# IMPORTANCE OF EDUCATIONAL TECHNOLOGIES AND METHODS OF USE IN IMPROVING SPEAKING SKILLS OF ENGLISH LANGUAGE LEARNERS

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**Abstract**
This article introduces students to communication, ability, language acquisition, ability to concentrate, creativity, innovation, artistic and cultural connections, self-management, persistence, initiative, decision-making ability and flexibility are covered. In the article, through cultural competence, the use of cultural resources that are already accepted in society, but contain potential opportunities processes are analyzed.

**Keywords**: Communication, competence, empathy, language acquisition, concentration, creativity, innovation, artistic and cultural communication, self-management, persistence, initiative, decision-making and flexibility.

**Introduction**

The development of speaking skills consists of various sub-competencies. These sub-skills are pronunciation, grammar and vocabulary. The development of speaking skills depends on the correct use of tasks and exercises given in the lesson. Before presenting the necessary tasks and exercises, we briefly explain two terms. The term "task" (die Aufgabe) refers to solving and solving communicative problems in a situation.

Tasks serve as an introduction to independent work and offer different methods of implementation. On the other hand, exercises focus on problems that can be solved through repetition and consolidation. Linguistics and situational phenomena are mostly treated separately, which gives the exercises a one-dimensional character. There is no single typology of exercises for speaking skills. Usually presented as communicative exercises in didactic and methodical manuals. A general structure or division is difficult because the requirements for teachers and students are different. Exercise typologies can be created, for example, based on skill levels. Then we have tasks and exercises that vary, and finally, fluency. If it follows from the division of speech into dialogic and monologic speech, the results of the typology of exercises that provide tasks and exercises for the development of monologic and dialogic speech.

Another of the exercises suggested by several authors
typologies are:
- preparatory tasks and exercises for speaking,
- tasks and exercises to strengthen speaking,

- tasks and exercises that create speaking,
- which simulates speaking and approaches real communication
tasks and exercises.
The development of speaking in such a vision of exercise typology
general information about the stages is given. Without prior preparation of the speech cannot
be constructed or constructed or imitated. Preparatory tasks and exercises for speaking. Such
assignments and exercises are imitative and not varied. In addition, they are teachers is strictly
controlled by and is only part of the reproductive exercise.
a) tasks and exercises that improve pronunciation and articulation and
b) speech distinguish between tasks and exercises to increase wealth. a) Pronunciation and
improving discriminative listening. Here is an exercise and two types of assignments are
distinguished.
These are:
1. What students hear imitation exercises that imitate the pronunciation as much as possible.
2. Discriminatory hearing, sounds heard in it and words that sound the same,
and phrases and sentences should be defined. The purpose of these exercises is to train the
student's ear and get used to the sound of a foreign language. Pronunciation It doesn't have to
be perfect, but it should be understandable so that it communicates there will be no
misunderstandings.
b) Vocabulary formation
1. Learners short oral conversations on a certain pattern pair work that creates. Such dialogues
usually consist of two or three sentences and they are repeated over and over again.
2. Chain exercises aimed at the speed of word recall, association games, picture guided
exercises. This is done under time pressure vocabulary exercises that increase and are perfect
for revising vocabulary (eg packing a suitcase). Speaking is the priority when working with the
dictionary important and only after the written face to the students reinforces them should be
given. Context is also important. All words, sentences, mnemonics should be delivered in
context.
3. Exercises using speeches: The purpose of these exercises is to make speeches is to acquire
and strengthen. The focus here is on formulaic expressions, for example, greetings, thanks and
requests, apologies, yourself focus on introduction and so on. First of all, these exercises are
situational and purposeful should be used appropriately for the group. All difficult
communication in students should have ready phrases for situations. Speeches can only consist
of one word and must be typical.
The purpose of this article is to improve speaking skills in teaching a foreign language  One
important skill that helps is description. The main goal is to prove that in order to speak
spontaneously and fluently, it is necessary to learn the correct use of the translated language.
Speaking is a complex activity that involves psychological and physical processes. To be
successful as a teacher, it is necessary to develop language processing processes in students.
This first informs the readers about the speech. Time and space should always be created for
speaking in class. A certain order should appear so that students get used to conversations and
discussions and accept it as something natural, because the dialogues in the textbook make the

conversations seem artificial. Students should not be required to speak without mistakes. As a teacher, one should strive to speak freely among students without barriers and fear. Therefore, positive feedback should always be given and students should be encouraged. Free expression of feedback, receiving it in the translated language, creates real communication in the classroom, improves the relationship between the teacher and the student, and creates a positive work environment.

Oral tests as often as possible in the development of communication in the classroom should be transferred. Vocabulary and grammar do not always need to be checked in writing, rather they should be checked as a conversational task. There is no single typology of exercises for the development of speaking skills. The range of speech tools should be wide and varied, students should always have ready phrases. The result is a difficult conversation using them they can find a way even in the conditions. For advanced groups, it is desirable to perform simulation and developmental exercises as much as possible.

It should be noted that new methods and requirements have been developed in accordance with the European Framework of Reference for Languages (CEFR) for foreign language teaching and assessment of foreign language teachers' knowledge and skills. According to it, textbooks for students of general education schools and vocational colleges is being created. In accordance with these requirements, classrooms were equipped with stands and new information and communication techniques. The demand for learning a foreign language has also increased day by day. Foreign language science is divided into four aspects (reading, speaking, listening comprehension and speaking), and each of them has separate concepts and skills given Teaching and learning a foreign language using modern technologies is one of the most effective ways. In this process, including:

— when using computers, the student can watch and listen to foreign language video clips, demonstrations, dialogues, movies or cartoons;

— it is possible to listen and watch foreign language radio broadcasts and television programs;

- from tape recorders and cassettes, which are considered a more traditional method use;

- CD players can be used. The use of these technical tools makes the process of students learning a foreign language more interesting and effective ensures that.

Advanced methods serve as a compos in mastering a foreign language. One such method is the use of role-playing games in the course of the lesson. Role-playing games are the application of different situations in our real life in the process of learning a foreign language. This method helps to create a language environment during the lesson.

For example: in case 1, old friends meet by chance.

Case 2: A child who does not follow the rules of the road while crossing the road, that is, crosses the road where there is no crossing.

Case 3. A customer enters the store to buy food.

Such life-like role-playing games create a language environment in the course of the lesson, and give students the opportunity to express their thoughts freely. In the process of participating in role-playing games, students learn to think, learn to express their emotional states freely in a foreign language. In the process of preparing for role-playing games, they correct each other's lexical, grammatical and pronunciation mistakes. Making a mistake and correcting it also helps

to learn the language and teaches students to pronounce correctly. The use of role-playing games during the lesson ensures that all students are actively involved in the lesson at the same time. In addition, role-playing games increase students' interest in learning a foreign language and create a lively, cheerful atmosphere in the classroom. This serves to increase the effectiveness of foreign language lessons.

The next method is "Case-study" in English ("case" - specific situation, event, "study" - to study, analyze), a method aimed at carrying out teaching based on the study and analysis of specific situations. is considered One of the most interesting methods is to divide into 3 groups in the game "Pantomimo". One person from each group is put on the board. They are given different words based on the list. They have to explain the words to the rest of the group through gestures and actions without saying a word.

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