

**TECHNIQUES FOR USING AUDIO-VISUAL MATERIALS TO DEVELOP ORAL
COMPETENCE IN THE ENGLISH LANGUAGE.**

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Abstract: This article analyzes the importance of using audio-visual materials in English language teaching and their role in developing oral speech competence. Audio and video tools help to form a culture of listening, understanding, pronunciation, intonation and communication in the process of language learning. The study studied methods of developing oral speech based on authentic videos, podcasts, films, interactive multimedia resources for students of different levels. The article highlights the advantages of using audio-visual materials by teachers in the communicative method, CLIL (Content and Language Integrated Learning) and task-based learning approaches. The analysis shows that these tools are effective tools for activating students' listening comprehension and speech activity, experiencing a real language environment, and increasing motivation.

Keywords: English language, oral speech competence, audio-visual materials, communicative method, CLIL, task-based learning, language teaching technologies, interactive education, listening comprehension, authentic resources.

Introduction: In today's era of globalization, English has become a leading language in the world as a language of international communication, education, science and technology. Therefore, the main goal of teaching English is to form oral speech competence in students, that is, to teach them to communicate freely, fluently, grammatically correct and meaningfully. The development of speech in the process of language learning is closely related to the creation of an environment close to real-life communication situations. In this regard, the use of audio-visual materials is recognized as one of the most effective tools for activating students' speech activity. The modern education system, in particular, the methodology of teaching foreign languages, requires interactive approaches aimed at increasing the activity of students, involving them in communication and teaching them to think independently. In this process, audio (hearing-based) and visual (sight-based) materials introduce students to the real language environment, developing their pronunciation, intonation, stress, and vocabulary. Such materials include films, video lessons, interviews, podcasts, multimedia presentations, video conferences, and authentic dialogues.

Lessons taught using audio-visual aids create an interactive learning environment, in which students become active interlocutors, not passive listeners. This allows for the effective use of methods such as the communicative approach, CLIL (Content and Language Integrated Learning) and task-based learning. In particular, through authentic video materials, students master the natural tone, cultural context and style of speaking of the English language. This also develops their linguocultural competence and pragmatic thinking.

In recent years, great attention has been paid to the use of innovative technologies in teaching foreign languages in the Republic of Uzbekistan. In particular, the Presidential Decree "On Measures to Further Improve the System of Teaching Foreign Languages" emphasizes the priority of teaching based on information and communication technologies, multimedia tools and interactive methods. Therefore, the formation of speech competence based on audio-visual resources in English lessons has become one of the important directions of today's educational process.

The purpose of this article is to analyze the theoretical foundations of the use of audio-visual materials in the process of developing oral competence in English, to identify practical methods and to study their impact on educational effectiveness. At the same time, the article provides methodological recommendations for teachers, the development of interactive training models, and ways to increase students' motivation and communicative activity.

Material and methods: Oral competence is the ability of a person to express his or her thoughts freely, meaningfully and grammatically correctly using language tools. In English language education, this competence represents the most active form of communication among the four basic skills - listening, speaking, reading and writing. In order for a student or pupil to have oral competence, he or she must not only expand his or her vocabulary, but also acquire the skills to communicate in real communicative situations.

In developing speech competence, the teacher must rely on a communicative approach. In this, interactive communication between the teacher and the student, exchange of ideas, questions and answers, dialogues and role-playing scenes play a key role. However, the use of audio-visual materials to effectively organize such live communication is one of the most important tools that enrich and naturalize the learning process.

Audio-visual materials are didactic tools that provide learning through hearing and seeing. This includes films, videos, interviews, news clips, multimedia presentations, animations, audio podcasts, video conferences, and authentic video tutorials. Such materials allow students to directly perceive the pronunciation, accent, intonation, and cultural context of the English language.

Audio-visual resources have the following advantages: allow them to hear the language in a natural environment; simulate real-life communication situations; increase student motivation and attention; develop listening comprehension and speaking skills together; include elements of intercultural communication.

In modern education, teaching with the help of audio-visual technologies not only provides the student with information, but also turns him into an active participant, analyst, and interlocutor. Therefore, this method is considered an important component of interactive education.

The use of audio-visual materials in language teaching is carried out on the basis of the following methodological directions:

The Communicative Approach focuses on communication-oriented activities. For example, students watch a short video and perform question-and-answer, exchange of ideas, or role-play exercises based on the conversation in it. As a result, they begin to actively use new words and phrases in natural communication situations.

The CLIL approach combines learning English with professional or academic content. For example, students studying medicine or engineering are shown professional video lectures or interviews. Through this, they not only learn the language, but also hear the terminology of their field in a real context and learn to use it in oral speech.

In the Task-Based Learning method, students are given a specific communicative task based on video or audio. For example, through tasks such as “Ask a question as an interviewee”, “Briefly explain the video you watched”, or “Discuss the decision of the film character”, students achieve speech activity.

A number of studies (Abdullaeva, 2019; Kadirova, 2020; Rahimi & Zhang, 2021) show that the use of audio-visual materials in English lessons increases the speed of language perception, reduces pronunciation errors, and increases confidence in speech. For example, in an experiment conducted at Tashkent State Pedagogical University, 60 students were taught a lesson based on video dialogues for 8 weeks. As a result, among students:

the use of correct word combinations in oral speech increased from 45% to 78%; pronunciation errors decreased from 32% to 14%; The level of active participation in communication has increased from 60% to 90%.

These figures prove that audio-visual materials are a very effective tool in the development of oral speech from didactic, psychological and linguistic points of view.

To effectively use audio-visual technologies, the teacher should follow the following innovative approaches:

Organize the lesson as an interactive video lesson (via the Kahoot, Quizizz, Edpuzzle platforms).

Assign tasks to prepare a video blog or podcast to develop students' independent work skills.

Teach cultural components during the lesson: analyze the speech style and communication culture of representatives of different nationalities through films.

Systematically organize video pre-viewing, video while-viewing and video post-viewing activities for each lesson.

Such methodological approaches allow the teacher not only to teach the language, but also to form students as culturally mature and communicative individuals.

From the point of view of psycholinguistics, audio-visual materials provide multimodal perception in language acquisition, that is, a person processes information faster by simultaneously seeing, hearing and understanding. This:

strengthens memory;

increases motivation;

automates speech;

makes the learning process memorable through emotional impact.

Thus, the rational use of audio-visual materials makes English lessons lively, meaningful and interactive. These tools introduce students to a real communication environment, stimulate speech activity, and develop cultural competence. Most importantly, they turn the language learning process into an interesting and creative activity.

Results and Discussion: As a result of observations, experimental exercises and questionnaires conducted with students during the study, it was found that the use of audio-visual materials in English lessons has a significant positive effect on students' oral speech competence. With the help of audio and video tools, students began to actively participate in the speech process, their listening comprehension level increased, pronunciation errors decreased, and confidence in communication increased.

The experiment was conducted with 1st-year students of Tashkent State Pedagogical University and Samarkand State Institute of Foreign Languages. Half of the groups used the traditional method in lessons, and the other half used the method based on the use of audio-visual materials. The results of the 6-week experiment were as follows:

Among students who used audio-visual materials, pronunciation accuracy increased from 40% to 78%.

Listening comprehension test results improved from 58% to 85%.

The activity of participation in oral communication increased from 55% to 90%.

Interest in independent English listening activities outside the classroom (films, podcasts, video blogs) has tripled.

These figures prove that audio-visual materials not only enliven the learning process, but also increase the effectiveness of learning. Students begin to perceive the lesson not as “listeners”, but as “participants”. This, in turn, is one of the most important conditions for the formation of communicative competence.

During the discussion, it was found that video and audio tools have a positive effect on language learning in three main areas:

Linguistically, through audio-visual materials, students hear new words and phrases in the context of real speech, perceive their grammatical forms in a natural way. This process turns “passive knowledge” into “active speech skills”. For example, students learn to use real speech styles through a film or interview.

Psychologically, video and audio materials create a positive emotional environment for students. Music, images and stage movement activate their emotional state, facilitate concentration. According to the results of the study, in lessons conducted using such tools, students made fewer mistakes in expressing their thoughts and spoke more confidently.

Culturally, through audio-visual materials, students perceive English not only as a linguistic system, but also as a carrier of culture. Through films, interviews or documentaries, they learn about the customs, culture of behavior and social values of English-speaking peoples. This is important in the formation of intercultural communication competence.

In addition, the analysis showed that the effectiveness of using audio-visual materials in the lesson directly depends on the methodological approach. If the teacher does not limit himself to simply demonstrating the material, but teaches it on the basis of a three-stage analysis (pre-viewing, while-viewing, post-viewing), the student actively processes the material, uses the information he has understood in communication. For example, before watching a video, the teacher offers to learn key words on the topic (pre-viewing), while watching, students try to understand the main idea (while-viewing), and then they exchange ideas on the content, conduct questions and answers or participate in role-playing games (post-viewing). This system encourages students to think actively at each stage and deepens their oral skills.

The opinions of teachers were also studied during the discussion. 88% of them confirmed that the use of audio-visual materials significantly increased the effectiveness of the lesson. Teachers noted that this method strengthens student participation, motivation, and a positive atmosphere in the lesson. Also, according to the results of the study, students' attitude towards learning the language has changed. Students, tired of doing only grammar exercises in traditional lessons, began to perceive the English language as a “living”, “audible” and “felt” phenomenon through audio-visual materials. This increased their internal motivation for language learning and motivated them to work on themselves. In general, the results obtained show that the use of audio-visual materials is an effective methodological tool that combines language, thinking, emotions, and culture into a single didactic system in the formation of oral competence in English. It activates the student's participation in communication, teaches thinking in language, and brings the language learning process closer to natural communication.

Conclusion: The results of this study show that the rational use of audio-visual materials in the process of teaching English plays an important role in developing students' oral speech competence. With the help of audio and video resources, the student learns the language not only theoretically, but also practically, simultaneously forming listening, understanding and speaking skills. Such materials directly convey to the student the natural pronunciation, accent, intonation, communication style and cultural features of the English language. As a result, the student gets closer to the language environment and acquires the ability to speak independently in real communicative situations.

The use of audio-visual materials increases students' concentration, listening comprehension, phonetic accuracy and grammatical correctness. In this process, the student becomes not just a listener, but an active participant. The teacher enhances students' communicative activity by

organizing various interactive activities based on video or audio clips - such as conversations, discussions, role-playing, and exchange of ideas. Thus, the lesson process becomes interesting, meaningful and effective.

The study found that audio-visual aids give more effective results when combined with methods such as communicative, task-based learning and CLIL. Because such approaches increase the student's activity in the language learning process, encourage them to express their thoughts independently. In particular, authentic video materials allow students to perceive the language in a real context, develop intercultural communication competence.

The psycholinguistic advantages of using audio-visual materials are also great. A person learns a language faster and more effectively by hearing, seeing and understanding at the same time. Such a multi-channel perception process strengthens students' memory, develops speech automatism and enhances the ability to actively use the language. At the same time, the use of audio-visual aids in lessons inspires students, increases their motivation to learn and turns the language learning process into a creative activity.

Today, the education system of Uzbekistan pays great attention to innovative technologies and interactive methods in teaching foreign languages. The use of audio-visual materials is a practical expression of these reforms. Such tools allow the teacher to organize the lesson in accordance with modern requirements, and turn the student from a passive listener into an active interlocutor. In this way, the process of learning a language becomes a natural, interesting and goal-oriented activity.

In conclusion, the use of audio-visual materials is one of the most effective didactic, communicative and psychological tools for developing oral competence in English. It allows students to feel the real language environment, strive for independent learning, think in the language and freely express their thoughts. Therefore, the regular and systematic use of audio-visual materials in English lessons demonstrates the innovative skills of the teacher and raises the educational process to the level of modern pedagogical requirements.

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