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THE ROLE OF MULTIMEDIA TOOLS IN DEVELOPING STUDENTS' SPEAKING SKILLS

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Annotation: This research article examines the effectiveness of video-based multimedia tools in developing speaking skills among undergraduate students in Uzbekistan. The study investigates how audiovisual content influences students' vocabulary acquisition, fluency, grammatical accuracy, and interactional competence. The results of a quasi-experimental study demonstrate that multimedia-assisted learning significantly enhances learners' oral proficiency, offering valuable implications for English language pedagogy at the tertiary level.

Keywords: multimedia, speaking skills, video content, language learning, English language teaching, oral proficiency, Uzbek universities, vocabulary development, fluency, digital pedagogy.

Annotatsiya: Ushbu ilmiy maqolada O'zbekistondagi bakalavr bosqichida tahsil olayotgan talabalar orasida og'zaki nutq ko'nikmalarini rivojlantirishda videotasvirga asoslangan multimedia vositalarining samaradorligi o'rganiladi. Tadqiqotda audio-vizual kontentning talabalar so'z boyligi, ravonligi, grammatik to'g'riligi va interaktiv muloqotga

ta'siri tahlil qilinadi. Tajriba asosida o'tkazilgan tahlillar multimedia yordamida ta'lim olish og'zaki nutqni sezilarli darajada yaxshilashini isbotlaydi hamda oliy ta'lim tizimi uchun amaliy tavsiyalar beradi.

Kalit so'zlar: multimedia, og'zaki nutq, video materiallar, til o'rganish, ingliz tili o'qitish, og'zaki malaka, O'zbekiston universitetlari, so'z boyligi, ravonlik, raqamli pedagogika.

Аннотация: В данной научной статье исследуется эффективность мультимедийных видео-ресурсов в развитии разговорных навыков у студентов бакалавриата в Узбекистане. Работа анализирует, как аудиовизуальный контент влияет на словарный запас, беглость речи, грамматическую точность и коммуникативную активность обучающихся. Результаты квазиэкспериментального исследования показывают, что обучение с использованием мультимедиа значительно повышает уровень устной речи студентов и имеет важное значение для преподавания английского языка в вузах.

Ключевые слова: мультимедиа, разговорная речь, видео контент, изучение языка, преподавание английского, устная речь, университеты Узбекистана, словарный запас, беглая речь, цифровая педагогика.

Introduction

In Uzbekistan, the demand for competent English speakers has increased significantly in response to global integration and educational reforms. Despite institutional efforts to enhance language proficiency, university students often exhibit low confidence and limited ability in oral communication. Traditional instructional practices tend to emphasize reading and grammar over speaking, contributing to the disparity between passive understanding and active usage.

Video-based multimedia resources offer promising opportunities to address this gap. These materials engage learners through dynamic audio-visual stimuli, simulate real-life

communication, and contextualize language usage. Such tools enable exposure to natural pronunciation, varied vocabulary, and authentic discourse elements essential for developing speaking skills. The present study aims to assess the impact of integrating video materials into university English classes, focusing on their effectiveness in enhancing undergraduate students' oral proficiency.

Literature review

The theoretical foundation for multimedia-based language learning lies in Mayer's (2009) cognitive theory of multimedia learning, which posits that combining verbal and visual information leads to better retention. Chun and Plass (1996) found that multimedia input, particularly video and audio annotations, improves vocabulary acquisition and listening comprehension.

Goh and Burns (2012) assert that speaking instruction must go beyond repetition drills, incorporating performance-based tasks with authentic models of language use. Swaffar and Vlatten (1997) advocate for sequential video viewing to develop discourse-level comprehension and pragmatic awareness.

In the context of Uzbekistan, Jalolov (2012) emphasizes the communicative-functional method of language instruction, wherein multimedia serves as a bridge between linguistic knowledge and communicative competence. Saydaliyev (2020) underscores that digital tools stimulate learners' intrinsic motivation, especially when learning is linked to real-world contexts.

These insights support the hypothesis that video-assisted multimedia instruction enhances learner engagement, confidence, and linguistic fluency in speaking.

Methodology

This study employed a quasi-experimental design involving 60 undergraduate English philology students at a university in Uzbekistan. The participants were randomly assigned to an experimental group and a control group, each comprising 30 students.

The experimental group was exposed to curated video content, including:

- Short thematic clips (2–5 minutes)

- Subtitled authentic dialogues
- Vocabulary animations
- Role-play prompts derived from video scenes

The control group received traditional textbook-based instruction without multimedia integration.

Students' speaking skills were assessed through structured oral tasks before and after a six-week instructional period. Evaluation criteria, adapted from NCERT (2011), focused on:

– Vocabulary usage

– Pronunciation

– Fluency and coherence

– Interactional ability

Statistical analysis was conducted using paired t-tests to compare pre- and post-test results.

Results and discussion

The experimental group showed marked improvement in all four assessed categories compared to the control group. The average score increases were as follows:

Component	Pre-test	Post-test	Improvement
Vocabulary usage	5.2	8.1	+2.9
Pronunciation	5.9	8.4	+2.5
Fluency and coherence	5.1	7.6	+2.5
Interactional ability	5.3	8.2	+2.9

Students in the experimental group reported higher motivation and better retention of vocabulary due to visual reinforcement. Teachers observed increased student participation, improved sentence structure, and greater confidence during oral tasks. The

authenticity of video materials helped bridge the gap between passive comprehension and active speech production.

These findings align with prior research, reinforcing that multimedia content provides a supportive environment for language experimentation and error correction in a low-stress setting.

Conclusion and recommendations

This study confirms that video-based multimedia instruction significantly improves English speaking skills among undergraduate students in Uzbekistan. Video materials provide not only linguistic input but also visual and cultural context, making them superior to traditional methods for fostering fluency and communication.

Educational institutions should:

– Integrate multimedia tools into language curricula

– Provide teacher training in digital pedagogy

– Invest in locally relevant, culturally contextualized video content

Further research is recommended to explore long-term retention and transferability of speaking skills acquired through multimedia in real-world communicative contexts.

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