

**ROLE OF VISUAL AIDS FOR THE FORMATION OF COMMUNICATIVE
COMPETENCE**

Gulchekhra Shukhratovna Rasulova

Lecturer, Department of Foreign Languages

University of Journalism and Mass Communications of Uzbekistan

Annotation. *This article discusses the role of modern educational reforms and innovative technologies in improving the quality of foreign language teaching in Uzbekistan. Particular attention is given to the integration of information and communication technologies (ICT), especially video-based learning, in developing students' communicative competence. The study highlights the effectiveness of video materials as a visual and interactive teaching tool that enhances comprehension, motivation, and cultural awareness. It also outlines the pedagogical conditions necessary for the successful use of video in the classroom. The findings suggest that the integration of multimedia resources significantly improves language acquisition and supports the communicative approach in foreign language education.*

Keywords. *Education system, skills, visual aids, communicative competence, visibility, modern technology*

Introduction. In recent years, the education system in Uzbekistan has undergone significant reforms aimed at improving its quality and aligning it with international standards. Special attention has been given to strengthening the material and technical base of educational institutions, introducing innovative teaching technologies, and revising curricula in accordance with modern educational requirements.

The rapid development of information and communication technologies (ICT) in the twenty-first century has significantly influenced all spheres of human activity, including education. Today, it is difficult to imagine the learning process without the use of computers, the Internet, and multimedia tools. As a result, modern education systems are increasingly oriented toward integration into the global information and educational space. This shift requires the adoption of new teaching approaches and methods that correspond to technological advancements and facilitate students' active participation in the learning process.

One of the most effective innovative methods in foreign language teaching is the use of video materials. Developing communicative competence in a foreign language without exposure to real-life language environments is challenging. Therefore, teachers are required to create authentic or simulated communication situations in the classroom. Moreover, video materials contribute to the development of students' cognitive skills, such as attention, memory, and critical thinking. They also enhance learners' motivation and emotional involvement in the learning process. However, the effective use of video requires careful

selection of materials, proper organization of classroom activities, and alignment with learning objectives.

Main part. In the ongoing consistent reforms to improve the system of education in our country, important attention is paid to strengthening the material-technical base of educational institutions of all levels. Introduction of innovative technologies and advanced educational standards in the educational process provides a steady increase in the quality of theoretical and practical knowledge and skills of students. In our country, the highest priority is given to the development of education. In this respect, the implementation of the resolution of the President "On additional measures for the study of foreign languages" plays an important role. Due to it, all curriculum and thematic plans on the subject of foreign language were revised in accordance with the new state standards [1]. In the twenty-first century, the development of information and communication technologies has become part of the everyday life of every person, keeping pace with. Now it is hard to imagine any sphere of activity where computer technology, the Internet, and other products of high-tech are not used. Currently, in Uzbekistan, there is the establishment of a new education system focused on the occurrence in the world information-educational space. This process is accompanied by significant changes in pedagogical theory and practice of the educational process related to making adjustments in content learning technologies, which should be adequate to modern technical possibilities and to promote the harmonious entry of the student into the information society. Computer technology should become an integral part of the educational process, greatly enhancing its effectiveness. Modern technology allows us to expand the scope of the lesson, leading to the necessity of using new forms of learning [2].

One of such forms is a video tutorial. To master communicative competence in English, not being in the target language country is very difficult. Therefore, an important task of the teacher is the creation of real and imagined situations of communication in a lesson of a foreign language using different techniques. The video method belongs to the group of graphic methods [8]. It encompasses training and raising function, which is due to high performance impact of visual images. The information presented in a visual form is most accessible to perception, and it is digested more easily and faster. In addition, the use of video in the classroom helps meet the needs, wishes, and interests of the students [11]. However, when using the visual method (demonstration of the video), you must fulfill some conditions:

- the video used must be on the level of the students' knowledge;
- visibility should be used in moderation and shown slowly and only at the appropriate time during the lesson;
- supervision should be organized so that all students can see the video well;
- it is necessary to clearly identify the main, essential; to consider in detail the explanations given during the demonstration of video materials; a demonstration of the video must be exactly aligned with the study of educational material to fit the topic of study [10,14,3].

Unlike audio or printed text, which can be highly informative, educational, and of developing value, videotext has the advantage that it combines different aspects of the act of

verbal interaction [14,7]. In addition to the content aspect of communication, videotext provides visual information about the scene, the appearance, and the nonverbal behavior of the participants of communication in a particular situation. Videos provide almost unlimited opportunities to conduct analysis based on the comparison of cultural realities and peculiarities of human behavior in various situations of intercultural communication [9]. Their use facilitates the implementation of the essential requirements of the communicative approach. That is to represent the process of mastering by language as comprehension of live foreign-language culture; individualization of training and development, and motivation of speech activity of trainees [4]. Another advantage of film is its emotional impact on the students. Therefore, attention should be directed on formation of students' personal relationships in the scene. The use of video also helps develop various mental activities in pupils, especially attention and memory. During class viewing, there is an atmosphere of joint cognitive activity; even an inattentive student becomes attentive. In order to understand the content of the film, students need to make some effort [6,12]. So, the involuntary attention passes randomly; its intensity has an influence on the memorization process. The use of different channels of information (auditory, visual, kinesthetic, and tactile) has a positive effect on the strength of capturing regional geographic and language material.

Conclusion. In conclusion, the integration of modern technologies into the educational process plays a vital role in improving the quality and effectiveness of foreign language teaching. The ongoing reforms in Uzbekistan's education system have created favorable conditions for the implementation of innovative approaches, including the use of ICT and multimedia tools. Among these, video-based instruction stands out as a powerful and versatile method that enhances students' communicative competence and overall language proficiency.

The use of video materials allows learners to experience authentic language environments, observe cultural and behavioral aspects of communication, and engage in meaningful learning activities. It supports the principles of the communicative approach by promoting interaction, contextual understanding, and active participation. Furthermore, video-based learning contributes to the development of students' cognitive abilities, such as attention, memory, and analytical thinking, while also increasing their motivation and interest in learning.

However, the successful implementation of video technology in the classroom depends on several pedagogical factors, including the appropriate selection of materials, alignment with students' proficiency levels, and effective organization of viewing and follow-up activities. Teachers play a crucial role in guiding students, facilitating discussions, and ensuring that video resources are used purposefully and systematically.

Overall, the integration of video and other digital technologies into foreign language teaching not only enhances learning outcomes but also prepares students to function effectively in the global information society. Therefore, further research and methodological development in this field are essential to maximize the potential of innovative educational tools and to ensure continuous improvement in language education.

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