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ТЕХНОЛОГИИ, ПРИМЕНЯЕМЫЕ ПРИ ОБУЧЕНИИ УСТНОЙ РЕЧИ

Аннотация: В этой научной статье представлены технологии, используемые в обучении говорению, и их влияние на студентов, когда они учатся говорить на английском языке. Студентов учат говорить на английском языке с использованием современных технологий, таких как видеоконференции, переписка по электронной почте, взаимодействие в социальных сетях и выступления на сцене, где студенты участвуют в реальных академических и профессиональных ситуациях. Технологии, используемые в обучении устной речи, могут быть применены при коммуникативном методе обучения, который позволяет учащимся выражать себя умелым и компетентным способом при общении.

Ключевые слова: технологии, современные технологии, способом обучения, говорения.

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TECHNOLOGY IN TEACHING SPEAKING

Abstract: This scientific article presents the technology used in teaching speaking and its effects to students as they learn to speak in English. Students are taught to speak in English using the technologies of today such as video conferencing, email correspondence, social media interaction and onstage speaking performances where students are engaged in real academic and professional situations. The technology used in teaching speaking can be aligned with the communicative way of teaching which allows students to convey themselves in a skillful and competent way of communication.

Key words: technology, modern technology, methods of teaching, speaking.

Speaking is one of the macro skills in English that instructors and students must polish. An excellent speech is accompanied by fluency and accuracy which

students must learn and enhance competitively. Teaching speaking has been given much importance at school for many years. It has been part of every curriculum but it is undervalued that teaching speaking is only through memorization and repetition of drills focusing on the fluency of the production of sounds. [1]

Most students do not get to use English in their daily conversation and where most times students do not get to talk with English-speaking people, it is with great concern on how instructors teach their students to speak in English and master their skill using it. This is because of the knowledge that teachers resourceful as they are resorting to different strategies, techniques and approaches in developing and shaping the speaking skill of students. They use various ways and implement different methodologies in developing student's communicative competence. They design courses to help students find English learning more enjoyable for them to develop a better attitude. [2]

The existence of Communicative Competence in teaching speaking is importantly viewed as the basis as well as the goal that must be achieved. Understanding the aspects and characteristics of Communicative Competence can help the speaking teachers to guide their learners into speaking atmosphere that make them speak naturally. Negotiation of meaning and management of interaction in communicative competence reflect to the focus on the use of language, not on the usage. Oral communicative tasks given to students are the speaking teachers' consideration to create students' orally natural communication.

In the modern world, pedagogical practice and science solve the problem of improving language teaching methods and forms aimed at solving the problems of modernizing education, improving the quality and efficiency of vocational training. Here we focus on the question of the formation of communicative competence in language education. Communicative competences are seen as a broad term that is based not only on the structural features of language, but also includes its social, pragmatic, and contextual features. Considering that the leading methodological principle in teaching languages is the principle of communicative orientation, the authors consider it important to select and organize linguistic material, specify situations and spheres of communication. On the basis of the analysis of the educational material, the authors conclude that the content of school language education is important, focused on the development of motivation of students to learn languages and on the formation and improvement of skills of cognitive, communicative, practical and creative activity. Communication is undoubtedly one of the most important and most common activities or process in people's everyday lives in society. Taking into account all means of communication and theories that people also communicate

by their appearance, it can be assumed that it is almost impossible to find a person who does not communicate.

The term *communication* is widely used in various context and throughout many disciplines these days. As theories of communication are in the focus of several disciplines, from psychology and pedagogy to linguistics, there have been many attempts to define communication, but establishing a single definition that would be applicable in all disciplines seems to be impossible. Clevenger says that “the continuing problem in defining communication for scholarly or scientific purposes systems from the fact that the verb ‘to communicate’ is well established in the common lexicon and therefore is not easily captured for scientific use”. [3]

With the technology used in teaching language skill, McDougald (2009) also revealed that ICT is definitely a complement to conventional teaching, especially when developing reading, writing and listening skills in English. The use of technology in teaching speaking is one of the changes in how languages are taught in school which focuses on the use of language communication rather than just passing the examination. Technological tools like the internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching speaking skills and using such tools have been regarded as ways of helping students improve language skills. Using such technology in teaching speaking is immensely acceptable by students.

Digital storytelling is one powerful technology tool for teaching speaking. It integrates computer technologies and the art of storytelling in which graphic designs such as texts, images and audio are combined making it into a creative media of storytelling. More so, digital storytelling in the classroom has enhanced and developed students in English speaking skills for it allows students to story-tell using their own words and voice. Cartoons on television and other digital platforms also enhance students’ speaking skill. Cartoons provide audio and visuals, to attract attention, therefore develop students’ motivation towards the learning of speaking. [4]

Using technology in teaching speaking brings a number of positive results on the part of the learners. Technology in teaching speaking develops language fluency, accuracy, coherence, lexical resource, grammatical range and pronunciation. More so, technology in teaching speaking improves students’ speaking skills and employing such has a positive impact on learners speaking skills, fluency and pronunciation. It also overcomes students’ speaking difficulty.

Technologies of today have become an effective platform in teaching speaking. It is an additional input of instructors apart from lecturing. Instructors do not employ traditional approaches nor use outmoded modes of teaching speaking like chalk and board lecture in tasking the students to learn to speak,

instead, they make use of the technologies of today as their medium. Technology tools such as video conferencing, email correspondence and social media conversation were found to have been used in general. These technological tools where tasks are channeled build rapport, increase fluency and accuracy, ease anxiety and apprehension and build confidence amongst students who learn to speak in English. These tools help students become skillful and competent in speaking.

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