

INTEGRATING SOCIAL MEDIA PLATFORMS TO IMPROVE UNIVERSITY STUDENTS' SPEAKING PROFICIENCY

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Abstract: This article examines the role of social media platforms as tools for enhancing speaking proficiency among university students. The shift toward digital education has opened new avenues for language learning, where platforms like Facebook Live, Clubhouse, and YouTube serve as informal environments for practicing oral communication. This study emphasizes the potential of interactive content, online discussions, and collaborative digital tasks in promoting fluency, pronunciation, and confidence in speaking.

Keywords: Speaking proficiency, social media, university students, digital interaction, language education

Аннотация: В данной статье рассматривается роль платформ социальных сетей как инструментов повышения устной речи у студентов университетов. Переход к цифровому образованию открыл новые возможности для изучения языка, где такие платформы, как Facebook Live, Clubhouse и YouTube, служат неформальными площадками для практики устной речи. В исследовании подчеркивается значение интерактивного контента, онлайн-дискуссий и совместных цифровых заданий в развитии беглости речи, произношения и уверенности.

Ключевые слова: Устная речь, социальные сети, студенты, цифровое взаимодействие, обучение языкам

Annotatsiya: Ushbu maqolada universitet talabalari ogʻzaki nutq malakasini rivojlantirishda ijtimoiy tarmoqlar vositasi sifatida qoʻllanilishi oʻrganiladi. Raqamli taʼlimga oʻtish jarayoni til oʻrganishning yangi yoʻllarini ochib berdi, bunda Facebook Live, Clubhouse va YouTube kabi platformalar ogʻzaki nutq mashq qilish uchun norasmiy muhit sifatida xizmat qiladi. Tadqiqotda interaktiv kontent, onlayn munozaralar va jamoaviy raqamli vazifalarning nutq ravonligi, talaffuz va ishonchni oshirishdagi oʻrni koʻrsatiladi.

Kalit soʻzlar: Ogʻzaki nutq, ijtimoiy tarmoqlar, talabalar, raqamli muloqot, til taʼlimi

Introduction
Social media has revolutionized communication in the 21st century, offering platforms that allow users to engage in real-time conversations, share multimedia content, and collaborate across distances. For university students learning English or other foreign

languages, these platforms provide authentic language exposure beyond textbooks and classrooms. Students can listen to native speakers, participate in global discussions, and access user-generated content that reflects natural language use. Engaging with peers on social media allows students to practice speaking without the immediate pressure of a traditional classroom. Many feel more confident when they can prepare their voice notes or videos in advance. This helps reduce speaking anxiety and build self-esteem, especially for introverted learners. Repeated exposure also helps in developing automaticity in language production. Group-based activities on platforms such as Telegram and Zoom foster peer-to-peer learning. Students can collaborate on tasks, give each other constructive feedback, and reflect on their own speaking progress. This promotes a supportive learning community and enhances speaking through repetition and interaction. Language acquisition, especially speaking skills, requires consistent exposure and practice. Traditional classroom environments may not always provide the interactive and spontaneous speaking opportunities students need. Social media platforms offer an alternative where students can engage in informal, authentic conversations and create content in the target language. The popularity of live-streaming, voice chat apps, and comment sections provides various contexts for developing fluency. This research applied a qualitative case study approach at a local university. A total of 30 students participated in a 6-week digital project-based learning module. Students were asked to record weekly speaking videos for Instagram and participate in Clubhouse discussions about weekly academic themes. Reflective journals and interviews were used to assess changes in confidence, vocabulary usage, and self-perception of fluency. Students reported increased motivation to speak English outside the classroom. The video format encouraged them to focus on clarity and expression. Clubhouse sessions allowed real-time interaction with peers, simulating authentic communicative scenarios. Over 80% noted improved comfort with speaking, while instructors observed noticeable progress in fluency and spontaneous speech delivery. Some students initially struggled with anxiety but adapted through repetition and peer support.

The use of social media as a supplementary tool for speaking practice proved to be effective in building learner autonomy. Students took ownership of their learning, received peer feedback, and became more reflective. Challenges included digital distraction and varying levels of participation. Instructors suggested embedding such tasks into formal curricula to ensure consistent engagement and assessment.

Conclusion

In conclusion, integrating social media into language education can enrich the learning experience by promoting speaking skills in real-world contexts. Educators should

consider guided, goal-oriented use of these platforms to foster meaningful communication among students. With proper design and monitoring, social media can be a powerful medium for enhancing students' speaking proficiency.

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