

THE ROLE OF ARTIFICIAL INTELLIGENCE IN ENHANCING ORAL COMMUNICATION SKILLS OF NON-PHILOLOGY STUDENTS

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Annotation. *This article examines the impact of Artificial Intelligence (AI) on the development of oral communication skills among non-philology university students. While learners in non-linguistic fields often experience limited exposure to English speaking practice, AI-powered tools provide flexible, personalized, and interactive learning environments. The study discusses theoretical foundations, types of AI utilized in oral communication training, practical classroom applications, pedagogical benefits, challenges, and future prospects. Findings indicate that AI significantly contributes to the enhancement of pronunciation accuracy, fluency, vocabulary use, confidence, and overall communicative competence. The article concludes with recommendations for integrating AI into EFL speaking instruction for diverse academic majors.*

Keywords: *Artificial Intelligence; oral communication; EFL learners; non-philology students; speaking skills; language technology; digital pedagogy.*

Introduction. English oral communication skills have become indispensable for university students regardless of their academic field. Non-philology students-studying engineering, business, medicine, information technology, or natural sciences-frequently encounter English in professional and academic contexts. They must participate in conferences, communicate with international colleagues, present research, and engage in global digital platforms. However, many struggle with speaking skills due to limited classroom practice, lack of confidence, fear of mistakes, and insufficient interaction with proficient speakers.

Artificial Intelligence offers new opportunities to bridge these gaps. AI-powered tools simulate real communication scenarios and provide individualized feedback and consistent practice opportunities. This article investigates the role of AI in enhancing oral communication abilities among non-philology students and presents strategies for effective implementation.

Theoretical Background. Communicative Language Teaching (CLT).

CLT emphasizes meaningful interaction and real-life communication. AI tools—such as chatbots, speech-recognition apps, and virtual tutors—align with CLT by enabling learners to actively use language, negotiate meaning, and receive instant responses.

Sociocultural Theory. Vygotsky's theory highlights the importance of mediated learning. AI acts as a “digital mediator,” offering guided practice through prompts, corrective feedback, and scaffolded tasks, helping students progress within their Zone of Proximal Development.

Interaction Hypothesis. Long argues that language acquisition is promoted through interaction and negotiation of meaning. AI chat bots replicate these interactions by asking follow-up questions, challenging students to clarify ideas, and encouraging extended speaking.

Affective Filter Hypothesis. Krashen proposes that emotional factors like anxiety hinder learning. AI reduces anxiety because learners can practice privately, repeat tasks without embarrassment, and engage at their own pace.

Cognitive Load Theory. AI breaks complex speaking tasks into smaller components, helping learners manage cognitive overload and focus on gradual improvement. This is especially beneficial for non-philology students who may lack prior linguistic training.

AI Tools Supporting Oral Communication Development. Speech-Recognition Technologies.

AI-based pronunciation apps (e.g., ELSA Speak, Google Speech-to-Text) analyze speech patterns and highlight mispronunciations. These tools provide real-time diagnostic feedback on:

- articulation of phonemes,
- word stress patterns,
- intonation and rhythm,
- connected speech features.

Such precise evaluation enables learners to monitor their progress and make targeted improvements.

AI Chat bots and Conversational Agents. AI chat bots simulate an interactive dialogue, making them effective conversation partners. They produce natural language, maintain topic flow, and adapt responses to the learner's level. Students can practice:

- academic discussions,
- small talk,
- professional dialogues,
- interview simulations,
- technical explanations related to their major.

Personalized Learning Platforms. AI systems assess student performance and generate individualized tasks. Engineering students may receive technical speaking prompts; medical students may get patient–doctor role-play exercises. Personalization increases relevance and motivation.

Virtual and Augmented Reality Environments. VR platforms immerse learners in realistic settings, such as job interviews, international airports, or conference rooms, enabling authentic oral practice. AI avatars in these environments respond dynamically, simulating real communication challenges.

AI-Based Pronunciation Coaches. These systems use acoustic models to compare learner output with native-like pronunciation, giving visual feedback and

step-by-step articulation guides. This strengthens phonological awareness and boosts confidence.

Practical Applications of AI in Teaching Speaking. AI-Assisted Pronunciation Training. Teachers integrate AI pronunciation tasks into lessons, allowing students to receive individualized feedback that human instructors may not always provide. Students can record themselves, identify errors, and repeat practice until improvement is evident.

AI-Supported Role-Plays for Specific Majors. AI generates role-play scenarios tailored to academic disciplines:

Engineering: explaining a machine function to an AI supervisor.

Medicine: conducting a diagnostic interview with an AI patient.

Business: negotiating with an AI client.

IT:describing software bugs to a virtual team member.

Such tasks improve not only linguistic competence but also professional communication skills.

Interactive Dialogue Practice. Chat bots enable endless conversation practice. For example, learners can have 10-minute daily conversations on various topics: global issues, technology, sustainability, or social problems. This improves fluency and spontaneous language production.

AI Feedback on Oral Presentations. Students upload spoken presentations, and AI analyzes:

- pace,
- clarity,
- coherence,
- grammar accuracy,
- filler words,
- confidence markers.

These analytical insights encourage self-reflection and structured improvement.

Peer Collaboration via AI Platforms. Platforms such as Flip grid allow students to submit video tasks. AI generates discussion prompts, summarizes student speech, and identifies key errors. This supports collaborative learning while maintaining teacher oversight.

AI for Vocabulary Activation. AI recommends high-frequency or domain-specific vocabulary, prompting learners to use new words in real-time speaking tasks. This reduces lexical gaps that often hinder fluency.

Benefits of Using AI for Non-Philology Students. Increased Speaking Time.

AI overcomes the limitations of traditional classrooms, giving students limitless opportunities to practice speaking independently.

Conclusion. Artificial Intelligence has the potential to revolutionize oral communication training for non-philology university students. By offering interactive, adaptive, and professionally relevant tasks, AI supports learners in overcoming common barriers such as anxiety, lack of practice, and limited exposure to English-speaking environments. The use of speech-recognition systems, chat bots, VR simulations, and personalized platforms significantly enhances pronunciation accuracy, fluency, vocabulary use, and overall communicative competence. While challenges such as privacy concerns, technological limitations, and the need for human interaction remain, the pedagogical benefits of AI integration are profound. Properly implemented, AI can serve as a powerful supplement to traditional instruction, enabling non-philology students to develop the oral communication skills required for academic and professional success.

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