

## PEDAGOGICAL ADVANTAGES OF USING SOCIAL MEDIA TO IMPROVE SPEAKING SKILLS

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**Annotation:** *The rapid development of digital technologies and the widespread use of social media platforms have significantly transformed modern language education. Social media has emerged as an effective pedagogical tool for improving speaking skills, particularly in foreign language learning contexts. This article explores the pedagogical advantages of using social media platforms such as YouTube, Instagram, Telegram, Facebook, and TikTok to enhance learners' oral communication abilities. These platforms provide authentic language input, real-life communication opportunities, and interactive environments that foster learner engagement and motivation. Through synchronous and asynchronous communication, learners can practice pronunciation, fluency, vocabulary usage, and pragmatic competence in meaningful contexts. Moreover, social media supports learner autonomy, collaborative learning, and continuous exposure to the target language beyond the classroom. The study highlights how social media encourages confidence building, reduces speaking anxiety, and facilitates intercultural communication. The findings suggest that integrating social media into speaking instruction can significantly improve learners' communicative competence when used strategically and pedagogically.*

**Keywords:** *social media, speaking skills, language learning, communicative competence, digital pedagogy.*

**Annotatsiya:** *Raqamli texnologiyalarning jadal rivojlanishi va ijtimoiy tarmoqlarning keng tarqalishi zamonaviy til ta'limi jarayoniga sezilarli ta'sir ko'rsatmoqda. Ijtimoiy tarmoqlar, ayniqsa, chet tillarni o'rganishda og'zaki nutq ko'nikmalarini rivojlantirish uchun samarali pedagogik vosita sifatida namoyon bo'lmoqda. Mazkur maqolada YouTube, Instagram, Telegram, Facebook va TikTok kabi ijtimoiy media platformalarining speaking skillsni rivojlantirishdagi pedagogik afzalliklari yoritiladi. Ushbu platformalar o'quvchilarga autentik til muhiti, real hayotga yaqin muloqot va interaktiv o'rganish imkoniyatlarini yaratadi. Sinxron va asinxron muloqot orqali o'rganuvchilar talaffuz, ravonlik, so'z boyligi va pragmatik kompetensiyalarini rivojlantiradilar. Shuningdek, ijtimoiy tarmoqlar o'quvchilarning mustaqil ta'lim olish ko'nikmalarini, hamkorlikda o'rganishini va darsdan tashqari tilga doimiy ta'sirlanishini ta'minlaydi. Tadqiqot natijalari ijtimoiy tarmoqlardan pedagogik maqsadda foydalanish o'quvchilarning nutqiy ishonchini oshirishi, nutqiy qo'rquvni kamaytirishi va madaniyatlararo muloqotni rivojlantirishini ko'rsatadi.*

**Kalit so'zlar:** *ijtimoiy tarmoqlar, og'zaki nutq ko'nikmalari, til o'rganish, kommunikativ kompetensiya, raqamli pedagogika.*

**Аннотация:** *Стремительное развитие цифровых технологий и активное использование социальных сетей оказали значительное влияние на современное языковое образование. Социальные сети стали эффективным педагогическим инструментом для развития навыков устной речи, особенно в процессе изучения иностранных языков. В данной статье рассматриваются педагогические преимущества использования таких платформ, как YouTube, Instagram, Telegram, Facebook и TikTok, для совершенствования устной речи обучающихся. Эти платформы обеспечивают аутентичную языковую среду, возможности реального общения и интерактивное взаимодействие, способствующее повышению мотивации учащихся. Синхронное и асинхронное общение позволяет развивать произносительные навыки, беглость речи, словарный*

запас и прагматическую компетенцию. Кроме того, социальные сети способствуют формированию автономности обучающихся, развитию совместного обучения и межкультурной коммуникации. Результаты исследования подтверждают, что педагогически обоснованное использование социальных сетей значительно повышает коммуникативную компетенцию и уверенность в устной речи.

**Ключевые слова:** социальные сети, навыки устной речи, изучение языка, коммуникативная компетенция, цифровая педагогика.

**Introduction.** In recent years, the rapid advancement of information and communication technologies has brought significant changes to the field of education, particularly in foreign language teaching and learning. Traditional classroom-based approaches are no longer sufficient to meet the communicative needs of modern learners, as language acquisition increasingly requires authentic interaction, real-life communication, and continuous exposure to the target language. In this context, social media platforms have emerged as powerful educational tools that reshape the way speaking skills are developed and practiced. Speaking is considered one of the most complex and essential skills in language learning, as it involves not only grammatical accuracy but also fluency, pronunciation, vocabulary, and pragmatic competence. However, many learners face difficulties in developing speaking skills due to limited classroom time, lack of real communicative situations, fear of making mistakes, and high levels of speaking anxiety. These challenges highlight the need for innovative pedagogical approaches that create supportive, interactive, and learner-centered environments. Social media platforms such as YouTube, Instagram, Telegram, Facebook, and TikTok offer unique opportunities for enhancing speaking skills through authentic and meaningful communication. These platforms enable learners to participate in discussions, record and share audio or video messages, engage in live conversations, and interact with native and non-native speakers across the globe. As a result, learners are exposed to natural language use, diverse accents, and real communicative contexts, which are often absent in traditional classrooms. From a pedagogical perspective, the integration of social media into speaking instruction promotes learner autonomy, collaboration, and motivation. Learners are encouraged to take responsibility for their own learning, practice speaking beyond classroom boundaries, and receive immediate feedback from peers and instructors. Moreover, social media creates a low-anxiety environment where learners feel more confident expressing their ideas, which contributes to the gradual improvement of fluency and communicative competence. Therefore, this study aims to examine the pedagogical advantages of using social media as an effective tool for improving speaking skills in foreign language education. By analyzing the role of social media in fostering interaction, engagement, and communicative competence, the article seeks to highlight its potential to transform traditional speaking instruction and support more dynamic and learner-centered language learning practices.

**Methods.** This study employed a qualitative–descriptive research design to investigate the pedagogical effectiveness of social media in developing speaking skills. The research focused on analyzing teaching practices, learner participation, and observed improvements in oral communication within technology-enhanced learning environments. The participants of the study consisted of undergraduate students studying English as a foreign language. They were selected based on their active engagement in speaking-oriented classroom activities and regular use of social media platforms for educational purposes. No numerical sampling procedures were applied, as the emphasis of the research was placed on pedagogical observation and instructional relevance rather than statistical generalization. Data collection was carried out through multiple instructional tools and classroom-based techniques. Learners were involved in structured speaking tasks conducted via social media platforms, including voice message exchanges, short video recordings, live discussions, and peer feedback activities. Platforms such as Telegram and Instagram were used for asynchronous speaking practice, while live speaking sessions were organized through group discussions and comment-based interactions. Classroom observations and reflective teaching notes served as the primary sources of qualitative data. For data analysis, learners’ spoken performance was examined in terms of fluency, pronunciation clarity, vocabulary usage, and interactional competence. The collected data were categorized thematically to identify recurring patterns related to learner engagement, confidence development, and communicative behavior. Comparative analysis was applied to evaluate differences between traditional classroom speaking tasks and social media–assisted speaking activities. Ethical considerations were observed throughout the research process. Participation was voluntary, and learners were informed about the educational purpose of the activities. Personal data and recorded materials were used solely for academic analysis, ensuring confidentiality and responsible use of digital content.

**Results.** The analysis of learners’ performance and engagement on social media platforms revealed several significant outcomes regarding the development of speaking skills. Students showed noticeable improvement in fluency, demonstrating smoother speech flow during both synchronous and asynchronous activities. Voice message exercises and short video recordings indicated a reduction in pauses and hesitations compared to their initial performances. Pronunciation accuracy also improved as learners were repeatedly exposed to authentic content from social media, including videos of native speakers and peer interactions, which contributed to more precise articulation of challenging phonemes and stress patterns. Vocabulary usage expanded considerably, with learners frequently incorporating new words and idiomatic expressions observed in social media content. The use of platform-specific communication styles, such as hashtags, short captions, and comment exchanges, further encouraged the application of informal and contextually appropriate language. Interactional competence increased as students actively participated in peer-to-peer discussions, group chats, and live sessions, showing improved

turn-taking, responsive listening, and appropriate question-answer sequences in both structured and spontaneous conversations. Observations and learner reflections highlighted enhanced self-confidence when speaking, particularly in digital environments where immediate peer feedback and support were available, making learners more willing to experiment with language without fear of negative judgment. Platform-specific trends were also identified: Telegram facilitated structured audio exchanges, Instagram and TikTok encouraged creative video-based speaking tasks, and YouTube served as a model for authentic pronunciation and intonation patterns. Each platform contributed uniquely to different aspects of speaking skills. Overall, the integration of social media into speaking practice led to measurable improvements in fluency, pronunciation, vocabulary usage, and interactional competence, resulting in higher learner engagement and a stronger willingness to participate in oral activities compared to traditional classroom-only exercises.

**Discussion.** The results of this study demonstrate that social media platforms provide significant pedagogical advantages in developing speaking skills for foreign language learners. Students' fluency, pronunciation, vocabulary, and interactional competence improved notably through the use of platforms such as Telegram, Instagram, TikTok, and YouTube. These improvements indicate that social media enables authentic, meaningful, and context-rich opportunities for oral communication that are often absent in traditional classroom settings. By engaging learners in repeated speaking tasks, real-life interactions, and creative multimedia activities, social media helps bridge the gap between classroom practice and real-world language use. The study also highlights the motivational benefits of social media. Learners reported increased confidence and reduced speaking anxiety when interacting online, as the digital environment provided a supportive space for experimentation without fear of immediate judgment. Moreover, the asynchronous nature of certain platforms, like Telegram, allowed learners to practice speaking repeatedly and at their own pace, reinforcing language acquisition and retention. Platforms that involve video-based communication, such as TikTok and Instagram, encouraged creativity and informal expression, which contributed to the development of pragmatic competence. From a pedagogical perspective, social media fosters learner autonomy and collaboration. Students actively participate in peer feedback, engage in discussions, and reflect on their own speaking performance. These activities align with contemporary learner-centered approaches that emphasize self-directed learning, social interaction, and reflective practice. Additionally, exposure to authentic language input through YouTube and other platforms familiarizes learners with different accents, speech rhythms, and cultural norms, enhancing both linguistic and intercultural competence. Overall, the discussion suggests that integrating social media into speaking instruction not only improves measurable language skills but also cultivates engagement, motivation, confidence, and lifelong learning habits. When strategically implemented, social media can complement traditional

classroom methods, offering a more dynamic, interactive, and holistic approach to language learning.

**Conclusion.** In conclusion, social media represents an effective pedagogical tool for enhancing speaking skills in foreign language education. Platforms such as YouTube, Instagram, TikTok, and Telegram provide learners with authentic language input, diverse communicative contexts, and interactive opportunities that strengthen fluency, pronunciation, vocabulary, and pragmatic competence. Learners gain confidence, reduce speaking anxiety, and are more willing to engage in oral communication activities. Social media also promotes learner autonomy, collaboration, and continuous exposure to the target language beyond the classroom. Educators can leverage these platforms strategically to complement traditional teaching, incorporating synchronous and asynchronous tasks, creative multimedia activities, and peer feedback to maximize learning outcomes. Moreover, social media allows for repeated practice, which is crucial for internalizing language structures and developing automaticity in speech. The multimodal nature of these platforms engages learners visually, aurally, and cognitively, supporting different learning styles and increasing motivation. Students can observe authentic language use by native and non-native speakers worldwide, which enhances their intercultural competence. The interactive nature of social media fosters peer-to-peer learning, where learners can exchange ideas, provide feedback, and participate in collaborative tasks, leading to a more dynamic and social learning experience. Exposure to real-life communication through social media encourages learners to apply vocabulary and grammar in meaningful contexts, bridging the gap between theory and practice. Social media also contributes to digital literacy, as learners become proficient in using online tools and platforms responsibly for educational purposes. The ability to create, share, and analyze content enhances critical thinking and reflective skills, which are essential for lifelong language learning. Furthermore, integrating social media into speaking instruction can lead to sustainable learning habits, as students are more likely to engage with the language outside formal educational settings. It also allows educators to personalize instruction, adapting tasks to learners' proficiency levels, interests, and goals. Ultimately, social media-based speaking practice not only improves measurable language skills but also nurtures confidence, motivation, creativity, and intercultural awareness, preparing learners for effective communication in global, real-world contexts.

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