

## "THE METHODOLOGY OF TEACHING THE UZBEKI LANGUAGE TO STUDENTS ON THE BASE OF AUDIO AND VIDEO MATERIALS

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### ABSTRACT

This article shows some methodological aspects of the use of audio and video materials when teaching students the Uzbek language. The advantages of integrating audio-video materials in teaching the Uzbek language for teachers and students are noted.

**Keywords:** Audio, video, Uzbek language, education, methodology, materials, listening comprehension, interactive methods.

### INTRODUCTION

In today's rapidly developing era, while science and technology are growing rapidly, development in every field is taking a step forward. In particular, great changes and significant progress are being made in science. In recent years, language teachers are increasingly turning to audio-video materials as an integral part of the teaching practice in teaching the Uzbek language. Using multimedia resources provides many benefits, including increased engagement, improved understanding, and cultural awareness. This comprehensive study examines the principles, strategies, and benefits of using audio-video materials in teaching practice for Uzbek language learners.

In the modern landscape of education, the integration of audio-visual materials is becoming more and more widespread. These materials offer dynamic and engaging resources for teachers to improve their teaching methods and improve student learning outcomes. The use of audiovisual materials in Uzbek language education allows enriching the teaching and learning process, taking into account the diverse needs and wishes of students.

The effective integration of audio-video materials in teaching the Uzbek language is based on several pedagogical principles:

**Authenticity:** Real-life language use, cultural contexts, and the selection of authentic audio-video materials that reflect different accents are important for developing language and cultural competence.

**Multimodality:** Using audio and visual stimuli engages multiple senses, enhancing learning through auditory, visual, and kinesthetic channels.

**Interactivity:** Incorporating interactive elements such as comprehension questions, discussions, and cooperative activities encourages active participation and facilitates meaningful language practice.

**Differentiation:** Adapting audio-video materials to students' knowledge levels, interests, and learning styles ensures accessibility and relevance for diverse student populations.

Effective integration of audio-video materials in teaching the Uzbek language requires careful planning and implementation. The following strategies can improve teaching practice:

**Pre-viewing Activities:** Preparing students for the audio-video experience by introducing them to appropriate vocabulary, cultural backgrounds, and learning objectives promotes understanding and engagement.

**Interactive viewing tasks:** Comprehension questions, viewing guides, and interactive exercises during audio-video sessions help develop active listening, observation, and critical thinking skills.

**Post-Viewing Reflections:** Facilitating discussions, reflection journals, and project-based assessments after viewing sessions can help develop deeper understanding, language production, and cultural analysis.

**Technology integration:** The use of digital platforms, online resources and multimedia tools increases convenience, flexibility and interactivity in the delivery of audio-video materials.

The integration of audio-video materials in the teaching of the Uzbek language provides many advantages for teachers and students:

**Enhanced Engagement:** Audio-video materials engage students, encourage participation, and create a learning environment conducive to engagement and mastery.

**Improved Comprehension:** Using visual cues, contextual cues, and real language in audio-video materials facilitates comprehension, vocabulary acquisition, and language fluency.

**Cultural Immersion:** Introducing students to authentic cultural artifacts, traditions, and perspectives through audio-video materials develops cultural competence, empathy, and global awareness.

**Learner autonomy:** Providing access to a variety of audio-video resources allows learners to learn language and culture independently, and develops autonomy, self-management, and lifelong language skills.

**Real-world relevance:** Audio-video materials reflect real-life language use, social interactions, and cultural practices, bridging the gap between classroom instruction and real-world communication scenarios.

Although audio-video-based teaching practices offer many advantages, teachers may face challenges such as:

**Access and technology:** Limited access to audio-visual resources, technical limitations, and digital literacy barriers can impede effective implementation, especially in resource-constrained settings.

**Cultural sensitivity:** Selecting culturally appropriate, unbiased audio-video materials that represent diverse perspectives and avoid stereotypes requires careful curation and cultural awareness.

**Pedagogical integration:** Seamlessly integrating audio-video materials into lesson plans, aligning them with learning objectives, and scaffolding instruction requires effective pedagogical expertise and curriculum design skills.

**Assessment and Evaluation:** Assessing student outcomes, evaluating the effectiveness of audio-video-based instruction, and providing meaningful feedback present challenges in terms of validity, reliability, and validity.

- In the process of listening comprehension, the main role is played by the auditory analyzer, and the motor and visual analyzers play an auxiliary role.

- • In grades 3-4, students are required to be able to understand stories based on oral material. This speech should be viewed on the basis of A1 level material and should consist of texts that cover 1% unfamiliar words;

- • Starting from 5th grade, students are given texts with some unfamiliar words for listening comprehension. The volume of the texts that the students should listen to is increased by 0.5-1 minute from class to class;

- • 6th graders should be able to listen and understand speech at an average speed. The length of the information should be 1.5 minutes;

- • 7th grade students should have words that the student can understand by listening with 2% unfamiliar words, based on the complete A1 and A2 material recorded at an average speed;

- • In grades 8-9, students are required to be able to listen and understand the information compiled based on the requirements of the A2 program. A serious study of the requirements of the curriculum shows that they will be able to talk freely about themselves, their country, their culture, and their family.<sup>1</sup>

- Steps to work on audio text:

- • before listening

- • while listening

- • after listening

- Types of listening:

- • Obtaining the necessary / selective information (also "search" or "explanatory" listening) (exact information listening / selective listening)

- • Understanding the main content (also "introductory" listening) (skim listening) with acquisition of basic information.

- • Complete and clear understanding of content and meaning (as well as 'detailed' listening) (listening for detailed understanding).

<sup>1</sup> Современные методы и технологии преподавания иностранных языков : сб. науч. ст. / Чуваш. гос. пед. ун-т ; отв. ред. Н. В. Кормилини, Н. Ю. Шугасва. – Чебоксары : Чуваш. гос. пед. ун-т, 2019. – 449 с.

- A system of exercises to develop listening skills:
  - Repeating a speech in a foreign language for the speaker;
  - Exercises for the development of listening to speech (listening with visual support, guided listening).
- Exercises to develop memory:
  - listen to the text / message, then compare it with the printed one and find inconsistencies;
  - remember all the dates, names, place names, etc. used in the text and repeat them in the same sequence;
  - Listen to the words and group them according to a principle or feature, try not to miss one
  - Listen to the words and repeat only the words related to a particular topic.
- Exercises for teaching probabilistic predictions:
  - find as many definitions of words as possible;
  - make possible phrases with nouns / verbs / adverbs / adjectives;
  - compose the most typical expressions within specific situations and translate them;
  - exercises on the logical development of ideas, including the ability to complete a phrase, text, etc.;
  - Identify content by title, images, keywords, questions, and more.<sup>2</sup>

In recent years, the use of audio-video materials in language teaching has attracted great interest around the world. This trend is especially evident in the education of the Uzbek language, and innovative pedagogical approaches aimed at improving the teaching practice are being used. This summary explores the benefits, challenges, and effective strategies for incorporating audio-video materials into Uzbek language teaching.

**Advantages of audio-video materials in language teaching:**

**Improve Listening Comprehension:** Audio-video materials provide students with real spoken language examples, improving their listening comprehension skills. By studying different accents, speech speed and intonations, students will better understand spoken Uzbek.

**Visual Contextualization:** Visual elements in audio-video materials offer contextual cues that aid comprehension and recall. By associating words and phrases with related images or actions, students can understand meaning more effectively and build stronger vocabulary.

**Cultural immersion:** Audio-video materials provide brief information about Uzbek culture, traditions and daily life. Through exposure to authentic cultural contexts, students not only acquire language skills, but also develop intercultural competence and appreciation.

**Engagement and motivation:** The dynamic nature of audio-video materials captures students' attention and keeps them engaged throughout the lesson. Interactive activities, such as video

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<sup>2</sup> Ильченко Е. Использование видеозаписи на уроках английского языка // Первое сентября. Английский язык. 2003. № 9. С. 7–9.

discussions or role-playing games, stimulate interest and motivation, and develop active participation.

Adding audio-video materials to Uzbek language teaching provides many benefits, including listening comprehension, cultural immersion, and student engagement. Despite challenges such as resource limitations and technological limitations, effective pedagogical strategies can maximize the effectiveness of audio-video integration. By strategically using multimedia resources and meeting the diverse needs of learners, teachers can create immersive and dynamic learning experiences that develop language proficiency and cultural competence in Uzbek language learners.

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