OPPORTUNITIES FOR DEVELOPING ENGLISH SPEAKING SKILLS USING ARTIFICIAL INTELLIGENT

Anarkulova Guzal Abdurashid qizi
A teacher of Department of Practical
English Language Skills 1
Uzbekistan State World Languages University
Hoshimova Nozima
A Student of Philology and
Language Teaching (English)
Uzbekistan State World Languages University

Annotation

Artificial intelligence is becoming one of the most modern and convenient tools of our time and it certainly plays a significant role in education. As language learning has become a major contemporary requirement, artificial intelligence serves to help us meet this demand with greater ease. People can develop their speaking skills-which many find particularly challenging in a short period of time with the help of artificial intelligence. They can use various forms of AI at any time to practice speaking English learn new vocabulary, or it works for free, so there is no need for any extra expense. Student-whether in school or university-can focused on their own self-improvement and develop their speaking skills by interacting with it, without having to worry about the cost.

Key words: artificial intelligence, speaking skill, practice, contemporary, useful.

Introduction

English has become one of the most widely used languages in international communication higher education, science, technology, and business. As a result, developing English-speaking skills is an important goal for students who wish to

pursue academic and professional opportunities. Speaking is complex language skill because it requires learners to use vocabulary, grammar, pronunciation, fluency and communication strategies simultaneous. Despite the importance of speaking many English learners struggle with it; they may know how to answer specific questions or what topics to discuss with certain people, yet they are unable to express this verbally. To develop this skill, they need to practice more. However, they may lack the funds to pay for courses, which acts, as a barrier to their progress. In traditional classes, English is taught quite sparingly, which may be insufficient for developing actual speaking skills. However, with the help of artificial intelligence, English learners can practice whenever they want and for as long as they like-even for two or three hours at a time. Furthermore, AI can identify their mistakes and help correct them, which significantly contributes to improving speaking skills quickly and effectively.

For many English learners, speaking remains a challenging area. The environment and surrounding conditions play a direct role in this. Many learners fell shy about speaking in front of others, as they fear the potential reactions, opinions or even reprimands they might receive- a fear that hinders them from expressing theit thoughts freely. Reducing Fear and Creating a Safe Environment (Kholis, 2021) According to a study by Kholis (2021) AI-based applications create a “low-stress learning environment”. In a normal classroom, students feel completely safe. This makes them happy to practice speaking again and again without any worry. Furthermore, a study by Wu, Hapsari and Huang (2025) discovered that using conversational AI makes students feel emotionally happy. Their research confirms that students who talk to AI tools feel much less anxiety and enjoy their language lessons more than students who only do traditional classroom activities. Furthermore, if English learners practice with AI can help them correct errors, improve the fluency of their pronunciation, and expand their vocabulary. For instance, a student might engage with an AI poses various questions or provides

responses, prompting the student to compare their own replies, ask about unfamiliar words, and learn about grammatical structures. If this practice is carried out daily, the student's speaking ability will improve day by day-often without them even realizing it. Fast and Personal Feedback on Pronunciation (Aswaty and Indari, 2022) AI software can analyze speech instantly, which is impossible for a teacher in a crowded classroom. Research by Aswaty and Indari (2022) focused on AI apps like ELSA Speak. They found that AI speech recognition tools give instant, personal feedback. When a student speaks the AI immediately compares their voice with a native speaker's accent. Aswaty and Indari (2022) proved that this process helps students correct their pronunciation mistakes right away. Students learn how to stress words and speak clearly a very short time. Moreover, with the help of AI, even young children can easily learn to speak English. Advanced AU system offer features such as mimicking the voices of cartoon characters or speaking like a robot; these elements spark a child's interest in the language. Intrigued by these voices the child becomes increasingly motivated to speak, and through this process, their English-speaking skills develop significantly. Chun-Wei Lin -2024 Topic: Improving elementary EFL speaking skills with generative AI chatbots: Exploring individual and paired interactions: Journal: Computers and Education, Valume 220, Article 105112. The researchers had elementary-level English learners practice speaking using a generative AI chatbot. They compared groups that practiced with the AI-either individually or in pairs-against a group that did not use AI.

Another promising application of artificial intelligence in children's English language education is interactive storytelling. In this approach, children do not simply listen to stories, but actively participate in them by answering questions predicting events, and describing characters' actions. A study by Xiao. (2025), published in computers and Education: Artificial Intelligence, investigated an interactive electronic book called Storio, which included a bilingual AI conversational agent named Mia. The study involved 17 children learning English

as a foreign language, alongside interviews with 19 parents and two educators. The researchers found that the conversational agent supported children's responses. This approach creates opportunities for learners to use

English meaningfully rather than morely memorising isolated words. For example, after listening to a story, a child might be asked to explain why a character made a particular decision or predict what could happen next. Such activities connect language practice with imagination, reasoning, and spontaneous expression. The findings suggest that interactive AI-supported storytelling is a promising approach to encouraging children's participation in English language learning. An important but less frequently discussed aspect of artificial intelligence in children's language learning is the relationship between speech recognition and children's natural communication patterns. While AI-powered speaking applications are designed to help learners practice spoken English, their effectiveness also depends on their ability to recognize children's speech and respond appropriately. This issue is particularly relevant for young learners, whose pronunciation, vocabulary, and sentence structures may still be developing Kim (2023) investigated how children aged 5-10 interacted with commercial voice assistants. Their laboratory study included 28 children who completed different tasks, including spoken requests, scripted sentences, and spontaneous conversation. The researchers found that the voice assistant responded appropriately to the content of children's interest in establishing a relationship with the device. These findings highlight an important consideration for educational technology: recognizing a child's words and understanding the intended meaning are not necessarily the something. This distinction has implications for English-speaking practice. When a child uses an unfamiliar expression or pronounces a word differently from the system's expectations, an AI application may misunderstand the intended message. If this occurs repeatedly the learning activity may become less effective because the child must concentrate on making the system understand rather than expressing ideas

naturally. Consequently, educational AI should be evaluated not only according to its ability to assess pronunciation but also according to its ability to maintain meaningful communication when learners make mistakes. A related issue was examined by Gampe (2023), who investigated how children aged five and six communicated with a voice-only interaction partner during a cooperative treasure-hunt task. The study included 50 children and compared their communication when the partner was presented as a human or as a voice assistant. The researchers found differences in children's speaking behavior depending on how they understood the identity of their communication partner. Children also adjusted aspects of their speech differently across the experimental conditions.

Enhancing the communication culture of aspiring English language instructors is crucial to promoting successful instruction and improving the educational experiences of students. In order to engage students, promote understanding, and foster positive relationships in diverse classrooms, teachers must possess strong communication skills. By equipping educators with the tools, they need to engage in meaningful dialogue and navigate diverse classroom settings, we prepare them not only to teach language but also to inspire a love of communication in their students.

Conclusion

In conclusion, Artificial intelligence not only makes our lives easier but also provides numerous opportunities for us to harbor thoughts like "I'm too shy to speak in front others in class" or "I don't know how to learn on my own at home". We must take advantage of the opportunities being created to develop ourselves day by day. We must keep in mind that it is best to use AI solely for constructive purposes-specifically, for the sake of acquiring knowledge. While AI can help us new things, we must ensure it does not lead to dependency we need to remain in control of ourselves. Otherwise, by refraining from interacting with other people, we become isolated from society-which cool hinder our ability to create innovations for the

future. After all, it is not without reason that you are told give up everything that distances you from society.

References:

1. Du, J., & Daniel, B. K. (2024). Transforming language education: A systematic review of AI-powered chatbots for English as a foreign language speaking practice. Computers and Education: Artificial Intelligence, 6.
2. Irgasheva, Z. X. (2025). Improving Communication Skills of Future English Teachers through Technology. Образование: наука и инновационные идеи в мире, 59(1), 429–433.
3. Tai, T. Y., & Chen, H. H. J. (2024). Improving elementary EFL speaking skills with generative AI chatbots: Exploring individual and paired interactions. Computers & Education.
4. 3. Zou, B., Du, Y., Wang, Z., Chen, J., & Zhang, W. (2023). An investigation into artificial intelligence speech evaluation programs with automatic feedback for developing EFL learners' speaking skills. SAGE Open.
5. Abdurahmonov, K. (2024). Enhancing language learning: Teaching speaking skills through AI-powered tools. Foreign Linguistics and Linguodidactics, 2(1), 240–244.
6. Reducing Fear and Creating a safe Environment (Kholis, 2021) Wu, Hapsari and Huang (2025), Fast and personal Feedback on Pronunciation (Astway and Indari, 2022) Chun-Wei Lin-2024 computers and Education, Valume 220, Article 1051212, A study by Xiao (2025), A related issue was examined by Gampe.