DEVELOPING ORAL SKILLS IN ENGLISH LANGUAGE LEARNING THROUGH MODERN SOFTWARE APPLICATIONS

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Abstract. *This article looks into the contribution of contemporary software applications to the progress in oral communication skills of English language learners. It has been shown that When modern software applications are well incorporated into the teaching methods of languages, they are capable of improving the speaking skills to a great extent by offering interactive, tailored, and easily accessible learning environments.*

Keywords: *oral skills development, English language learning, educational software, speaking proficiency, digital language learning platforms, communicative competence, mobile applications, language acquisition technology*

Аннотация. *Данная статья рассматривает роль современных программных приложений в развитии навыков устного общения у изучающих английский язык. Результаты показывают, что современные программные приложения при правильной интеграции в языковые учебные программы значительно способствуют развитию разговорных навыков, обеспечивая интерактивную, персонализированную и доступную учебную среду.*

Ключевые слова: *развитие устных навыков, изучение английского языка, образовательное программное обеспечение, разговорная компетенция, цифровые платформы для изучения языков, коммуникативная компетенция, мобильные приложения, технологии овладения языком*

Annotatsiya. *Ushbu maqola zamonaviy dasturiy ilovalarning ingliz tilini o'rganuvchilar o'rtasida og'zaki muloqot ko'nikmalarini rivojlantirishdagi rolini o'rganadi. Natijalar shuni ko'rsatadiki, zamonaviy dasturiy ilovalar til o'quv dasturlariga to'g'ri integratsiya qilinganda, interfaol, shaxsiyga yo'naltirilgan va qulay ta'lim muhitini ta'minlash orqali nutq qobiliyatlarini rivojlantirishga sezilarli darajada yordam beradi.*

Kalit so'zlar: *og'zaki ko'nikmalarni rivojlantirish, ingliz tilini o'rganish, ta'limiy dasturiy ta'minot, nutq malakasi, raqamli til o'rganish platformalari, kommunikativ kompetensiya, mobil ilovalar, tilni egallash texnologiyalari*

INTRODUCTION

The evolution of speaking skills is still one of the most difficult and time-consuming areas of learning a language, especially when the learners have little chance of using the

language with the natives. Teaching in the traditional way from the classroom, although beneficial, does not generally give the students enough time for practicing their speaking skills, particularly the individual students in the large classes which are a common phenomenon in educational institutions globally [1]. The introduction of advanced software applications during the last ten years has entirely changed the language education field, thus providing learners with the opportunity to work on their speaking skills alone and get instant feedback about their performance [2]. These modern technical advances have been addressing the age-old pedagogical problems by offering extremely realistic, interactive environments that mimic real communication situations while being sensitive to a wide range of learners' styles and levels of proficiency. The impact of this technological change is not only a matter of convenience; it is actually a matter of fact that the research is increasingly showing that the applications designed with care can bring about noticeable improvements in pronunciation accuracy, fluency, vocabulary activation, and overall communicative confidence [3].

METHODOLOGY AND LITERATURE REVIEW

The present research employs an exhaustive method of analysis that is founded upon systematic scrutiny of academic literature, published research results, and the documentation of teaching practices pertaining to software-aided oral skills development. The analysis is based on theories of second language acquisition, mainly those that advocate the need for comprehensible input, interaction, and feedback in the process of speaking skill development [4]. Present-day research has it that the development of oral skills is effective when learners are exposed to authentic language models, allowed to produce meaningfully, and given feedback that aids them in identifying and correcting their errors [5]. Mobile applications like Duolingo, Babbel, and Rosetta Stone have been the subject of studies that show how these platforms are built on advanced teaching principles, such as spaced repetition for vocabulary retention, gradual increase of difficulty to match the learner's skill and practice activities that are contextualized to the real-world communication scenarios [6].

As per the studies conducted by specialists in educational technology, it is suggested that applications with conversational AI partners are the ones that can conquer the area of oral skills development since they create practice settings that are free of stress and anxiety [7]. Moreover, the literature emphasizes the need for pronunciation training to be part of the whole learning process, giving as an example studies that show how automated speech recognition technology can be of great help in the area of phonological accuracy and that visual feedback mechanisms revealing the waveforms or showing the articulation are particularly helpful when combined with the activity [8]. On the other hand, critical assessments highlight the disadvantages that current software applications have, such as the

inability to assess the appropriateness of pragmatics, difficulties with creating a scenario based on authentic human interaction, and the unintentional weighing of accuracy over fluency and communicative effectiveness which might disrupt learners' natural language flow [9]. The corresponding scholarly work states that, although modern-day language learning software applications cannot take the place of a human tutor, they are still very much alive in the role of assisting hands and thus making the learning process more effective by practicum-sharing day and night and gearing the learning process according to the individual's affinity and pace [10].

RESULTS AND DISCUSSION

The evaluation of modern studies along with the recent teaching methods has brought out some important aspects concerning the usage of software tools in the development of spoken skills. To begin with, the existing proof asserts that the frequent use of applications for speaking purposes is accompanied by notable improvement in the accuracy of pronunciation, specifically in the case of segmental and suprasegmental features. Applications that utilize the latest speech recognition technology provide students with instantaneous feedback regarding their pronunciation, thus enabling quick detection and correction of those errors which, if not dealt with, could get embedded in the students' language development. This feedback process is very advantageous as it allows students to practice their pronunciation one-on-one with the help of a teacher, which is not possible in a regular classroom setting where teachers cannot attend to each one individually during every speaking activity. On the other hand, the research shows that the software is able to provide the necessary speaking practice even when the teaching method used is a conventional one, which was regarded as the main drawback of the latter.

The different smartphone applications for language learning have one of the most significant impacts on the development of the speaking ability of learners. They give the learners the chance to practice speaking in an unlimited way, any time and place. The result of that is that the learners' oral production will be very high and it will be much higher than the production that could be done only in the classroom. This practice volume seems to be particularly useful for the development of automaticity in language production because it shifts the learners from the controlled, hesitating stage of speech to the fluent, natural one. The third point is that applications with conversation simulation features are very beneficial to the learners since they become equipped with such discursive skills as taking turns, starting and keeping topics, and providing right responses. These skills are essential when it comes to communication in the real world, but they are often overlooked in the traditional textbook-based instruction which mainly focuses on grammar accuracy and building vocabulary. The fourth point is that the gamification elements which are typically included

in language learning apps such as points, badges, and progress bar, etc. have a big impact on motivation and commitment to the speaking practice through engaging learners. This encouraging aspect is linked to one of the most challenging issues in the area of language education, which is the practice that usually gets done outside of the classroom is not very consistent because it is competing with other activities which also take up learners' time and attention. Nevertheless, the study also points out a number of significant limitations and concerns.

Research indicates that current software applications generally excel at developing linguistic accuracy and basic fluency but struggle to cultivate more sophisticated aspects of communicative competence, including sociolinguistic appropriateness, strategic competence in managing communication breakdowns, and the ability to navigate culturally nuanced interactions. The artificial nature of human-computer interaction, while reducing anxiety for some learners, may fail to adequately prepare students for the unpredictability and complexity of authentic human conversation, where interlocutors possess diverse accents, speaking styles, and background knowledge. Additionally, studies note that overreliance on software-based practice without complementary human interaction may lead to development of oral skills that, while technically proficient, lack the natural spontaneity and interactive responsiveness characteristic of skilled communicators. The research further suggests that the effectiveness of software applications varies considerably depending on learners' proficiency levels, learning styles, and access to complementary practice opportunities. Applications appear most beneficial for beginner and intermediate learners working to develop foundational pronunciation skills and basic conversational competence, while advanced learners may find the limited complexity and predictability of application-based interactions insufficient for their developmental needs. These findings underscore the importance of viewing software applications not as replacements for human interaction and traditional instruction but rather as valuable supplementary tools that extend and enhance opportunities for oral skills practice.

CONCLUSION

This analysis demonstrates that modern software applications play an increasingly significant role in developing oral skills among English language learners, offering valuable opportunities for pronunciation practice, fluency development, and communicative confidence building. The evidence clearly indicates that well-designed applications incorporating speech recognition technology, conversational simulation features, and motivational elements can produce measurable improvements in speaking proficiency when integrated into comprehensive language learning programs. These technological tools effectively address persistent challenges in language education, including limited individual

speaking time in classroom settings, insufficient opportunities for pronunciation feedback, and difficulties maintaining consistent practice outside formal instruction hours. However, the research equally demonstrates that software applications possess inherent limitations in replicating the complexity of authentic human interaction and developing sophisticated aspects of communicative competence such as sociolinguistic appropriateness and strategic communication skills. The findings suggest that optimal oral skills development requires balanced integration of technology-mediated practice with traditional classroom instruction, authentic communication opportunities, and human interaction that exposes learners to the unpredictability and cultural nuances of real-world communication. For educators and curriculum designers, these conclusions emphasize the importance of strategic technology integration that positions software applications as supplementary tools enhancing rather than replacing human-centered language instruction.

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