



USE OF AUDIO, VIDEO, GRAPHICS AND ANIMATIONS IN THE
DEVELOPMENT OF SPEAKING SKILLS IN ENGLISH IN THE 8TH-9TH
GRADES.

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Annotation. *In the conditions of the modern educational space, information and communication technologies in teaching English are good teachers' assistants in teaching young learners. A special place among them is occupied by educational multimedia applications for textbooks with songs, cartoons, video and audio materials for lessons. The audiovisual method is an effective form of educational activity that not only activates the attention of learners, but also contributes to the improvement of their listening and speaking skills, since the visual support of a foreign language sound system helps understand meaning more completely and accurately.*

Key words: *communication technologies , developing skills , video materials for students*

Language education in Uzbekistan has undergone significant changes in recent years. According to the requirements of the State Standards, the most careful attention is paid to mastering the skills of speaking and listening, since these skills are the key to successful and full-fledged communication in a foreign language. The formation of communicative competence from the very initial stage of language learning is based on the development of speech (its components) - listening and speaking. Communication in a foreign language is based on the process of successfully developing the skills of understanding, recognition, perception and reproduction of the speech heard. The material used for listening and speaking serves as a model of a real language environment, which allows young learners to be involved in speech practice.

Audiovisual Materials: Provide a visual representation of the situation, allow to see the articulation, which facilitates the processes of perception and understanding of foreign language speech. Listening is a complex receptive, mental-imaginary activity associated with the perception, understanding and processing of information contained in an oral speech communication [3, p. 161]. On the history of the emergence of the audiovisual method This method was developed in France in the 50s. of the XX century by the joint efforts of French and Yugoslav scientists. The method was intended for intensive teaching of spoken French to adult learners. The authors of this method were P. Gberina, P. Revenk, J. Gugeneim, R. Renard. The authors of this method believed that learning a foreign language is necessary in the form of live communication. The basis of the educational process was the creation of situations for communication, so that learning proceeds in an atmosphere of natural speech, stimulating the assimilation of sounds, rhythm of speech. The use of audiovisual resources in the course of language teaching made it possible to develop





communication skills with the combination of linguistic and paralinguistic elements [4, p.163].

Application of the audiovisual method in English lessons One of the features of this method was the non-use of the native language, especially at the initial stage of training.

Interference makes it difficult to develop the skills of oral communication in a foreign language, therefore, it is important to exclude the use of the native language in the lesson.

Video materials allow not only to hear the rise and fall of the voice, pauses between words and sentences, intonation, but also to observe gestures, facial expressions, posture, which contributes to a better understanding and memorization of information by young learners. The regular use of audio and video materials in the classroom helps learners overcome the language barrier.

The introduction of videos, cartoons, as well as colorful animated exercises with dubbing into the educational process changes the nature of the traditional lesson, makes it lively and interesting for children of primary school age, contributes to the enrichment of their language stock and broadening their horizons. Repeated listening to texts and dialogues allows them to work out the correct pronunciation, develop speaking, and later master the reading and writing techniques.

The introduction of video into the educational process serves as a good incentive to learn an unfamiliar language. "Particularly the use of video has received increasing attention in recent studies on technology integration into teacher education curricula". [8] When learners realize that they are able to understand a foreign language authentic speech, their self-esteem and motivation to study the subject increase. [10]

The use of the audiovisual method means the introduction of new lexical and grammatical material for listening, and its meaning is revealed with the help of a video series. Language learning takes place by mastering words and phrases using the example of speech heard. In a short period of time, the learner receives a large amount of information through two channels at once: by ear and visually. [6]

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