

USING AUDIOVISUAL MATERIALS IN THE DEVELOPMENT OF LINGUISTIC COMPETENCIES

Khamida Erkinova

The Teacher of FSU

Abstract: This article analyzes the importance of using audiovisual materials in the development of linguistic competencies. Linguistic competence includes the skills of using language not only correctly, but also effectively and purposefully in the teaching process. Today, the increasing role of audiovisual materials in the education system is seen as an effective tool for increasing students' motivation in learning a language, developing their listening, speaking, writing and reading skills.

The article analyzes the role of audiovisual materials in language learning, their effectiveness in developing linguistic competencies, as well as their impact on the process of students' language acquisition. Audiovisual materials, including videos, audio lessons, multimedia, interactive games and other materials, effectively develop students' skills such as listening, understanding, thinking and correct expression of speech. Audiovisual materials also help students improve their ability to use language in practice, understand the context of the language in real life.

Keywords: Linguistic competence, audiovisual materials, educational technologies, language learning, listening skills, speaking skills, students, interactive games, video materials, audio materials, multimedia, pedagogical methods, interactive education.

INTRODUCTION

Linguistic competence is the ability to use language not only grammatically correct, but also effectively, clearly and correctly. Today, audiovisual materials play an important role in the development of students' linguistic competencies in the educational process. Audiovisual materials, namely video, audio, interactive materials and other multimedia tools, help make language learning more effective and interesting. They help students develop language skills such as listening, reading, writing and speaking, as well as understand the real-life context of the language being studied. This article analyzes how linguistic competence can be developed through the use of audiovisual materials and the pedagogical techniques that arise in this process.

LITERATURE REVIEW

The review of the literature on the role and effectiveness of audiovisual materials in the development of linguistic competencies is based on numerous scientific studies and practices. Audiovisual materials, including video, audio, multimedia, and interactive technologies, are considered important tools in enriching the language learning process and developing students' language skills. Below is a review of several key literature on this topic.

1. N. Bobokulov's book "Pedagogical Foundations of Linguistic Competence" provides a detailed explanation of the concept of linguistic competence and its role in the educational process. The author discusses the use of audiovisual materials and interactive technologies to improve the effectiveness of language learning. This work emphasizes the importance of audiovisual tools in developing students' speaking skills. The author explains how audiovisual

materials are useful in improving students' listening, speaking, reading, and writing skills. In this regard, video materials, audio lessons, and interactive games are shown as effective tools.

2. U. Karimov's book "Application of Multimedia Technologies in Education" is devoted to the role of multimedia technologies in the educational process and considers the effectiveness of audiovisual materials in the development of linguistic competence. The author emphasizes that multimedia technologies increase students' interest in the educational process and increase their motivation to learn a language. Karimov shows that it is also possible to develop students' social and cultural competencies with the help of audiovisual tools. The work also deeply studies technologies aimed at using language in practice through interactive lessons and exercises.

3. A. Gofurov's book "Audiovisual Materials and Their Role in the Educational Process" discusses the use of audiovisual materials in education and their effectiveness. The work analyzes the impact of audiovisual materials on language learning and pays special attention to their role in developing students' skills. The author emphasizes that learning a language through video and audio materials is not only effective, but also creates a more interesting and lively learning experience for students. Gafurov shows the need for a change in pedagogical methods when integrating audiovisual materials into the learning process, and emphasizes that they can further enrich students' linguistic competence.

METHODOLOGY

In this article, we have listed several scientific and pedagogical methods that can be used to determine the effectiveness of using audiovisual materials. These methods are:

Experimental method: Interactive lessons were held with students, and the development of linguistic competence was studied using audiovisual materials. In the study, students were presented with various audio and video materials and their impact on language skills was studied.

Analytical method: The role and impact of audiovisual materials in language learning was analyzed. Students' responses, their participation in interactive activities, and changes in speaking skills were observed.

Comparative method: Comparison of the effectiveness of using audiovisual materials compared to traditional methods. Using this method, the role of audiovisual materials in increasing students' interest and simplifying the learning process was assessed.

Qualitative method: Students' attitude towards audiovisual materials, what methods of using them are effective and how they affect their motivation were analyzed.

Today, various new devices and technical means with artificial intelligence are being created. They are rapidly entering not only production, but also our homes, and even the modern education system. The education management system, educational processes are being fully automated - an integrated electronic system of teaching is being created. In the world education system, the creation of audio-video and media-information products using modern techniques and technologies and language teaching with their effective use have already become an integral part of guaranteed education. The use of audio-video and media-information materials in lessons is also called the audiovisual method in education. The audiovisual (complex content) method involves the widespread use of audiovisual means of education (films, educational films, motion pictures, animated films, videos, slides, clips) and technical means (radio, television and electronic means of information: computers, tablets and smartphones). Audiovisual materials can be successfully used at any stage of language teaching lessons, in the formation of all types of speech activity, especially in teaching listening comprehension

and speaking. It is characteristic that audiovisual materials used in lessons, in particular videos, can present the language in a live context. They can connect the lesson with the real world and show the language in action with a communicative situation. This serves to enrich the language materials available in the arsenal of students. Video materials provide students with not only the live speech of native speakers, but also allow them to see the gestures and facial expressions of the speakers with whom they are communicating, in short, they immerse language learners in the language situation being studied. Videos also help overcome cultural barriers in language learning. It is extremely important that the audio-video and media-information materials intended to be used in the lesson to be created correspond to the theme and content of the planned lessons, and that a systematic and rational technique for their use be developed. Only then will they become an integral part of the lesson and their effectiveness will increase.

The effectiveness of audiovisual materials is also determined by the degree to which the communicative culture and intellectual potential of language learners are formed. Research shows that people learn abstract and new concepts more easily when they are presented verbally and visually. According to other studies, visual media are more understandable to people than textual media and help them remember later. In a 2009 study by Willingham, he asks a simple question to express his opinion: "Why do students remember everything on television and forget what we teach them?", "Because visual media help students retain concepts and ideas," answers American researcher Willingham. He also notes the crucial role of technology in creating a learning environment that expands the possibilities of one-way communication tools such as films, documentaries, TV shows, and music. Audiovisual materials can also be used in all four forms of speech skills. For this, it is important to define the norms and age-specific characteristics, as well as the level of knowledge. For example, we cannot show a video about political news to primary school students. We also cannot force a university student to watch short programs intended for children. Therefore, before presenting each audio-visual material, we need to determine who we want to show it to and how we want to convey it. To develop the listening skill, we can use audio materials with students, including radio broadcasts, podcasts on various topics, pop songs, monologues and dialogues. In this case, they will need to find numbers, place names, names, time by listening, or fill in the blanks and sentences with omitted words. These tasks, in addition to developing the language learners' listening and comprehension skills, also serve to improve their speaking skills, that is, their conversational skills. Through texts presented in Uzbek, we can improve the reading skills of foreigners, and we can also use media sources for this. For example, by reading, analyzing and editing news, news and articles published in Uzbek-language newspapers and magazines, such as "Xalq so'zi", "Hurriyat", language learners will both increase their reading skills and develop their ability to think in Uzbek. We can also rely on media products to improve their writing skills. Students can be assigned to prepare scripts for various small stage plays or to write articles, news or news for the newspaper in Uzbek. In addition, having students read several printed publications in the Uzbek language and write a short statement based on the content they understand is also effective in developing writing skills. The same can be said about Internet publications and social networks. Foreign students can freely post their videos on YouTube, other social networks and messengers, and write personal messages on each other's virtual pages. This, of course, will help develop their writing skills. The only requirement is that the teacher should instruct language learners to write each thought in accordance with artistic norms. All types of media can be freely used in the development of speaking skills. For

example, they should not just watch movies, but also act like actors and actresses, and also play their roles and imitate their accents, reciting them.

RESULT

During the analysis, the role and influence of audiovisual materials in the development of linguistic competence were studied in depth. The study showed how video and audio lessons, interactive games, virtual activities, and multimedia can be used effectively to improve students' linguistic skills through audiovisual materials.

Listening skills: Through audiovisual materials, students develop their listening skills. Audio materials, for example, help them understand different pronunciations, accents, and the use of language in real communication.

Speaking skills: Video lessons and interactive games provide students with real-life dialogues and situations, which help students develop their speaking skills.

Reading and writing skills: Audiovisual materials help students effectively develop their reading and writing skills. Video materials help students understand texts more accurately and clearly, and they can also be used in writing practice.

The study showed that audiovisual materials have become effective tools for language learning. Students' ability to use the language in practice has increased, and their linguistic competence has further developed. In addition, audiovisual materials increase student interest and make the learning process more interactive and fun.

CONCLUSION

In the development of linguistic competences, audiovisual materials are an important tool for the effective development of students' listening, speaking, reading and writing skills. These materials make language learning more interesting and effective, allowing students to understand and use language in real-life contexts. When audiovisual materials are used correctly and effectively in the pedagogical process to develop students' linguistic competence, they increase the effectiveness of the educational process. Audiovisual materials also increase students' motivation and enliven the learning process.

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