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**SOHA LINGVISTIKASI: TILSHUNOSLIK  
VA TIBBIYOT INTEGRATSIYASINING  
MUAMMOLARI, YECHIMLARI HAMDA  
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**SOHA LINGVISTIKASI:**  
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**MUAMMOLARI, YECHIMLARI**  
**HAMDA ISTIQBOLLARI**  
**mavzusidagi xalqaro ilmiy-amaliy konferensiya**  
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**MINISTRY OF HIGHER AND SECONDARY SPECIAL  
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

**BUKHARA STATE UNIVERSITY**

**LINGUISTICS OF DIFFERENT  
FIELDS:  
PROBLEMS, SOLUTIONS AND  
PROSPECTS OF LINGUISTICS  
AND MEDICAL INTEGRATION**

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**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО  
СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ  
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**ОТРАСЛЕВАЯ ЛИНГВИСТИКА:  
ЗАДАЧИ, РЕШЕНИЯ И  
ПЕРСПЕКТИВЫ  
ЛИНГВИСТИКИ И  
МЕДИЦИНСКОЙ ИНТЕГРАЦИИ**

**МЕЖДУНАРОДНАЯ НАУЧНО-ПРАКТИЧЕСКАЯ  
КОНФЕРЕНЦИЯ**

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***“Soha lingvistikasi: tilshunoslik va tibbiyot integratsiyasining muammolari, yechimlari hamda istiqbollari” mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallari.–Buxoro: Tadqiqot.uz, 2021.***

Buxoro davlat universiteti O`zbekiston Respublikasi oliy va o`rta maxsus ta`lim vazirligi, O`zbekiston Respublikasi innovatsion rivojlanish vazirligi, O`zbekiston Respublikasi sog`liqni saqlash vazirligi, O`zbekiston Respublikasi tadqiqot.uz. markazi, Buxoro davlat universitetining Pedagogika instituti bilan hamkorlikda “Soha lingvistikasi: tilshunoslik va tibbiyot integratsiyasining muammolari, yechimlari hamda istiqbollari” mavzusida xalqaro ilmiy-amaliy konferensiya o`tkazdi.

O`zbek, rus, ingliz tillaridagi mazkur konferensiya materiallarida tilshunoslikda til, shaxs, jamiyat munosabatlari tadqiqi muammolari va innovatsion g`oyalar tizimini shakllantirish istiqbollari; o`zbek tili tibbiyot leksikografiyasi va terminologiyasini rivojlantirish ijtimoiy zaruriyat; tibbiyot ta`limida lingvokulturologiya va psixolingvistikaning ahamiyati hamda dolzarbligi; tibbiy birliklarning lingvopoetik tadqiqi; amaliy filologiyani rivojlantirish kabi mavzular doirasida mulohaza yuritilgan.

**Mas`ul muharrir**

**filologiya fanlari doktori,  
professor Abuzalova M.Q.**

**Taqrizchilar**

**filologiya fanlari nomzodi,  
dotsent Nazarova S.A.**

**filologiya fanlari nomzodi,  
dotsent G`aybullayeva N.I.**

**tibbiyot fanlari doktori (PhD),  
dotsent Ixtiyarova G.A.**

**To`plovchi va nashrga  
tayyorlovchi**

**pedagogika fanlari nomzodi,  
professor Yuldasheva D.N.**

*Mazkur to`plamga kiritilgan maqolalar va tezislarning mazmuni, statistik ma`lumotlar hamda bildirilgan fikr hamda mulohazalarga mualliflarning o`zlari mas`uldirlar.*

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### **The integration of technology into language teaching**

**Shoimqulova Mahzuna Shavkatovna\***

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**Annotation.** The article deals with the issue of the integration of technology into language teaching and its role in improving speaking and listening skills in EFL classes. There were introduced the importance of technological tools and some practical implementations in using them for enhancing learners' listening and speaking skill. The ideas were proved by the facts that student's skills can be significantly increased by various technological tools such as blogs, quick pen, questionnaire as well as podcasting. Practicality of using podcasts is proved by given activities and lesson plans as well. These tools help to form and develop students' communicative competences, linguistic, pragmatic, socio-linguistic and strategic.

**Key words:** *information and communication technologies, modern technological tools, qualitative feedback in software, innovative forms of education, human tape recorder speech, full involvement, increasing efficiency, intelligence and mixed abilities, to upgrade the level of English teaching*

English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism, and so on. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today. From all four key language skills, speaking is deemed to be the most important in learning a second or foreign language.

Technology is no longer foreign to the earth's citizens. 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. Technology opens a window of improvement in language learning. Not only that, 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.

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\* A senior teacher of English, Department of "Foreign Languages" Bukhara Engineering Technological Institute shoymkulova\_m@mail.ru

Technology has provided significant drivers for both social and linguistic change. With English as an international language and its development around the world, English is used as a second language in many countries. To some people, English acts as their first language. English has become the language for instruction and curriculum in many countries. As the number of English learners increases, new teaching methods have been implemented to test the effectiveness of the teaching process. Language is one of the most substantial elements in communication. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication. Research has found multiple shreds of evidences of the use of information and communication technology (ICT) on students.

As stated by Ur<sup>\*</sup>, speaking included all other skills of knowing that language. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching, it's an art of communications and one of 4 productive skills, that must be mastered in learning foreign language. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Good speaking skills are the act of generating words that can be understood by listeners. According to Brown and Yule<sup>†</sup>, speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, teachers have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. In the preliminary stage, teachers used tape recorders as a technological device to instruct the students, which later evolved as communication laboratory.

The integration of technology into language teaching which was started in the early 1960s and 1970s, assisted teachers to teach second language learners how to speak in the best way possible. Every day teachers are getting access to some new technologies, which join hand with English teaching. As the conventional teaching method such as the chalk and talk method seems to be outdated, the modern technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. It is the need of the hour to integrate modern technologies to upgrade the level of English teaching. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do. New technologies in language learning by multiple intelligence and mixed abilities replace with old methods of teaching. Technologies allow students to become more independent in the classroom. It ushers as a fundamental structural changes to achieving significant improvements in productivity. It is used to support teaching and learning. It also has the power to transform teaching by ushering in a new model of connected teaching.

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<sup>\*</sup>Ur. Penny. A course in language teaching. Practice and theory. Cambridge.: Cambridge University Press, 1991.

<sup>†</sup>Brown, G. and G. Yule. (1983). Teaching the Spoken Language. Cambridge: Cambridge University Press. Brown H. D. 2001.

For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Today's world requires that the goal of teaching speaking should improve the students' communicative skills, because only that way the students can express themselves and learn how to follow the social and cultural rules appropriate in each communication circumstance. Teaching speaking is to teach our learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003)\*.

English become an International language in the world. So, all media, technologies, and all the things will use English. Here some reasons about teaching speaking:

- Speaking is a crucial part of second language learning and teaching.
- The mastery of speaking skills in English is a priority for many second language or foreign language learners.
- Our learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.
- Oral skills have hardly been neglected in today's EFL/ESL courses.

There are some categories that can be used as the role of learners in developing speaking skills in the classroom (Brown, 2001):

- Imitative - A very limited portion of classroom speaking time may legitimately be speech generating "human tape recorder speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out nit the purpose of meaningful interaction, but for focusing on some particular element of language form.
- Intensive - It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.
- Responsive - It consists of short replies to teacher-or student-initiated questions or comments.
- Transactional (dialogue) - Transactional language, carried out for the purposes of conveying or exchanging specific information, is an extended form of responsive language.
- Interpersonal (dialogue) - It carried out more the purpose of maintaining social relationships than for the transmission of a fact and information. These

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\*Nunan, D., and L. Miller, eds. 1995. *New Ways in Teaching Listening*: Alexandria, VA: TESOL.



conversations are little trickier for learners because they can involve some or all of the following factors – a casual register, colloquial language, emotionally charged language, slang and sarcasm.

- Extensive (monolog) - Here the register is more formal and deliberative. It can be planned or impromptu. Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries of perhaps short speeches.

In the fast developing 21st century various innovative technologies are being introduced to teach English in the classrooms. Knowledge base is fast doubling and tripling in so short a time. To cope up with this trend, we have to use modern technologies to teach English to the technical students. Technology can stimulate the playfulness of learners and immerse them in a variety of scenarios. Technology gives learners a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Studies are emerging that show the importance of qualitative feedback in software. When links are provided to locate explanations, additional help, and reference, the value of technology is further augmented. The modern technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do. Modern technologies available for teachers of English today are:

- Communication lab
- Video conferencing
- Video Library
- CALL (Computer Assisted Language Learning)
- TELL (Technology Enhanced Language Learning)
- Pod casting
- Quick Link Pen
- Quicktionary
- Programmes through educational satellites
- Speech Recognition Software
- Internet
- Blogging

Communication Labs Software's are available to develop speaking skills. By incorporating suitable software through computers the students will play it again and again with their own interest and try to improve their speaking skills, which are most essential in this modernized IT world. The usage of headphones in the lab makes the students to have interest over the subject and induces them to repeat again and again instead of feeling boredom.

In teaching listening and speaking skills being regarded as one of the modern approaches of teaching English is based on teaching communication. Communicative competence is also stressed in CEFR as one of the four competences, which should be developed in a language learner. Technology can serve as a main tool for teaching communication and is considered as a foremost tool in forming and developing learners' communicative competence. The key focus for implementing technology in teaching listening and speaking skills is

using podcasts. By using podcasts, learners learn not only the language skills but also by interacting communicatively and purposefully while engaged in the activities and tasks.

Teaching listening and speaking through technological tools has attracted a greater level of interest in recent years that it did in the past. Namely, most teachers are applying teaching technological tools acknowledging that through these tools and activities language learners are able to use their foreign language skills in real life situations as well as enjoying technology based activities.

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#### Integrating technology in teaching listening skills

Sharipova Feruza Negmatullayevna\*

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**Annotation.** The following article deals with one of the most essential matters in modern methodology: that is Communicative Language Teaching issues for people who are learning a foreign language as a second language. Today communication plays an essential role in teaching and learning process. Students may be able to use all their skills only if they manage to use language in practice; that is communication. It should serve for various targets. Some Communicative Language Teaching techniques may assist in constructing learners' creative skills.

**Key words:** *authentic situations, communicative approach, multimedia technology, linguistic knowledge, effective learning, broad experience of different voices, multimedia environment, speaking in the video, uploadwatch-download site*

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as ninety percent of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability. Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own

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\* A teacher of English, Department of "Foreign Languages" Bukhara Engineering Technological Institute  
sharipova14@mail.ru

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