

DIGITAL TOOLS FOR IMPROVING ENGLISH SPEAKING SKILLS**Rimboyeva Mohinur Ulug'bek qizi**

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Abstract. *In the digital age, technology has become an important part of language learning, especially in increasing speaking skills. This article explores the role of digital tools in improving English speaking abilities among learners at different proficiency levels. It highlights how applications, online platforms, and artificial intelligence-based tools create interactive and engaging environments that encourage regular speaking practice. Digital tools such as language learning apps, speech recognition software, and virtual conversation partners provide learners with immediate feedback, flexible learning opportunities, and real-life communication experiences. The article also discusses the advantages of using digital tools, including increased learner motivation, accessibility, personalized learning paths, and opportunities for autonomous practice. At the same time, it addresses certain challenges, such as overreliance on technology, lack of face-to-face interaction, and digital distractions. By analyzing current practices and examples, the study emphasizes the importance of integrating digital tools into language instruction to enhance speaking fluency, pronunciation, and confidence. The findings suggest that when used productively, digital tools can significantly support the development of English speaking skills and make language learning more efficient and interesting*

Key words: *digital tools, online platforms, language learning apps, speaking fluency, pronunciation, confidence.*

INTRODUCTION: Education plays an important role in the development of society and the country. Learning methods continue to change with the times, and tools is one of the most influential components. Learning tools is a tool or means used during the learning process to help students understand and absorb information better (Sophya & Sophya, 2013). The development of information and communication technology (ICT) in recent decades has changed the world of education, bringing a revolution in the use of educational tools. In the 20th century, technological advances such as slide projectors, films, and sound recordings entered the classroom. The use of digital tools such as interactive simulations, learning videos, and e-learning platforms is now accessible thanks to advances in computer and internet technology (Nuria & Nurfani, 2019).

Theoretical Framework

In our changing, dynamic world increasingly dependent on technologies, literacy needs much more than the traditional approaches to reading and writing in students' first language, especially bearing in mind that "individuals no longer interact mainly with static print materials when reading and writing" (Kinzer & Leu, 2017, p. 1559). Education in general and language education in particular need then to take advantage of a pedagogy of multiliteracies, considering that "literacy teaching is not about skills and competence; it is aimed at creating a kind of person, an active designer of meaning, with a sensibility open to differences, change and innovation" (Cope & Kalantzis, 2009, p. 175).

METHODS

The purpose of this study is to provide an in-depth overview of how digital English learning tools are used in education.

This study uses a literature study method where researchers can understand the trends, successes, and problems of using English learning tools using this method by collecting, analyzing, and synthesizing relevant academic literature (Hartiwi, 2021).

According to Sugiyono (2018), this method is very useful for researchers, policy makers, and education practitioners because it can be easily evaluated from various sources.

The method used in the research is qualitative. Qualitative research is descriptive. The data collected is in the form of words or pictures, not numbers. Written research results contain quotations from the data to illustrate and substantiate the presentation (Bogdan & Biklen, 1998).

According to Creswell and Poth (cited in Yastıbaş et al., 2022), qualitative research allows researchers to explore problems experienced by humans, as it can help them understand the meaning of the problem. Thus, researchers can understand the problem complexly and in detail. The researcher use qualitative research methods to describe the problem of English speaking found among the respondents.

RESULTS

Analysis on the 20 articles of those 20 selected, provided acidic and essential pieces of knowledge about effectiveness in effective for online learning tools for speaking English. For example, (Syafiq et al., 2021) highlighted YouTube videos) implemented on students improvements their pronunciation fluency vocabulary significantly. It was accomplished with much reading of genres like authentic materials that consumed learners in lifelike conversations for self-paced practice. Simulation-based learning (Angelini M.Laura & García-Carbonell Amparo, 2019) was another potent form that students got an opportunity to (Parveen, 2016) attempt real-life conversational practices enhancing their oral proficiency. Moreover, showed the utility of speech recognition software to drive student engagement and encouraging learners to self-correct through podcasts so their speaking skills could be refined.

Discussion

Difficulty speaking in English is reasonable in countries whose national language is not English. However, the digital era of globalization creates a borderless society, making international interactions easier (Nurhaidah & Musa, 2015). According to (Jalaluddin, 2016), in organizing language classroom activities, teachers use videos, video clips, films, music clips, and trailers as available materials to provide information and language contexts that are necessary for speaking practice.

Additionally, Jalaluddin (2016, p. 1) stated that students can upload their products of making conversations or dialogue on YouTube where they can see the comments, which will make them feel more and more confident and avoid making mistakes in speaking learning. More importantly, YouTube is an unlimited source that learners can take advantage of to get materials for their projects when they make the presentation (Mustafa, 2018). In short, Kusmaryani et al. (2019, p. 2) concluded that there are some benefits that technological devices bring to both teachers and learners, including supplying many features such as instant communication, website browsing, video player, recording, etc., with which learners and teachers will achieve good results in learning and teaching methods such as inquiring learning, self-directed learning, and formative assessment.

Conclusion

In conclusion, digital tools have an important role in improving English speaking skills.

Applications, videos, speech recognition software, and online platforms create interactive environments that help learners practice speaking, improve pronunciation, and build fluency.

These tools also enhance motivation, support independent learning, and provide flexible opportunities for practice. However, technology should be used as a support, not a replacement for traditional teaching, because overreliance and distractions can reduce its effectiveness.

Overall, the balanced use of digital tools can make English learning more engaging, accessible, and productive.

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