



DEVELOPING SECONDARY SCHOOL STUDENTS' SPEAKING SKILLS BASED ON DIGITAL TECHNOLOGIES

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Abstract:

This article examines effective methods for developing secondary school students' speaking skills through the use of digital technologies. In the context of modern education, digital tools play a significant role in enhancing language learning by creating interactive, student-centered, and communicative environments. The study analyzes the pedagogical potential of digital platforms, multimedia resources, and online communication tools in improving learners' pronunciation, fluency, vocabulary usage, and confidence in spoken language. The article also highlights the role of teachers in integrating digital technologies into speaking activities and emphasizes the importance of motivation and learner autonomy. The findings suggest that technology-based instruction significantly contributes to the development of students' speaking competence and overall communicative ability.

Keywords: Speaking skills, Digital technologies, secondary school students, language learning, communicative Competence, educational technology

Introduction

Speaking is one of the most important and challenging skills in foreign language learning, especially for secondary school students. It requires not only linguistic knowledge but also the ability to use language appropriately in real-life communicative situations. Traditional teaching methods often fail to provide



sufficient opportunities for active speaking practice, which can lead to low motivation and limited communicative competence among learners.

With the rapid development of digital technologies, new opportunities have emerged for enhancing speaking instruction. According to Richards, speaking is a productive skill that requires meaningful interaction and continuous practice [1]. Digital technologies enable teachers to create interactive, engaging, and student-centered learning environments that promote active participation. Therefore, integrating digital tools into speaking instruction has become a priority in modern language education.

Speaking skill development has been widely studied in linguistics and language pedagogy. Speaking is defined as the ability to express thoughts, feelings, and ideas orally in a coherent and fluent manner. Brown emphasizes that speaking involves both accuracy and fluency, which must be developed simultaneously through communicative practice [2].

From a communicative approach perspective, language learning is most effective when learners actively use the target language for meaningful communication. Harmer notes that students need opportunities to interact, negotiate meaning, and express personal opinions in order to develop speaking competence [3]. In this context, digital technologies serve as powerful tools that support communicative language teaching by providing authentic input and interactive tasks.

Digital technologies offer a wide range of tools that can significantly enhance speaking instruction. Multimedia resources such as videos, podcasts, and interactive presentations expose students to authentic language use and different accents. According to Chapelle, technology-based language learning creates meaningful contexts for communication and supports skill integration [4].

Online platforms and applications, including video conferencing tools, language learning apps, and virtual classrooms, allow students to practice speaking beyond the classroom. These tools encourage collaboration, peer interaction, and



autonomous learning. Moreover, digital technologies reduce students' anxiety by providing a supportive environment where learners can practice speaking at their own pace. Various digital tools can be effectively used to develop speaking skills in secondary schools. Video conferencing platforms enable real-time communication, role plays, and discussions. Voice recording tools allow students to record and analyze their speech, improving pronunciation and fluency.

Project-based learning supported by digital technologies also plays a significant role. Students can create digital presentations, podcasts, or video blogs, which encourage them to use spoken language creatively. According to Dudeney and Hockly, technology enhances learner engagement and motivation when integrated with clear pedagogical objectives [5]. Teachers play a crucial role in selecting appropriate tools and designing meaningful speaking tasks. Digital technologies should not replace teachers but rather support and enrich the teaching process. Effective guidance and feedback are essential to ensure successful speaking skill development. The use of digital technologies in speaking instruction offers numerous benefits. It increases students' motivation, provides exposure to authentic language, and supports differentiated learning. Students become more confident and willing to communicate in the target language.

However, there are also challenges, such as limited access to technology, lack of digital literacy, and technical difficulties. As emphasized by Warschauer, successful technology integration requires proper teacher training and institutional support [6]. Addressing these challenges is essential to maximize the effectiveness of digital speaking instruction.

Conclusion

In conclusion, developing secondary school students' speaking skills based on digital technologies is an effective and necessary approach in modern education. Digital tools provide rich opportunities for interaction, authentic communication, and learner autonomy. As supported by linguistic and pedagogical research,



technology-based instruction enhances fluency, accuracy, and communicative competence. The integration of digital technologies into speaking instruction requires careful planning, appropriate tool selection, and active teacher involvement. When used purposefully, digital technologies create a dynamic learning environment that supports students' oral communication development. Future research may focus on empirical studies examining the long-term impact of specific digital tools on speaking proficiency in secondary education. The development of secondary school students' speaking skills through digital technologies represents a significant advancement in modern language education. As speaking is a core component of communicative competence, it requires continuous practice, meaningful interaction, and learner engagement. The findings of this study confirm that digital technologies create favorable conditions for achieving these objectives by offering interactive, flexible, and learner-centered learning environments.

Digital tools such as multimedia resources, online communication platforms, and voice-recording applications provide students with authentic language input and real-life communicative experiences. These tools help learners improve pronunciation, fluency, and vocabulary usage while simultaneously reducing anxiety and increasing confidence in spoken communication. Moreover, technology-based speaking activities encourage collaboration, creativity, and active participation, which are essential for effective language acquisition.

References

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