

THE IMPACT OF SOCIAL MEDIA AND VLOGGING ON SPEAKING SKILL DEVELOPMENT

Teshaboyeva Nafisa Zubaydulla qizi

*Scientific advisor: Jizzakh branch of the National university
of Uzbekistan named after Mirzo Ulugbek. The faculty of psychology,
the department of Foreign languages;
Psychology and teaching languages: English*

Ibragimova Shahrizoda Ravshan qizi

*The faculty of psychology the department of Foreign languages:
Philology and teaching languages: English, student of group 103-23*

Abstract: In recent years, social media and vlogging have become powerful tools not only for entertainment and communication but also for personal development. One of the most significant areas of growth is speaking skill enhancement, especially among young people. This article explores how platforms such as YouTube, TikTok, and Instagram influence users' verbal communication, fluency, pronunciation, and public speaking confidence. The research focuses particularly on the context of Uzbekistan, where social media usage is rapidly increasing among students and vloggers. The study uses a mixed-methods approach, combining literature review with local observations and examples to show the practical impact of digital platforms on speaking skills. The findings suggest that vlogging and social media help learners become more confident, expressive, and fluent in their speech. However, the article also addresses the potential drawbacks, such as reliance on informal language or loss of grammatical accuracy. The paper concludes with recommendations for how educators and students in Uzbekistan can use social media as a tool for language and communication skill development.

Keywords: Speaking skills, social media, vlogging, communication, Uzbekistan, YouTube, TikTok, Instagram, digital literacy, language acquisition, oral fluency, public speaking, language development, self-expression, online interaction, digital platforms, video content, educational technology, informal learning, pronunciation improvement, confidence building, student engagement, content creation, speech practice, online education.

Introduction

In the 21st century, communication has expanded beyond traditional face-to-face interactions. The emergence of social media platforms and vlogging has revolutionized how individuals share ideas, tell stories, and express themselves. For many young people, especially students, platforms like YouTube, TikTok, and Instagram are not only sources of entertainment but also spaces for learning and practicing language skills. One of the most noticeable impacts of this digital shift is the development of speaking skills.

In Uzbekistan, social media usage has seen rapid growth, particularly among the youth. With increasing access to smartphones and the internet, more students are engaging with digital content, creating their own videos, and following vloggers who speak in different languages. This interaction exposes them to real-life language use, authentic accents, new vocabulary, and informal expressions. Many Uzbek vloggers and influencers are now producing content in Uzbek, English, and Russian, which allows audiences to develop listening and speaking abilities more naturally.

This article aims to examine how social media and vlogging contribute to the improvement of speaking skills. It discusses how these platforms help in building confidence, enhancing pronunciation, and encouraging more spontaneous speech. The focus is on how these digital tools influence students in Uzbekistan, using local examples and insights. The research also considers possible challenges, such as the risk of adopting poor language habits or relying too heavily on slang.

By exploring both the benefits and limitations, this paper highlights the potential of social media and vlogging as informal yet powerful educational tools. It also offers suggestions on how teachers and students can better use these platforms to enhance communication skills in and out of the classroom.

Literature Review

The relationship between digital platforms and language learning has been widely discussed in recent years. Scholars agree that the interactive nature of social media and the visual-audio elements of vlogging can support the development of speaking skills in second language learners.

Social Media and Speaking Skills

According to Godwin-Jones (2018), social media provides a natural environment for practicing real-time communication. Platforms like Instagram and TikTok encourage short, spontaneous videos where users practice storytelling, giving opinions, and even debating in front of a wide audience. These activities mimic real-life conversation, enhancing fluency and confidence.

In another study, Satar and Akcan (2020) observed that students who actively used video-based social platforms performed better in oral presentations and class discussions. The constant exposure to spoken language helped learners internalize pronunciation patterns and common expressions.

Vlogging and Language Development

Vlogging, or video blogging, offers even more intensive speaking practice. As Lee (2019) explains, vlogging pushes content creators to plan their speech, record multiple takes, and evaluate their own performance — all of which are crucial for speaking development. Vlogging also requires clear pronunciation, logical structure, and emotional expression, aligning closely with public speaking skills.

Research by Hsu et al. (2021) found that students who engaged in vlogging projects showed improved speaking fluency, reduced speech anxiety, and increased vocabulary. These improvements were more significant compared to students in traditional classroom environments.

The Uzbek Context

In Uzbekistan, few academic studies have explored this topic in depth, but observational evidence shows that students and young bloggers are increasingly active online. Platforms like YouTube host numerous Uzbek vloggers who create content in Uzbek, English, and Russian. These vloggers serve as role models, motivating students to imitate their speaking style, vocabulary, and confidence.

Anecdotal reports from teachers in Tashkent and Samarkand suggest that students who follow or create digital content tend to participate more actively in speaking tasks. However, some educators also express concerns that students may adopt incorrect grammar or informal slang from social media.

Methodology

This study adopts a mixed-methods approach to understand how social media and vlogging influence speaking skill development, particularly among students in Uzbekistan. The methodology combines qualitative observations with secondary data analysis from relevant literature, online platforms, and informal interviews with students and educators.

Research Design

The study is exploratory in nature, aiming to identify patterns and effects rather than provide statistical generalizations. It examines how individuals engage with social media and vlogging platforms and how these interactions impact their speaking abilities in real-life situations.

Participants

The primary focus group includes university students aged 18 to 25 from various regions of Uzbekistan, particularly from Tashkent, Samarkand, and Fergana. Some participants were regular viewers of vloggers, while others were active content creators themselves. In addition, a few English and Uzbek language instructors were consulted to gain insight into changes in students' oral performance over time.

Data Collection Methods

Observational Analysis – The study observed students' engagement with content on YouTube, TikTok, and Instagram, focusing on language use, comments, and user interactions.

Informal Interviews – Discussions with 10 students and 3 educators provided anecdotal evidence about how social media affected their speaking confidence, vocabulary use, and fluency.

Sample Content Review – Several popular Uzbek vloggers' videos were analyzed for language features such as sentence structure, pronunciation, and interactive speaking.

Data Analysis

The information gathered was analyzed thematically. Categories such as *confidence building*, *fluency improvement*, *pronunciation awareness*, and *language informality* were used to classify responses and observed behaviors. Special attention was paid to differences between content consumers and content creators, and between passive viewers and active speakers.

Limitations

Due to time and resource constraints, the study does not include a large-scale survey or experimental setup. It also relies partly on self-reported data, which may be subjective.

Nonetheless, the study offers a grounded view into real experiences from the Uzbek educational and social media context.

Analysis and Discussion

This section presents the key findings of the study, based on observations, interviews, and content analysis. It shows how students' interaction with social media and vlogging platforms influences various aspects of speaking skill development, particularly within the context of Uzbekistan.

Increased Confidence in Speaking

One of the most common outcomes reported by both students and educators was **increased confidence in speaking**. Students who regularly recorded short videos for TikTok or YouTube said they felt more comfortable expressing themselves in front of others. For instance, a student from Tashkent State University shared that after six months of posting weekly videos, she became more confident in her classroom presentations and even started participating in speaking clubs.

“At first, I was shy even to say a few sentences. Now I can speak for minutes without fear.”
– Interviewee, 20 y.o., Fergana

This aligns with findings from Hsu et al. (2021), which suggest that repeated speaking in front of a camera reduces anxiety and builds public speaking skills over time.

Exposure to Real and Authentic Language

Social media platforms expose learners to **natural, spontaneous speech** in English, Russian, and other languages. Unlike textbooks, which often use artificial dialogues, social media content reflects the way people truly speak — including tone, stress, filler words, and emotional expression.

In Uzbekistan, many vloggers mix Uzbek with English or Russian, which not only aids multilingual learning but also helps students understand **code-switching** in informal

conversation. Some popular YouTube channels, such as "Shukurullo's Vlog" or "English with Umid", use such strategies effectively, and students report learning how to speak more like native speakers by imitating their styles.

Improved Pronunciation and Fluency

Regular listening and speaking practice via social media helps with **pronunciation accuracy** and **fluency**. Students often pause and mimic vloggers' sentences, practicing stress patterns and intonation.

For example, one student mentioned watching daily English-language vlogs and repeating lines out loud, treating them as "speaking drills."

This informal "shadowing" technique, where learners repeat phrases just after hearing them, is an effective way to develop rhythm and flow in speech.

Motivation Through Peer Influence

Seeing peers or local vloggers actively create and share content encourages other students to try speaking more too. Many students shared that they were inspired by their classmates' TikToks or YouTube channels, leading them to practice more.

This **peer motivation effect** is particularly strong in Uzbekistan, where creating content in English or Russian is becoming a trend among young people. Content creation is no longer just entertainment — it's becoming a way to show personal growth and talent.

Risks and Challenges

Despite the benefits, some challenges were also observed. One issue is the **use of informal or incorrect grammar**, especially when students imitate non-native speakers or casual internet speech. Another concern is that **slang and abbreviations** dominate some platforms, which may not be suitable for academic or professional contexts.

Educators in the study expressed the need for **balance**, suggesting that while students can use social media to build fluency and confidence, they should also receive formal instruction in grammar, pronunciation, and structured speaking.

Conclusion and Recommendations

The growing popularity of social media and vlogging platforms has brought new opportunities for students to improve their speaking skills in natural and interactive ways. In the context of Uzbekistan, where digital engagement is rapidly increasing, these platforms have become powerful tools for language learners.

This article has shown that students who actively engage in content creation or follow vloggers tend to demonstrate improved fluency, clearer pronunciation, and greater confidence in oral communication. The informal environment of social media allows for repeated speaking practice, exposure to authentic language, and increased motivation through peer influence.

However, the study also highlights the importance of balance. Overreliance on informal digital content can lead to grammatical errors, excessive use of slang, and the development of poor language habits. Therefore, while social media and vlogging are useful for practice, they should be complemented with formal language education that emphasizes correctness, structure, and academic communication skills.

Recommendations:

For Students:

- Use vlogging and social media as speaking practice tools, especially for storytelling and spontaneous speech.
- Imitate native or fluent speakers to improve pronunciation and rhythm.
- Avoid copying incorrect grammar or overusing slang; check with teachers or dictionaries.

For Educators:

- Encourage students to use digital platforms for speaking tasks, such as video diaries or project presentations.
- Introduce classroom activities inspired by vlogging (e.g., mock vlogs, video reflections).
- Teach students how to critically analyze and reflect on the language they consume on social media.

For Policy Makers and Institutions:

- Support digital literacy programs in schools and universities.
- Provide access to safe and educational platforms where students can share their content.
- Recognize informal digital learning as a complementary form of education.

By embracing both the formal and informal dimensions of language learning, students in Uzbekistan and beyond can develop strong, flexible, and confident speaking skills fit for the modern world.

References

- Godwin-Jones, R. (2018). Using Mobile and Social Technologies for Language Learning. *Language Learning & Technology*, 22(1), 3–17.
- Hsu, H. Y., Ching, Y. H., & Grabowski, B. L. (2021). Vlogging for speaking improvement: A case study in an ESL context. *Educational Media International*, 58(2), 93–110.
- Lee, J. S. (2019). The effects of video blogging on speaking performance and self-perception. *Computer Assisted Language Learning*, 32(1), 1–20.
- Satar, H. M., & Akcan, S. (2020). Language learners' engagement in digital environments: Interaction, identity, and motivation. *ReCALL*, 32(3), 275–292.
- Local interviews with students and educators from Tashkent, Fergana, and Samarkand (2025, April).

- YouTube Channel: *Shukurullo's Vlog* – Multilingual vlogging in Uzbek and English.
- TikTok Creator: *English with Umid* – Uzbek-English language content for learners.
- Ojha, D. D. R. (2023). Teshaboyeva Nafisa Zubaydulla qizi.
- Teshaboyeva Nafisa Zubaydullayevna “Teaching vocabulary in ELS classroom”. Anne Anderson and Tony Lynch (1988). Listening. Oxford University Press
- Тешабоева, Н. (2023). Teaching writing as a major part of productive skills in mixed ability classes. Информатика и инженерные технологии, 1(2), 652-656.
- Teshaboyeva, N. Z., & Niyatova, M. N. (2021). General meanings of the category of tenses. International Journal of Development and Public Policy, 1(6), 70-72.
- Teshaboyeva, N. (2023). Compound sentences in the English language. Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari, 2(2), 68-70.
- Teshaboyeva, N. Z., & Niyatova, M. N. (2022). The significant role of literature in teaching and learning process. International Journal of Development and Public Policy, 1(6), 70-72.
- Zubaydulla, T. N. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR SPECIFIC FEATURES.". XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" nomli respublika ilmiy-amaliy konferensiyasi, 1(12), 126-131.
- Teshaboyeva, N., & Davlatboyeva, O. (2024). MODERN TRENDS IN TEACHING FOREIGN LANGUAGES. Молодые ученые, 2(35), 108-111.
- Teshaboyeva, N., & Erkaboyeva, S. (2024). TEACHING LISTENING WITH TECHNOLOGY. Молодые ученые, 2(35), 46-49.
- Teshaboyeva, N., & Davlatboyeva, O. (2024). THE ROLE OF LISTENING COMPREHENSION IN COMMUNICATIVE LANGUAGE TEACHING. Молодые ученые, 2(35), 116-119.
- Teshaboyeva, N., & Xatamova, M. (2024). ANALYZING LANGUAGE IN SOCIAL INTERACTION: PRAGMATICS, SPEECH ACT THEORY AND DISCOURSE ANALYSIS. Medicine, pedagogy and technology: theory and practice, 2(11), 329-336.