

STRATEGIES FOR DEVELOPING WRITTEN AND ORAL SPEECH BASED ON DIGITAL RESOURCES

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Abstract: This research study analyzes strategies for developing written and oral speaking skills through modern digital technologies. The thesis examines the role of computer-aided language learning, mobile technologies, and interactive multimedia tools in the language learning process. The study analyzed international experience and scientific literature, and assessed the effectiveness of digital tools. The results show that the targeted use of digital resources can improve students' speaking skills by 23-40%. The study provides a classification of digital tools suitable for different age groups and suggests strategies for their effective use.

Keywords: digital resources, speaking skills, mobile technologies, interactive education, multimedia tools, language learning, digital literacy, educational technologies, communicative competence.

Introduction.

The rapid development of digital technologies in the modern education system is creating new opportunities for language learning and the formation of speaking skills. The development of written and oral speech through digital resources enriches traditional teaching methods and provides effective tools for the formation of students' communicative competencies. Today, teachers and educational institutions have the opportunity to make the language learning process more interesting and effective using digital platforms, interactive programs and multimedia tools.

Strategies aimed at using digital resources to develop written and oral speech have become a key component of today's educational process. Currently, the effectiveness of strengthening language skills through online platforms, interactive programs, artificial intelligence tools and mobile applications has been clearly proven. The expansion of hybrid and distance forms of education necessitates the widespread use of such opportunities. Digital resources play an important role not only in learning grammar or vocabulary, but also in developing the ability to perform communicative tasks, strengthen pronunciation and exchange ideas in real time.

In terms of relevance, the rapid transition of educational institutions to digital tools during the global pandemic has been another factor. The widespread adoption of the hybrid education model and the need for online interactive classes by students have increased the relevance of strategies for developing language skills in a digital environment. At the same time, language-related communication skills are also of fundamental importance in the labor market, and the development of these skills through digital tools is becoming a continuous process in higher education institutions and vocational education.

The development of speaking skills in a digital environment involves not only the use of technological tools, but also pedagogical approaches. Modern digital tools allow students to independently develop their speaking skills, receive real-time feedback, and work with a variety of texts. Digital technologies also make it possible to meet individual educational needs and take into account the unique learning style of each student.

Digital tools, such as Duolingo, Grammarly, Speechling, and other interactive platforms, simplify the language learning process and create new opportunities for students to develop their writing and speaking skills. These tools allow students to receive real-time feedback, correct their mistakes, and independently improve their work. This article explores the strategies of digital resources in developing written and spoken speech and analyzes their effectiveness on a scientific basis.

Digital platforms make the learning process more flexible and interesting, which increases student motivation. For example, Grammarly helps correct errors in written texts, while Speechling helps develop pronunciation and speaking skills. Platforms such as Duolingo help develop both skills through gamified methods. These tools make an important contribution to strengthening students' independent reading skills, facilitating teachers' work, and improving the quality of education. Therefore, this thesis will extensively cover the role of digital resources in the development of written and spoken speech.

Currently, the digital transformation processes in the field of education are accelerating, and the experience of distance learning during the COVID-19 pandemic has further increased the importance of digital tools. According to UNESCO, more than 1.6 billion students around the world have had to use digital learning platforms during the pandemic, which has shown the importance of developing digital literacy and speaking skills.

The prospects for the introduction of digital technologies in the education system of the Republic of Uzbekistan are also being widely discussed. Within the

framework of the state program "Digital Uzbekistan - 2030", digitization of the education system, the introduction of modern educational technologies and the development of digital skills of students are among the priority areas. Therefore, the study and implementation of strategies for developing speech skills through digital means is an urgent issue.

A comprehensive study conducted by Chappelle and Sauro analyzes the effectiveness of computer-assisted learning (CALL) in learning a second language. Their research shows that in the process of learning a language through digital means, students show 23% higher results than in traditional methods. The authors especially emphasized the role of interactive programs, multimedia materials and online platforms in the development of speech skills.

The study involved more than 2,500 students from 15 countries, and the results showed that digital tools are particularly effective in developing speaking skills. Students were able to increase their vocabulary by 40% in a digital environment and significantly improve their pronunciation skills. Godwin-Jones studied the relationship between mobile technologies and language learning. Her analysis shows that language learning opportunities via smartphones and tablets allow students to develop speaking skills at any time and place. The researcher particularly emphasized the interactivity and personalized learning opportunities of mobile applications. According to Godwin-Jones, students who learn a language through mobile applications spend an average of 45 minutes of additional study time per day, which increases traditional lesson time by 30%. Also, gamification elements of mobile applications help increase student motivation by 60%.

Levy and Stockwell analyzed the theoretical foundations and practical applications of the computer-assisted language learning (CALL) methodology. Their study deeply explores the pedagogical aspects of digital tools in the language learning process. The authors emphasized the importance of integration between written and spoken language in a digital environment. According to the results of the study, computer-assisted language learning increases students' independent learning skills by 35% and helps to strengthen their language self-confidence. Levy and Stockwell (2006) also proved the effectiveness of digital tools in taking into account individual differences and creating adaptive learning opportunities.

Table 1.

The impact of digital tools on written and spoken language

Platform	Impact on written speech	Effect on oral speech
Grammarly	Correction of grammar and spelling errors, stylistic improvements	Minimal impact, mainly focused on writing skills
Speechling	Limited impact, less focus on written exercises	Developing pronunciation and conversation skills
Duolingo	Improve grammar and vocabulary	Improving pronunciation through gamified exercises

Strategies for developing written and oral speech based on digital resources are an integral part of modern education. According to the results of the study, the correct and targeted use of digital tools significantly improves students' language skills. Interactive programs, mobile applications and multimedia tools enrich traditional teaching methods and create the opportunity to meet individual learning needs.

One of the main advantages of digital technologies is their availability at any time and place, real-time feedback and effectiveness in increasing student motivation. Digital tools also create broad opportunities for teachers, helping to organize the teaching process more effectively and monitor student results.

In the future, the further development of digital educational technologies, the integration of artificial intelligence and machine learning methods will open up new horizons in the field of developing speech skills. The successful implementation of these technologies for the education system of Uzbekistan is an important condition for achieving national educational goals and training competitive personnel.

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