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MODERN APPROACHES OF USING IT TO DEVELOP ORAL SPEECH COMPETENCE OF FUTURE ENGINEERS

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Annotation. This article explores modern approaches to utilizing media technology for the development of oral speech competence among future engineers. The study highlights the role of digital tools, audiovisual materials, and interactive platforms in enhancing communication skills. It also discusses the integration of media technologies into engineering education to foster effective professional communication and collaboration.

Basic concepts: technology, media technology, ESP (English for Specific Purposes), speaking competence, communicative skills, social media integration, interactive learning, authentic materials, strategies, tech-based learning, language needs

BO‘LAJAK MUHANDISLARINING OG‘ZAKI NUTQ KOMPETENSIYASINI RIVOJLANTIRISHDA AXBOROT TEXNOLOGIYALARIDAN FOYDALANISHNING ZAMONAVIY YONDASHUVLARI

Annotatsiya. Ushbu maqolada kelajak injenerlarining og‘zaki nutq kompetensiyasini rivojlantirishda media texnologiyalaridan foydalanishning zamonaviy yondashuvlari tahlil etiladi. Tadqiqotda raqamli vositalar, audiovizual materiallar va interaktiv platformalarning kommunikativ ko‘nikmalarni rivojlantirishdagi usullari ta’kidlanadi. Shuningdek, media texnologiyalarni

muhandislik ta'limiga integratsiya qilish orqali samarali kasbiy muloqot va hamkorlikni shakllantirish masalalari muhokama qilinadi.

Tayanch tushunchalar: texnologiya, media texnologiya, ESP (maxsus maqsadlar uchun ingliz tili), nutq kompetensiyasi, kommunikativ ko'nikmalar, ijtimoiy media integratsiyasi, interaktiv o'qitish, autentik materiallar, strategiyalar, texnologiyalarga asoslangan ta'lim, til ehtiyojlari.

СОВРЕМЕННЫЕ ПОДХОДЫ К ИСПОЛЬЗОВАНИЮ ИТ ДЛЯ РАЗВИТИЯ УСТНОЙ РЕЧЕВОЙ КОМПЕТЕНЦИИ БУДУЩИХ ИНЖЕНЕРОВ

Аннотация. В статье рассматриваются современные подходы к использованию медиа-технологий для развития устной речевой компетенции будущих инженеров. Исследование подчеркивает роль цифровых инструментов, аудиовизуальных материалов и интерактивных платформ в совершенствовании коммуникативных навыков. Также обсуждается интеграция медиа-технологий в инженерное образование для формирования эффективного профессионального общения и сотрудничества.

Основные концепции: технологии, медиа-технологии, ESP (английский для специальных целей), речевая компетенция, коммуникативные навыки, интеграция социальных медиа, интерактивное обучение, аутентичные материалы, стратегии, обучение на основе технологий, языковые потребности.

In the modern educational landscape, media technology plays a crucial role in enhancing language learning, particularly in English for Specific Purposes (ESP) classes. Traditional methods of teaching speaking skills often rely on textbooks and classroom interactions, but the integration of digital tools provides learners with more dynamic, engaging, and realistic communication experiences. Given that ESP learners require specialized language skills tailored to their professional fields,

incorporating media technology can significantly improve their communicative competence[1].

This article explores the role of media technology in developing speaking skills in ESP classes. It examines various technological tools, including video conferencing platforms, podcasts, online simulations, and AI-driven language applications, and analyzes their effectiveness in fostering professional communication. Media technology enhances speaking skills by offering interactive and immersive learning experiences[2]. Exposure to Authentic Language Use: Digital resources such as industry-related webinars, podcasts, and interviews expose learners to technical vocabulary and professional discourse. Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance.

Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope. Technology has played its role in multiple fields of work, particularly in education. During the last two decades, the implementation of Information and Communication Technology (ICT) in language education has become a real topic of interest. The use of technology has become significant in the teaching and learning process in and out of class[3]. Technology opens a window of improvement in language learning. Not only that, media technology allows teachers to enhance classroom activities and language learning process. This shows that there is a brand-new era, which assigns challenging responsibilities for modern teachers. The traditional teaching method has been changed drastically with extraordinary access to technology. The implementation of technology has provided options for a more interesting and productive teaching and learning sessions predominantly in language learning. If a language learner were

asked what they think the goal of a language course is, they would probably answer that it is to teach the grammar and vocabulary of that language. Media technology is a powerful tool for developing speaking communicative competence in ESP learners. By integrating video conferencing, podcasts, AI-powered applications, virtual simulations, and social media into language instruction, educators can create an interactive and engaging learning environment. However, careful planning and support are necessary to address potential challenges and ensure that technology enhances rather than replaces essential interpersonal communication skills. With a balanced approach, media technology can significantly contribute to preparing ESP learners for real-world professional communication[4]. Moreover, being appropriate depends on knowing what the taboos of the other culture are, what politeness indices are used in each case, what the politically correct term would be for something, how a specific attitude. For instance, when the PE teacher asks him why he is not wearing the appropriate clothes for the class, he feels lost and cannot explain that bleach got on his gym clothes so his parents will have to buy the right words, expressions, and attitude towards a specific topic, setting, and relationship. These techniques leverage media technology to enhance ESP learners' speaking competence by providing real-world communication practice, exposure to authentic materials, and interactive learning experiences. A structured approach to using these methods ensures that learners not only acquire technical vocabulary but also develop the confidence and fluency needed for professional communication in their specific fields. Although the students have different learning outcomes in speaking and listening skills, they do not differ in sociolinguistic performance. The group of students, for whom I teach, are future textile specialists[5]. For them it is one of the most vitally important essence of language features to acquire. What this competence means and how it should be developed. Integrating media technology into ESP classes provides learners with innovative ways to enhance their speaking competence. Each method offers unique advantages and challenges, influencing its effectiveness in different learning

environments. The following analysis examines the impact of these techniques based on key linguistic and pedagogical factors. It indicates that live interaction improves fluency by increasing learners' confidence in spontaneous speech. However, challenges such as internet connectivity issues and limited speaking time in large groups can hinder effectiveness. Educators must ensure structured turn-taking and role assignments to maximize engagement. What sort of tasks are required- discrete points, integrative, simulated 'authentic', objectively assessable?[6] In the survey, test-takers will have to use the appropriate phrases about the "What is fiber?" As, for authentic fashion, fiber not only motivate them but also, give them information about phrases and constructions that are used in real life situations.

Due to this, an increased emphasis on communicative development is crucial for the English language learner in the process of language learning. Social media platforms like LinkedIn and Reddit facilitate informal yet professional communication, exposing learners to industry-relevant discussions. Engaging in online forums encourages asynchronous speaking practice, allowing learners to prepare and articulate their thoughts clearly[7]. However, the lack of immediate verbal interaction may not fully develop spontaneous speaking skills. To address this, educators can integrate live discussions or video-based responses into social media assignments.

To sum up, the analysis highlights that media technology significantly enhances ESP learners' speaking competence by providing interactive, immersive, and feedback-driven learning experiences[8]. However, the effectiveness of these techniques depends on their implementation. A blended approach, combining AI tools with human interaction, virtual simulations with real-world applications, and listening activities with speaking practice, ensures a comprehensive development of communicative competence[9]. By addressing the challenges associated with each method, educators can create a balanced and effective ESP learning environment.

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