DEVELOPMENT OF ORAL SPEECH OF STUDENTS IN A FOREIGN LANGUAGE THROUGH INFORMATION TECHNOLOGIES

РАЗВИТИЕ УСТНОЙ РЕЧИ СТУДЕНТОВ НА ИНОСТРАННОМ ЯЗЫКЕ ПОСРЕДСТВОМ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ

O'QUVCHILAR OG'ZAKI NUTQLARINI CHET TILIDA AXBOROT TEHNALOGIYALRI ORQALI RIVOJLANTIRISH

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Annotation : *In this article, the author puts forward the issue of using the latest information technologies in the development of students' oral speech in a foreign language. He also conducts research on the formation of communication skills in foreign languages, especially in English, through the Internet.*

Key words: *speech, information technology, problem, innovative methods, internet*

Аннотация : *В данной статье автор выдвигает вопрос использования новейших информационных технологий в развитии устной речи учащихся на иностранном языке. Также проводит исследования по формированию коммуникативных навыков на иностранных языках, особенно на английском, через Интернет.*

Ключевые слова: *речь, информационные технологии, проблема, инновационные методы, интернет.*

Annotatsiya : *Muallif ushbu maqolada o'quvchilar og'zaki nutqini chet tilida rivojlantirishda eng so'ngi axborot texnalogiyalaridan foydalanish masalasini ilgari suradi. Shuningdek, Internet orqali chet tillar, xususan, ingliz tilida muloqot malakasini shakllantirish bo'yicha tadqiqot ishlarini olib boradi.*

Kalit so'zlar: *og'zaki nutq, axborot texnalogiyalari, muammo, innovatsion metodlar, internet*

Today Internet is developing day by day. The bandwidth of the channels of mobile technologies is not focused on text, but on visual information. In accordance with the conducted in 2012 The duration of concentration of human attention decreased by 4 seconds in comparison with the results of 2000 and was equal to 8 seconds. Today , people are 30 times more likely to get acquainted with visual information than with information presented in any other format. It is the visually presented information that best obra- the call is perceived, processed and remembered. 90% of all information is transmitted through the visual channel [1]. The bandwidth of the channels for receiving and processing information through the

ear - brain line is 50,000 ema and processing information through the eye - brain line is 50,000,000 bits/sec. 40% of people process visual information better than text. After 3 days, a person can recall only 10% of the information perceived by him only by ear, whereas the visualization of information in addition to what is perceived by ear allows to increase this while- up to 65% [2]. Another argument in favor of information visualization can be called the fact that nowadays there is a whole direction of information design - infographics. The purpose of infographics is visualization, conveying complex information quickly and clearly. Infographics today are graphs, diagrams, tables, maps, lists created with the help of using modern Internet services. the effectiveness of the use of Internet services for information visualization is investigated. With a wide variety of modern information design services, the problem is their application of teaching foreign languages is a new direction in the domestic methodology. Visualization of information in relation to a foreign language was considered in the scientific works of MSU Professor S.V. Titova, however, some issues remained insufficiently developed [3]. In this area , there are a number of problems caused by the existing contradiction between the methodological potential of services for visualizing information and the lack of development of the appropriate methodology for realizing this potential to form the communicative competence of students. In particular, there are no developed formats of tasks for the development of oral speech based on services for creating visual supports. The relevance of this study lies in the resolution of this contradiction. The use of Internet services for the purpose of visualizing educational information when studying foreign languages. It is especially relevant because mastering a language always implies memorizing numerous foreign lexical units, stable combinations, phraseological units, constructions, turns, as well as terms for mastering a foreign language for special purposes. The scientific novelty of the study lies in the fact that it theoretically justified and experimentally tested the effectiveness of using modern Internet services to create visual supports when teaching oral speech in English classes. Internet resources were selected to create in intellectual maps, the allocation of keywords, social bookmarking services and other tools for visualizing information the conditions for their use are determined, tasks for the formation of foreign-language communicative competence of students based on visual supports are developed, experimentally Speaking is the most difficult type of speech activity in foreign language classes.

Difficulties in speaking a foreign language are caused by the complexity of the process of voiding a speech utterance. A student of a foreign language finds himself in a difficult situation: he must concentrate at the same time on the content of the utterance, the choice

of language means corresponding to the content, the observance of the logical sequence of the utterance, as well as the realization of one's utterance in external speech. Therefore, it is so necessary to help students to complete the set communicative task with the help of various supports: plans, texts, diagrams, lists

of key verbs in the right form, quotations, aphorisms, photographs, drawings, pictures, terrain maps, diagrams, tables, semantic maps like "mind map", cards like "flow chart", slides, videos, kari- katur, collages, time tapes. The use of visual supports at the beginning of work with the educational material can provide a faster transition to free speaking without supports. The educational information in the form of supports is presented in a simple form, but concisely. In the future, the brain of students with the help of a scheme or other type of infographics begins to unfold encrypted information into external speech. Passive contemplation of visual supports will not lead to effective assimilation of the content of the educational material. A necessary condition is a preliminary demonstration of al- the range of actions of the student on visual supports is lit, the nature of which varies depending on the type of service and the communicative task set. It is required to show students what information is encrypted on the diagram or plan and how to deploy supports into whole sentences. Professor S.V. Titova points out that the advantages of using visual supports will be fully realized only if perception entails thoughts physical activity, which will be combined with demanding vocabulary [4].

various types of cognitive activity from motor functions to inductive, logical and creative thinking. The researcher also notes that the higher the problematic, paradoxical nature of visual information, the higher the intensity of the student's mental activity. Today, there are many Internet services that a foreign language teacher can use to present visual supports in an aesthetic form, especially thereby increasing the visual literacy and culture of students, motivating them to achieve success in mastering a foreign language. So, for example, to teach thematic and terminological vocabulary, you can use intellectual maps, or, in another way, semantic maps, mind maps, memory maps (English mind map). Teaching terminological vocabulary plays an important role in mastering the language of the specialty. In addition, over 80% of new words appearing in modern languages are special lexical units. The volume of special leksiki is many times larger than the volume of the general. Researchers are looking for ways to effectively teach terms, offering both traditional work with texts and interactive techniques. Among the Internet services for teaching thematic and terminological vocabulary are mindmeister, thinkbuzan and xmind. Drawing up intelligence maps with the help of these programs is an exercise in which techniques for generating semantic associations are implemented. A semantic map is graphically ordered and logically connected basic concepts of the topic under discussion. In the center of the semantic map is the central idea the keyword, by association with which the lexico-semantic field is born. So, in the topic "Marketing", economics students were asked to use a semantic map from the site siraekabut.com. demonstrating the combination of four factors of the company's success. With the help of the map, students needed to group the vocabulary of the topic, expand the map and on its basis reveal the essence of the 4 pi marketing concept and at the same time usethe maximum number of words from the map.

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