

THE INFLUENCE OF DIGITAL COMMUNICATION TECHNOLOGIES ON THE SPEECH CULTURE OF LYCEUM STUDENTS IN NATIVE LANGUAGE EDUCATION

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ABSTRACT. This article analyzes the influence of digital communication technologies – social networks, messenger applications, and mobile devices – on the speech culture of academic lyceum students within native-language education. The specific manifestations of this influence, including the frequent use of abbreviated word forms, the intrusion of foreign-language lexical units, the weakening of spelling and punctuation norms, and the blurring of boundaries between formal and informal registers, are examined on the basis of a survey and text-based observation conducted among lyceum students. As a result of the study, concrete recommendations were developed for adapting native-language teaching methodology to the realities of the digital communication environment while preserving the norms of literary speech.

Keywords: native language education, academic lyceum, speech culture, digital communication, social networks, stylistic competence, language norms.

INTRODUCTION.

The native language is not merely an academic subject but the principal instrument through which a young person's thinking, identity, and social communication are formed. The ability to express thought correctly, precisely, and appropriately to a given situation, both orally and in writing, is one of the central goals

of native-language education¹. At the academic lyceum stage, students possess relatively formed cognitive and linguistic abilities, yet it is precisely this stage that coincides with the most intensive use of digital communication devices and platforms among adolescents.

In recent years, the growing role of social networks, messenger applications, and mobile communication in the daily life of lyceum students has begun to exert a noticeable influence on their speech behavior. Abbreviated word forms, foreign-language lexical insertions, a diminished attentiveness to spelling and punctuation, and an increasing informality of tone are observed not only in students' digital correspondence but, in certain cases, also in their academic written work. Hamroyev and Po'lotova note that native-language teaching methodology must continually be reconsidered in light of new social and communicative conditions affecting students², which makes the present topic especially relevant.

The purpose of this article is to identify, through survey-based research and text analysis, the specific ways in which digital communication technologies influence the speech culture of lyceum students, and to propose methodological measures for preserving literary language norms under these new conditions.

The objectives of the study are as follows: 1) to determine the extent of lyceum students' engagement with digital communication platforms; 2) to identify the specific linguistic features that appear in students' digital correspondence; 3) to compare these features with students' formal written work; 4) to examine students' attitudes toward the native language and its norms; 5) to develop methodological recommendations for native-language teachers.

METHODOLOGY.

¹Karimova D. Ona tili darslarida matn bilan ishlash metodikasi [Methods of Working with Text in Native-Language Lessons]. – Tashkent: Fan, 2020.

²Hamroyev A.R., Po'lotova Yo.A. Ona tili o'qitish metodikasi [Methodology of Teaching the Native Language]. – Tashkent, 2021.

The study was conducted among 90 students (grades 9–11, aged 14–17) of two academic lyceums in Tashkent during the 2025–2026 academic year. Three methods were employed: (1) an anonymous survey consisting of 15 questions concerning students' daily use of digital devices, the linguistic features of their online correspondence, and their attitude toward the native language; (2) a text-based analysis of students' correspondence on Telegram and Instagram, conducted with their consent, aimed at identifying recurring linguistic features; and (3) a comparative analysis between students' informal digital correspondence and their formal written assignments (essays and expository compositions). The collected data were processed statistically and expressed in percentages.

RESULTS AND DISCUSSION.

1. The intensity of digital communication among lyceum students

The survey results show that 92% of the respondents spend more than four hours per day on smartphones, the majority of which is devoted to social networks and messenger applications. This indicates that a substantial share of students' daily communicative activity now occurs in written, digitally mediated form rather than in live oral speech, which directly shapes their habitual patterns of language use.

2. Linguistic features of digital correspondence

Text analysis revealed several recurring features in students' digital correspondence: abbreviated word forms occurred in 84% of the analyzed messages; foreign-language lexical insertions (such as "okay," "sorry," "like," and "cool") occurred in 71% of messages; excessive reliance on emoji in place of textual expression was observed in 88% of messages; and a marked departure from punctuation and capitalization norms was recorded in 65% of the analyzed correspondence.

3. The relationship between informal and formal written speech

Comparative analysis of students' formal written assignments showed that the above features occur considerably less frequently – in only 12–18% of cases – which indicates that most students do retain some awareness of stylistic differentiation. However, 34% of the surveyed students reported having been corrected by a teacher for using digital-correspondence habits, such as abbreviations or colloquial expressions, in their formal written work, which suggests that the boundary between registers is not yet fully stable³.

4. Students' attitudes toward the native language

Encouragingly, 81% of the surveyed students rated the native language as "very important" or "important" and expressed a conscious desire to preserve its norms. At the same time, 58% considered the use of abbreviations and foreign-language insertions in digital correspondence to be a "natural" adaptation to the demands of fast-paced online communication rather than a threat to the language itself.

5. Methodological gaps in addressing digital influence

Conference proceedings on native-language teaching increasingly emphasize the need to incorporate modern communicative and technology-aware methods into the classroom⁴. However, the specific issue of digital communication's influence on students' stylistic competence remains insufficiently addressed in current lyceum curricula and instructional materials, which tend to focus predominantly on traditional grammar and literature instruction⁵.

³Rahmonqul A., Jabborov B. Til o'qitilishida kommunikativ o'qitish va interfaol usullarni qo'llash [The Use of Communicative Teaching and Interactive Methods in Language Instruction] // Lingvodidaktikaning dolzarb masalalari – I. – Tashkent: TDO'TAU.

⁴Norov I., Yo'ldoshev J., Yo'ldoshev S. Zamonaviy pedagogik texnologiyalar asosida dars tashkil qilish [Organizing Lessons on the Basis of Modern Pedagogical Technologies] // International Journal of Recently Scientific Researcher's Theory, 1(4), 2023. – P. 40–47.

⁵Ona tili ta'limida raqamli vositalar va nutq madaniyati muammolari [Problems of Digital Tools and Speech Culture in Native-Language Education]: Proceedings of the Republican Scientific-Practical Conference. – Tashkent: ToshDO'TAU, 2023. – P. 112–116.

RECOMMENDATIONS.

Based on the results of the analysis, the following methodological recommendations were developed:

- 1) Introduce dedicated exercises on stylistic differentiation, teaching students to consciously distinguish between formal and informal registers of speech;
- 2) Incorporate analysis of authentic digital-communication texts into lessons as material for discussing appropriate and inappropriate language use;
- 3) Strengthen the teaching of creative and expository writing (essays, compositions) to reinforce fluent and stylistically accurate written expression;
- 4) Develop joint guidelines with parents and school administration for cultivating respect toward the native language alongside responsible digital communication habits;
- 5) Encourage further research into the influence of digital communication on speech culture across broader age groups and regions.

CONCLUSION.

The findings of this study indicate that digital communication technologies exert a measurable influence on the speech culture of academic lyceum students. This influence is not uniformly negative: it reflects the natural adaptability of language to new communicative environments⁶. At the same time, the blurring of boundaries between formal and informal registers represents a genuine methodological challenge that native-language education must address directly. Only through the deliberate cultivation of stylistic awareness – rather than the outright rejection of digital communication – can lyceum students develop both a strong command of literary

⁶Crystal D. *Language and the Internet*. – Cambridge University Press, 2006.

language norms and the practical communicative competence required for their academic and professional futures⁷.

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⁷Mahmudov N. Til va tafakkur [Language and Thought]. – Tashkent: Fan, 2019.