

PEDAGOGICAL AND PSYCHOLOGICAL FACTORS IN DEVELOPING STUDENTS' ENGLISH SPEECH AND IT SKILLS.

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Abstract. The development of students' English speech skills is one of the most important objectives of modern foreign language education. Effective language learning depends not only on students' linguistic knowledge but also on a combination of pedagogical and psychological factors that influence their motivation, confidence, participation, and ability to communicate. This article examines the major pedagogical and psychological factors contributing to the development of English speech skills and IT skills among university students. Particular attention is paid to communicative teaching methods, learner-centered instruction, interactive activities, feedback, motivation, anxiety, self-confidence, individual differences, and the psychological learning environment. The article argues that the integration of appropriate pedagogical strategies with psychological support can significantly improve students' communicative competence, critical thinking, active participation, and independent learning abilities. The study also emphasizes the importance of creating a supportive classroom environment in which students are encouraged to communicate in English without fear of making mistakes.

Keywords: english language learning, speech skills, IT skills, pedagogical factors, psychological factors, motivation, communication, learner-centered education, speaking competence, higher education.

TALABALARNING INGLIZ TILIDAGI NUTQIY VA IT KO'NIKMALARINI RIVOJLANTIRISHNING PEDAGOGIK VA PSIXOLOGIK OMILLARI

Annotatsiya. Talabalarning ingliz tilida so'zlashuv nutq malakalarini rivojlantirish zamonaviy xorijiy tillar ta'limining eng muhim vazifalaridan biridir. Tilni samarali o'rganish nafaqat talabalarning lisoniy bilimlariga, balki ularning motivatsiyasi, o'ziga bo'lgan ishonchi, darsdagi ishtiroki va muloqot qilish qobiliyatiga ta'sir ko'rsatadigan pedagogik va psixologik omillarning kombinatsiyasiga ham bog'liqdir. Ushbu maqolada oliy ta'lim muassasalari talabalarida ingliz tili nutq malakalari va axborot texnologiyalari (AKT) ko'nikmalarini rivojlantirishga hissa qo'shadigan asosiy pedagogik va psixologik omillar ko'rib chiqiladi. Bunda kommunikativ o'qitish metodlari, talabaga yo'naltirilgan ta'lim, interaktiv faoliyat turlari, qayta aloqa, motivatsiya, xavotirlanish (hadiksirash), o'ziga bo'lgan ishonch, individual farqlar hamda psixologik ta'lim muhitiga alohida e'tibor qaratilgan. Maqolada tegishli pedagogik strategiyalarni psixologik qo'llab-quvvatlash bilan integratsiya qilish talabalarning kommunikativ kompetensiyasini, tanqidiy fikrlashini, faol ishtirokini va mustaqil o'rganish qobiliyatini sezilarli darajada oshirishi mumkinligi asoslab berilgan. Shuningdek, tadqiqotda talabalar xato qilishdan qo'rqmasdan ingliz tilida muloqot qilishga rag'batlantiriladigan qulay auditoriya muhitini yaratish muhimligi ta'kidlangan.

Kalit so'zlar: ingliz tilini o'rganish, nutq malakalari, IT ko'nikmalari, pedagogik omillar, psixologik omillar, motivatsiya, muloqot, talabaga yo'naltirilgan ta'lim, so'zlashuv kompetensiyasi, oliy ta'lim.

ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ РАЗВИТИЯ РЕЧЕВЫХ И ИТ-НАВЫКОВ СТУДЕНТОВ В АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация. Развитие речевых навыков английского языка у студентов является одной из важнейших задач современного иноязычного образования. Эффективное изучение языка зависит не только от лингвистических знаний студентов, но и от совокупности педагогических и психологических факторов, влияющих на их мотивацию, уверенность, участие и способность к общению. В данной статье рассматриваются основные педагогические и психологические факторы, способствующие развитию речевых навыков английского языка и ИТ-компетенций у студентов вузов. Особое внимание уделяется коммуникативным методам обучения, личностно-ориентированному обучению, интерактивным видам деятельности, обратной связи, мотивации, тревожности, уверенности в себе, индивидуальным различиям и психологической среде обучения. В статье утверждается, что интеграция соответствующих педагогических стратегий с

психологической поддержкой может значительно повысить коммуникативную компетенцию студентов, их критическое мышление, активное участие и способность к самостоятельному обучению. Исследование также подчеркивает важность создания поддерживающей атмосферы в аудитории, в которой студенты поощряются к общению на английском языке без страха совершить ошибку.

Ключевые слова: изучение английского языка, речевые навыки, ИТ-навыки, педагогические факторы, психологические факторы, мотивация, коммуникация, личностно-ориентированное образование, разговорная компетенция, высшее образование.

Introduction. In the context of globalization and international academic cooperation, English has become one of the most important means of communication in education, science, business, and professional development. Therefore, developing students' ability to use English effectively in real communicative situations is an essential task of contemporary higher education. Traditional approaches to foreign language teaching often focused primarily on grammar, vocabulary, and translation. Although these elements remain important, modern language education increasingly emphasizes communicative competence and students' ability to use language appropriately and independently. According to H. D. Brown, successful language teaching should provide learners with opportunities to use language meaningfully and interactively. Students' English speech skills include listening, speaking, pronunciation, fluency, vocabulary use, grammatical accuracy, and the ability to express ideas coherently. At the same time, the development of IT skills can be associated with broader academic and communicative abilities that enable students to analyze information, think critically, interact with others, and apply acquired knowledge in practical contexts. The development of these skills is influenced by both pedagogical and psychological conditions. A well-designed lesson may not produce the expected results if students experience high levels of anxiety, lack motivation, or have low self-confidence. Similarly, strong motivation may not be sufficient if teaching methods do not provide adequate opportunities for communication and practice. Therefore, pedagogical and psychological factors should be considered as interconnected components of the language-learning process.

Pedagogical Factors in Developing English Speech Skills. One of the most significant pedagogical factors is the selection of appropriate teaching methods. Communicative Language Teaching (CLT) places communication at the center of the learning process. Instead of focusing exclusively on memorizing grammatical rules, students are encouraged to participate in conversations, discussions, role plays, presentations, and problem-solving activities. Interactive activities can increase students' opportunities to produce meaningful language. Pair work and group work are particularly useful because they reduce the amount of teacher-centered instruction and give learners more time to speak. Through interaction with their peers, students can develop fluency, negotiation skills, pronunciation, and confidence. Another important factor is the use of authentic materials. Videos, podcasts, interviews, news reports, academic texts, and real-life communication tasks expose learners to naturally occurring English. Authentic materials help students become familiar with different accents, vocabulary, discourse patterns, and communicative contexts. Teacher feedback is also essential. Effective feedback should identify students' strengths and provide constructive suggestions for improvement. Excessive correction during speaking activities can interrupt communication and increase students' fear of making mistakes. Therefore, teachers should balance accuracy-focused correction with fluency-oriented activities. A learner-centered approach is another important pedagogical condition. In a learner-centered classroom, students are active participants rather than passive recipients of information. Teachers act as facilitators who organize learning activities, provide guidance, monitor progress, and encourage independent learning.

Psychological Factors Affecting Language Learning. Psychological factors play a crucial role in students' success in foreign language learning. Motivation is one of the strongest factors influencing learning outcomes. Students who understand the practical value of English are generally more willing to participate in classroom activities and spend additional time practicing the language. Motivation can be intrinsic or extrinsic. Intrinsically motivated students learn because they enjoy the process or are interested in the language and culture. Extrinsically motivated students may learn English because of examinations, future employment, academic requirements, or career opportunities. Effective teachers should attempt to strengthen both types of motivation by connecting classroom activities with students' real-life goals. Foreign language anxiety is another important psychological factor. Some students may feel nervous when speaking English because they are afraid of making grammatical or pronunciation mistakes. According to research in second language acquisition, anxiety can negatively affect learners' willingness to communicate and their overall language performance. Creating a psychologically safe classroom can reduce anxiety. Teachers should demonstrate patience, respect, and encouragement. Mistakes should be treated as a natural part of the learning process rather than as failures. When students feel that their contributions are valued, they become more willing to communicate. Self-confidence also influences speaking performance. Students with higher self-confidence are generally more willing to initiate conversations, express opinions, and participate in discussions. Teachers can develop confidence by assigning tasks that correspond to students' current proficiency levels and gradually increasing their complexity. Individual differences should also be considered. Students differ in personality, learning styles, previous educational experiences, language aptitude, motivation, and preferred ways of learning. Some learners may be highly active in group discussions, whereas others may need more preparation time before speaking. Differentiated instruction can help accommodate these differences.

The Role of the Teacher . The teacher plays a central role in creating conditions for effective language development. A successful English teacher should not only possess strong linguistic competence but also understand students' psychological needs. Teachers should establish clear learning objectives and explain why particular activities are

important. They should provide students with regular opportunities to practice speaking and listening and should use various forms of interaction. The teacher's attitude toward errors is especially important. If mistakes are immediately criticized, students may become reluctant to speak. In contrast, supportive correction can help learners understand their weaknesses while maintaining their confidence. Teachers can also promote autonomy by encouraging students to set personal learning goals, evaluate their progress, use digital resources, and practice English outside the classroom

Interactive Technologies and IT Skills. Modern educational technologies provide additional opportunities for developing students' English speech and ATT skills. Digital platforms, online discussion forums, video-conferencing tools, language-learning applications, and multimedia resources can create opportunities for authentic communication. Technology-supported learning can also facilitate independent study. Students can listen to English podcasts, watch educational videos, participate in online discussions, and communicate with speakers of English from different countries. Furthermore, technology can support the development of analytical and critical-thinking abilities. Students can compare sources, evaluate information, prepare presentations, conduct online research, and solve problems collaboratively. Thus, technology can connect language learning with broader academic and professional competencies.

Discussion. The development of English speech and IT skills requires an integrated approach. Pedagogical methods and psychological conditions should complement each other. Communicative activities may be highly effective from a methodological perspective, but their effectiveness can be reduced if students experience anxiety or lack motivation. For this reason, teachers should create a balance between challenge and support. Tasks should be sufficiently challenging to stimulate development but not so difficult that students become frustrated. Gradual progression from controlled practice to freer communication can help learners develop confidence. Collaborative learning is particularly valuable because it creates opportunities for students to learn from one another. Peer interaction can increase speaking time, promote cooperation, and develop social and communication skills. Assessment should also be designed to support learning. Instead of relying exclusively on final examinations, teachers can use formative assessment, self-assessment, peer assessment, presentations, projects, and portfolios. Such approaches enable students to recognize their progress and identify areas for further improvement

Conclusion. The development of students' English speech skills and IT skills is a complex process influenced by numerous pedagogical and psychological factors. Effective teaching requires more than the presentation of linguistic information. It requires meaningful communication, interactive learning, appropriate feedback, learner-centered instruction, motivation, confidence, and a supportive psychological environment. Among the most important pedagogical factors are communicative teaching methods, authentic materials, interactive activities, differentiated instruction, formative assessment, and educational technologies. The major psychological factors include motivation, self-confidence, anxiety, attitudes toward mistakes, learner autonomy, and individual differences. Consequently, teachers should consider students as active participants in the learning process and create conditions in which they can communicate, experiment, make mistakes, receive constructive feedback, and gradually develop their abilities. The integration of pedagogical and psychological approaches can contribute substantially to the development of students' communicative competence and prepare them for successful academic, professional, and intercultural communication.

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