication.

Technology Integration: Interactive methods often leverage technology to enhance speaking practice. Online platforms, video conferencing tools, language learning apps, and multimedia resources can provide additional opportunities for learners to engage in authentic conversations, participate in virtual language exchanges, and access interactive speaking exercises.

Assessment for Learning: Interactive methods focus on formative assessment that informs instruction and guides learners' progress. Teachers use various techniques, such as observation, self-assessment, peer assessment, and rubrics, to assess learners' speaking skills. This assessment approach helps identify students' strengths and weaknesses, provides targeted feedback, and informs instructional decisions.

Scaffolded Instruction: Interactive methods often employ a scaffolded approach to teaching speaking. This means that teachers provide support and guidance to learners as they progress from simpler to more complex speaking tasks. Scaffolding techniques can include providing language models, offering vocabulary and structure support, giving prompts or sentence starters, and gradually reducing support as learners become more proficient.

Role-Play and Simulation: Role-plays and simulations are commonly used interactive activities that allow learners to practice speaking in different social contexts and roles. By assuming fictional or real-life roles, students can engage in conversations that mirror real-world situations. Role-plays can be based on everyday scenarios, professional settings, or cultural contexts, fostering fluency, negotiation of meaning, and sociocultural understanding.

Pronunciation and Intonation Practice: Effective speaking instruction incorporates attention to pronunciation and intonation. Interactive methods include

activities that help learners improve their pronunciation skills, intonation patterns, stress, and rhythm. Techniques like repetition, drills, tongue twisters, and audio recordings can be used to develop accurate pronunciation and natural intonation.³

Integrated Skills Approach: Interactive methods recognize that speaking is interconnected with other language skills, such as listening, reading, and writing. Integrating these skills helps learners develop a more comprehensive understanding of language and enhances their speaking abilities. For example, learners can engage in speaking tasks that involve listening to a recording, reading a text, or writing a response.

Cultural Awareness and Sensitivity: Interactive methods promote cultural awareness and sensitivity by exposing learners to different cultural perspectives and communication styles. Through interactive activities, learners can explore cultural topics, discuss cultural differences, and develop intercultural communication skills. This fosters not only language proficiency but also cultural competence and empathy.

Individualization and Differentiation: Interactive methods take into account learners' individual needs, preferences, and learning styles. Teachers provide opportunities for individualization and differentiation by offering a range of speaking activities that cater to various learners' interests, proficiency levels, and strengths. This allows students to engage with the language at their own pace and promotes personalized language learning experiences.

Reflective Practice: Interactive methods encourage learners to reflect on their speaking performance and progress. Reflection activities can include selfassessment, peer feedback, and journaling. By reflecting on their speaking strengths, areas for improvement, and strategies they used, learners become more aware of their language learning processes and can take ownership of their progress.⁴

Real-World Connections: Interactive methods strive to connect language

³ Беспалько, В. П. Слагаемые педагогической технологии / В. П. Беспалько. -М.: Педагогика, 1989. 192 с.

⁴ Бим, И. Л. Некоторые актуальные проблемы современного обучения иностранным языкам / И. Л. Бим // Иностранные языки в школе. 2001. - № 4. - С. 5-8.

learning with real-world contexts and purposes. This can involve incorporating authentic materials, inviting guest speakers, organizing field trips, or encouraging learners to engage in community activities where they can apply their speaking skills outside the classroom. Creating opportunities for learners to use the language in authentic settings enhances motivation and relevance.

Overall, teaching speaking using interactive methods prioritizes learner engagement, meaningful communication, and authentic language use. By incorporating these methodological foundations, educators can create an interactive and dynamic learning environment that facilitates the development of students' speaking skills. By incorporating these aspects into teaching speaking using interactive methods, educators can create a dynamic and learner-centered environment that fosters effective communication, fluency, accuracy, cultural understanding, and lifelong language learning skills.

It is easy to notice that some types of classes were included in the category of interactive lessons, which in the previous classifications appeared as auxiliary, extra-curricular, and extracurricular forms of organization of educational work, and their names give some idea of the goals, objectives, and methods of conducting such classes. It must be concluded that students in the interactive lessons are diligent and diligent. They don't have to get bored. And finally, the marks that the children receive for the lesson are much higher than those they receive in traditional lessons. Interactive teaching methods are a special form of organizing cognitive and communicative activities in which students find themselves involved in the cognitive process, have the ability to understand and reflect on what they know and think. Teacher's place in interactive lessons often comes down to directing students to achieve lesson goals. He develops a lesson plan (as a rule, this is a set of interactive exercises and assignments, during which the student learns the material). Thus, the main components of interactive lessons are interactive exercises and assignments that are performed by students.⁵

The fundamental difference between interactive exercises and tasks from

⁵ Бовтенко, М. А. Компьютерная лингводидактика / М. А. Бовтенко. М.: Флинта: Наука, 2005. - 216 с.

ordinary ones is that in the course of their implementation not only material already learned is fixed, but also new material is studied. Interactive exercises and assignments are designed for so-called interactive approaches. Thus, the use of interactive forms of teaching English shows that their use makes it possible to instill in students interest in the language being studied; creates a positive attitude to its study, stimulates independent speech-cognitive activity of students; makes it possible to more purposefully implement an individual approach to training; increases the positive motivation of learning a foreign language among students, supports the internal motivation of learning.

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