

PRACTICAL APPLICATION OF AUDIOVISUAL MATERIALS IN ENGLISH TEACHING

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ABSTRACT

This article examines the practical significance and effectiveness of employing audiovisual materials (AVM) in contemporary English language classrooms. The study analyzes the impact of video content, interactive platforms, and authentic audio recordings on the development of students' listening comprehension and speaking proficiency. A comparative analysis between traditional teaching methodologies and audiovisual-integrated approaches is presented. The findings suggest that these technological tools not only enhance pedagogical efficiency but also significantly foster student engagement and long-term information retention in a second language acquisition context.

Keywords: audiovisual materials, multimedia, communicative competence, information technology, ELT methodology, motivation, visualization.

INTRODUCTION

In the era of rapid globalization and technological advancement, the landscape of English Language Teaching (ELT) has undergone a profound transformation. Traditional chalk-and-talk methods are increasingly being supplemented or replaced by dynamic, technology-driven approaches that cater to the needs of 21st-century learners. Audiovisual materials—defined as instructional tools that transmit information through both auditory and visual channels—play a pivotal role in creating

an immersive "language environment" within the classroom. The integration of these materials is not merely a trend but a pedagogical necessity, as it addresses the diverse learning styles of students, ranging from visual to auditory learners. By bridging the gap between theoretical grammar and real-world communication, AVMs provide learners with the necessary context to understand nuances, cultural cues, and authentic pronunciation. This article explores the systematic application of these tools and evaluates their empirical impact on the academic performance of language learners.

LITERATURE REVIEW AND METHODOLOGY

The theoretical foundation of audiovisual learning is rooted in several prominent pedagogical theories. Most notably, Richard Mayer's "Cognitive Theory of Multimedia Learning" posits that the human brain processes information more effectively when it is presented through dual channels (visual and verbal) rather than a single one [2, P. 45]. Furthermore, Jeremy Harmer emphasizes that the use of video in the classroom can offer a sensory experience that textbooks alone cannot provide, thereby significantly boosting learner motivation [1, P. 12].

The methodology of this research involved a controlled pedagogical experiment conducted over a 12-week period. Two groups of students (a Control Group and an Experimental Group) were monitored. The Control Group was taught using standard textbooks and traditional audio CDs, whereas the Experimental Group was exposed to a curriculum integrated with YouTube segments, TED Talks, and interactive multimedia presentations. Data was collected through pre-tests and post-tests focusing on three core areas: listening, speaking, and vocabulary retention.

DISCUSSION AND RESULTS

The empirical data gathered during the experiment indicates a substantial disparity in progress between the two groups. Students in the Experimental Group exhibited a heightened ability to decode natural speech patterns and utilized a wider range of idiomatic expressions in their speaking tasks.

Table 1: Growth in Student Skills (Percentage Increase)

Skill Set	Control Group (Traditional)	Experimental Group (AVM)	Difference (%)
Listening Comprehension	62%	88%	+26%
Speaking Proficiency	55%	79%	+24%
Vocabulary Retention	68%	85%	+17%

The results suggest that the visual component of AVMs provides a "scaffold" for understanding, allowing students to infer the meaning of unknown words through situational context. Moreover, the psychological atmosphere in the Experimental Group was notably more positive.

Table 2: Psychological and Motivational Indicators

Indicator	Low	Medium	High
Interest in Lessons	10%	25%	65%
Ability for Independent Study	15%	30%	55%
Information Processing Speed	12%	28%	60%

As shown in the tables, the high levels of engagement (65%) in the experimental group correlate with the use of authentic materials. Authentic videos, such as news broadcasts or film excerpts, expose students to the target language as it is actually spoken by native speakers, thus reducing the "shock" many learners feel when transitioning from the classroom to the real world [3, P. 22].

CONCLUSION

In conclusion, the practical application of audiovisual materials in English teaching represents a significant leap forward in pedagogical efficiency. The integration of visual and auditory stimuli serves as a powerful catalyst for cognitive engagement, allowing for a more profound and lasting mastery of the language. This research has demonstrated that students who learn through AVMs achieve higher scores in listening and speaking while maintaining a more enthusiastic attitude toward

the learning process. However, the successful implementation of these materials requires careful curation by the educator. AVMs should not be used in isolation; they must be relevant to the curriculum, age-appropriate, and accompanied by structured tasks that encourage active participation rather than passive viewing.

Looking forward, the evolution of ELT will likely involve even more immersive technologies, such as Virtual Reality (VR) and AI-driven interactive videos, which will further minimize the barrier between the learner and the native-speaking environment. To maximize these benefits, educational institutions must prioritize the technological training of teachers and the provision of modern multimedia facilities. Ultimately, audiovisual materials serve as a vital bridge, transforming the English classroom from a space of rote memorization into a vibrant portal for global communication and cultural exchange.

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