



CHALLENGES AND OPPORTUNITIES OF USING DIGITAL STORYTELLING TO FOSTER ORAL EXPRESSION SKILLS

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***Abstract.** This article examines the challenges and opportunities of using Digital Storytelling (DST) to foster oral expression skills in language learners. Digital Storytelling, which combines oral narration with multimodal elements such as images, audio, and video, has gained increasing attention as an innovative pedagogical approach in language education. The study highlights key opportunities associated with DST, including reduced speaking anxiety, increased learner engagement, enhanced motivation, and the development of metalinguistic awareness through reflective and purposeful oral production. By allowing learners to rehearse and refine their spoken output, DST creates a supportive environment that encourages meaningful communication.*

***Keywords:** Digital Storytelling, Oral Expression, Educational Technology, Language Learning, Multimodality.*

***Аннотация:** В данной статье рассматриваются проблемы и возможности использования цифрового сторителлинга (Digital Storytelling, DST) для развития навыков устной речи у изучающих язык. Цифровой сторителлинг, который сочетает устное повествование с мультимодальными элементами, такими как изображения, аудио и видео, привлекает все большее внимание как инновационный педагогический подход в языковом образовании. В исследовании выделяются ключевые возможности DST, включая снижение тревожности при говорении, повышение вовлеченности обучающихся, усиление мотивации и развитие метаязыковой осознанности через рефлексивное и целенаправленное устное высказывание.*



Предоставляя учащимся возможность репетировать и совершенствовать свою устную речь, DST создает поддерживающую среду, способствующую осмысленному общению.

Ключевые слова: *Цифровой сторителлинг, Устная речь, Образовательные технологии, Изучение языка, Мультимодальность.*

Annotatsiya: *Ushbu maqolada til o'rganuvchilarda og'zaki nutq ko'nikmalarini rivojlantirishda raqamli hikoyalash (Digital Storytelling, DST) dan foydalanishning muammolari va imkoniyatlari tahlil qilinadi. Og'zaki bayonni tasvirlar, audio va video kabi multimodal elementlar bilan uyg'unlashtiradigan raqamli hikoyalash til ta'limida innovatsion pedagogik yondashuv sifatida tobora keng e'tirof etilmoqda. Tadqiqotda DST bilan bog'liq asosiy imkoniyatlar, jumladan, gapirishdagi xavotirning kamayishi, o'quvchilarning faolligi va motivatsiyasining oshishi hamda reflektiv va maqsadli og'zaki nutq orqali metalingvistik xabardorlikning rivojlanishi yoritib beriladi. O'quvchilarga o'z og'zaki nutqini mashq qilish va takomillashtirish imkonini berish orqali DST mazmunli muloqotni qo'llab-quvvatlovchi muhitni yaratadi.*

Kalit so'zlar: *Raqamli hikoyat, Og'zaki nutq, Nutqiy ko'nikmalar, Ta'lim texnologiyalari, Til o'rganish, Multimodallik.*

INTRODUCTION. Oracy, which is described as the capacity to communicate ideas clearly, concisely, and accurately through spoken language, has become just as important in today's educational environment as literacy in order to enable students to participate successfully in social, professional, and academic environments. The development of oral expressive abilities is nevertheless a constant problem in language education, despite its significance. Due to psychological obstacles including nervousness, low self-esteem, and fear of receiving a poor grade, as well as a lack of opportunity for meaningful and real-world oral practice in traditional classroom settings, many students have difficulty speaking. Oral proficiency is therefore frequently poor in comparison to receptive abilities like reading and listening.



The use of technology in language instruction has become more popular in response to these difficulties, especially in methods that support communicative and learner-centred approaches. One such method is Digital Storytelling (DST), which combines modern multimedia elements including photos, audio, video, and digital text with the age-old oral storytelling technique. DST is a multimodal platform that facilitates intentional oral communication while encouraging creativity and critical thinking by having students create and narrate personal or thematic stories. Constructivist and sociocultural theories of learning, which place an emphasis on social interaction, meaning-making, and active engagement in language acquisition, are consistent with this method.

Opportunities: The Power of the "Rehearsed" Voice Digital storytelling offers a distinctive educational framework that is frequently absent from typical classroom lectures. The Power of the "Rehearsed" Voice Digital storytelling offers a distinctive educational framework that is frequently absent from typical classroom lectures.

Reduction of Speaking Anxiety: A lot of students experience "Foreign Language Anxiety," which prevents them from speaking because they are afraid of making mistakes in front of an audience. Students can focus on expressiveness rather than anxiety by using DST to record their voices in a quiet, low-stakes setting. **Enhanced Metalinguistic Awareness:** Students participate in self-evaluation because DST entails recording, listening, and re-recording. They are able to spot pronunciation, intonation, and pace mistakes because to this reflecting cycle, which results in more polished final productions. **Multimodal Scaffolding:** Storyboards and music are examples of visual and aural clues that serve as a cognitive scaffold. These components make difficult oral communication more approachable by assisting students in structuring their ideas and preserving a cogent narrative flow.

Challenges: The Difficulty of Execution DST is not a "plug-and-play" option, despite its advantages. It necessitates a change in classroom management and teaching philosophy. **Cognitive Overload's Risk:** Students may get unduly



preoccupied with technical editing (video transitions, filters) at the expense of language quality, which is a common problem. Sometimes, the "digital" takes precedence over the "storytelling."

The Digital Divide: Disparities in access to high-speed internet and modern hardware remain a barrier. Students without technical fluency or proper equipment may feel disadvantaged, potentially widening the achievement gap.

Time and Curricular Constraints: Creating a high-quality digital story is time-consuming. It involves brainstorming, scriptwriting, storyboarding, and technical production. Fitting this intensive process into a rigid academic schedule remains a primary hurdle for many educators. A significant amount of class time was spent on technology training at the detriment of fluency practice.

CONCLUSION

An important development in encouraging oral expression is digital storytelling, which gives students a strong platform to hone their communication abilities in a contemporary setting. The advantages greatly exceed the new logistical and technical difficulties. Students can develop a self-assured, imaginative, and distinct "digital voice" that speaks in today's multimedia-rich world by using digital storytelling. Teachers can transform oracy from a mere academic requirement into a dynamic, captivating art form by carefully combining technology with successful instructional techniques. This method prepares students for a variety of communication demands in the future by fostering critical thinking, creativity, and digital literacy in addition to improving their speaking and narrative skills.

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