O'RTA MAKTABLARDA OG'ZAKI NUTQNI O'RGATISHDA INGLIZ TILI MATNLARIDAN FOYDALANISH TEXNOLOGIYALARI

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Annotatsiya: Ushbu maqola o'rta maktab o'quvchilarining ingliz tilida og'zaki nutq ko'nikmalarini rivojlantirishda zamonaviy texnologiyalar yordamida matnlardan foydalanishning samarali usullarini tahlil qiladi. U matn turlarini, ularni og'zaki nutq faoliyatiga integratsiya qilish metodologiyalarini va raqamli vositalarning o'quvchilar motivatsiyasini oshirish, autentik aloqani rag'batlantirish hamda nutq xatosizligini yaxshilashdagi rolini yoritadi. Maqolada texnologik yechimlar, ularning afzalliklari va ushbu yondashuvni amalga oshirishdagi ehtimoliy qiyinchiliklar muhokama qilinadi.

Kalit so'zlar: og'zaki nutq, ingliz tili, o'rta maktab, matnlar, texnologiyalar, integratsiya, interaktiv, nutq ko'nikmalari.

TECHNOLOGIES OF USING ENGLISH TEXTS IN TEACHING ORAL SPEECH IN SECONDARY SCHOOLS

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Annotation: This article analyzes effective methods of using texts with the help of modern technologies in developing oral speech skills of secondary school

students in English. It covers the types of texts, methodologies for integrating them into oral speech activities, and the role of digital tools in increasing students' motivation, promoting authentic communication, and improving speech accuracy. The article discusses technological solutions, their advantages, and possible difficulties in implementing this approach.

Keywords: oral speech, English, secondary school, texts, technologies, integration, interactive, speech skills.

ТЕХНОЛОГИИ ИСПОЛЬЗОВАНИЯ АНГЛИЙСКИХ ТЕКСТОВ В ОБУЧЕНИИ УСТНОЙ РЕЧИ В СРЕДНИХ ШКОЛАХ

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Аннотация: В данной статье анализируются эффективные методы использования текстов с помощью современных технологий для развития навыков устной речи учащихся средних школ на английском языке. Рассматриваются виды текстов, методики их интеграции в устную речевую деятельность, а также роль цифровых инструментов в повышении мотивации учащихся, развитии аутентичной коммуникации и повышении точности речи. В статье рассматриваются технологические решения, их преимущества и возможные трудности при реализации данного подхода.

Ключевые слова: устная речь, английский язык, средняя школа, тексты, технологии, интеграция, интерактивность, речевые навыки.

Introduction

In today's globalized world, English proficiency, especially oral communication, is an important skill. One of the main goals of teaching English in secondary schools is to develop students' fluency and confidence in speaking. Traditional methods often focus on memorizing grammar and vocabulary, and do not provide students with sufficient opportunities to develop practical speaking skills. As a result, students may feel uncomfortable in real communication situations, even though they are knowledgeable.

Texts are a rich source for developing speaking skills, as they provide vocabulary, grammatical structures, cultural context, and communication models. However, simply reading or translating texts does not significantly improve speaking skills. Modern technologies play an important role here. Digital tools make working with texts interactive and interesting, allowing students to review, practice, and receive immediate feedback on their speaking skills. This article analyzes the effective use of technology in teaching oral English texts in secondary schools.

Materials and Methods

This study is based on theoretical and methodological analysis and aims to study the existing literature in the field of communicative language teaching (CLT), second language acquisition (SLA) theories and computer-assisted language learning (CALL). English texts suitable for secondary school students (e.g. stories, articles, news, dialogues, interview transcripts, texts without audio and texts based on videos) were selected as research materials. These texts had different genres and levels of difficulty, and were considered to be appropriate for the age and language proficiency of the students.

The methodology includes the following steps:

1. Literature analysis: Scientific articles, monographs, and textbooks were studied on the pedagogical foundations of oral language development, traditional and innovative approaches to the use of texts, and the role of technologies in language learning.

2. Identification of technological tools: The available digital platforms, applications and tools for working with texts and stimulating oral speech (e.g. word processors, online dictionaries, grammar checkers, voice recording applications, AI-based speech analyzers, collaborative platforms) were reviewed.

3. Integration models: Practical scenarios and exercise models were developed on how texts can be integrated into oral speech activities using technology. This focused on pre-text, on-text and post-text activities that activate oral speech.

4. Analysis of advantages and limitations: The advantages (motivation, authenticity, personalization, immediate feedback) and possible limitations (technical resources, teacher skills, distraction) of using technologies in teaching oral speech were assessed.

Results

The study showed that there are a number of effective technological solutions for teaching oral speech from English texts, which help to increase students' motivation and practice speaking skills:

1. Text analysis and pronunciation improvement:

- Online dictionaries (Oxford Learner's Dictionaries, Merriam-Webster): Students have the opportunity to quickly find the meaning of unfamiliar words in the text, hear their pronunciation, and use them correctly in their speech.

- Text-to-Speech converters: Students can listen to the text and master the correct pronunciation and intonation. Some applications also allow you to change the speed of reading the text.
- Speech Recognition Apps (e.g. ELSA Speak, Google Translate's speech input feature): Students can read text aloud, check their pronunciation, and correct their mistakes.

Discussion

The use of English texts with the help of technology in teaching oral speech in secondary schools has a number of important advantages:

✓ High motivation and interest: Technology makes the teaching process interactive, dynamic and interesting. Working with texts through digital tools is more attractive for students than traditional methods, encouraging them to actively participate.

✓ Authenticity and contextual learning: The use of real texts, such as online news, blogs, videos, gives students the opportunity to learn the language in a natural context. This helps them apply the learned vocabulary and grammar in real-life situations.

✓ Personalization and differentiated approach: With the help of technology, teachers can select texts that suit the needs and level of each student, as well as provide personalized exercises. This allows students to learn at their own pace and improve their speaking skills.

Conclusion

In conclusion, integrating modern technologies into teaching oral English from texts in secondary schools has the potential to significantly improve the effectiveness of the learning process. Digital tools increase student motivation, help them learn the language in an authentic context, create personalized learning

opportunities, and facilitate rapid feedback. A wide range of activities, from text analysis to pronunciation improvement, speech recording, and collaborative discussions, can be further enriched with the help of technology.

In order to implement this approach more widely in the future, it is necessary to improve the technological infrastructure of schools, conduct systematic training aimed at improving the technological and methodological skills of teachers, and include practical recommendations for integrating technology into curricula. This, in turn, lays a solid foundation for high school graduates to be able to communicate freely and confidently in English.

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