

THE ROLE OF USING VIDEO MATERIALS IN EFL CLASSROOMS

Dekhqonov Tokhirjon Murodjon o'g'li

4th year student of foreign language faculty in Fergana State University Tel: +998886900313 E-mail:
toxirbekdehqonov@gmail.com

Adamboyeva Nafisa Qodirberganovna

Scientific supervisor:

Annotation: *This article explores how using video resources in EFL classes has grown in importance as a way to improve language acquisition. This method provides students with a variety of opportunities to experience real-world language use, cultural context, and a range of accents and dialects. Videos appeal to a variety of learning methods by involving students both visually and aurally. They can enhance comprehension, vocabulary development, and listening skills. Additionally, audiovisual resources can give pupils a sense of context for abstract language concepts, making them more relatable. Videos provide cultural insights in addition to language benefits, assisting learners in comprehending not just the language but also its context. Since students may not have direct exposure to native speakers in EFL programs, this is very crucial.*

Keywords: *Entertainment purposes, categories, infancy, information, communication, technologies, internet-based technology, listening comprehension, activities appropriate, endeavors, navigate, anxiety, strengthen, confidence.*

INTRODUCTION

Listening plays an important role in the successful learning of a foreign language. The ability to listen well and effectively helps students and teachers succeed in the learning process. It is not easy for some language teachers to take the necessary steps in teaching listening⁵⁵. The results of many previous studies on the difficulties in teaching listening skills have shown that many teachers and students have a negative attitude towards listening to a foreign language.

A language that is listened to regularly is learned faster. From infancy, a person who has mastered his mother tongue by listening to what others are saying can learn other languages more quickly by listening for the of his life. Listening ability is divided into three categories according to purpose: Passive listening- in this case, the listener listens only for entertainment purposes. Information and communication technologies are widely used in passive listening.

Mp3s and movies are such listening materials. Active listening-is listening to learn and remember information. In this case, the listener listens not only to understand the words but also to understand the general topic. Critical/analytical listening listening to criticism or deciding what you hear.

⁵⁵ Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34, 165-182.

Modern internet-based technology helps to develop skills by providing many opportunities to listen to spoken language. A good language teacher directs students to practice the oral language from current and emerging technologies. After listening to the material, the learners analyze, express their opinions, and come to different conclusions critically.

METHODOLOGY

Listening-Some of the teachers believe that speaking should be actively discouraged. One of the reasons of emphasizing listening and delaying speaking is based on an opinion. Those who give importance to speaking view the language as a product and think that language is a behavior and speaking is the manifestation of this learning or happening. On the contrary, there are approaches that gave more importance to listening. In this approach of language learning, listening is at the center.

All of the information necessary for building up the knowledge for using language comes from receptive skills: listening, and reading. When the knowledge of language in this regard is built the learner can write and speak. In other words, without any input, the outcome or output should be nothing. Whatever method you use for teaching listening, keep a few key instructional tips in mind that will help both you and your students navigate the learning process.

One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes.

Three, help students navigate their communication anxiety by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small⁵⁶ The modern effective methods of teaching listening skills include everything from interactive exercise to multimedia resources. Listening skills can best learn or improved through simple and engaging activities that focus more on the learning process instead of the final product.

DISCUSSION AND RESULTS

Listening comprehension has been defined by various researchers, and G. Buck has defined it very clearly. According to G. Buck, "listening comprehension is an active process of building meaning, and this is done by applying knowledge, that is, both language and foreign-language skills "to the incoming sound.", any situation or feature of the listener can affect the comprehension of the message". The success of professional communication depends on the students' listening skills. There are already many ways to improve listening. Listening to professional audio materials will meet the needs of students and help them move forward. In addition, the use of original audio and video provides an ideal opportunity for students to listen not only to their teachers and classmates but also to those who speak English with mixed language accents and are accustomed to the sounds,

⁵⁶ . Field, J. (2008). Listening in the language classroom. Cambridge University Press.

accents, and intonations of foreigners with different accents and fluency. opens. The new methodology should 1) cover the correct application of teaching; learning, reading in class and reading out of class, 2) development and application of a completely new listening lesson sequence. The intrinsic motivation can lead to increased engagement, as learners are more likely to invest time and effort when they perceive the direct benefits of their language learning endeavors.⁵⁷

CONCLUSION

In conclusion, help students navigate their communication anxiety by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small⁵⁸. Hearing is a natural process in which the ear perceives sound. People tend to regulate many of the sounds they hear. Sometimes this includes conversations. Imagine that you are sitting on a crowded bus.

The passenger next to you is talking loudly on the phone. After a while, you turn your attention to something else and adjust the loud conversation. Although you can hear the whole conversation physically, you don't remember any of them when you get off the bus. The reason for this is that you simply hear the sounds and do not actively listen. Thus, the development of listening skills in learning a foreign language begins with understanding the difference between listening and hearing and combines a number of principles. Be aware of the topic of the audio text being listened to by looking at the options before listening to the answer Active listening refers to the process of combining seemingly positive listening behaviors with cognitive listening skills.

In terms of cognitive barriers to effective listening, students must first be able to listen to themselves by analyzing a listening situation before starting. For example, they may ask themselves the following questions:

As we have learned before, the difference between speech and thought is that the levels of attention change as you listen to the voice. Effective listeners should try to maintain their attention as much as possible and re-focus when attention changes or decreases. The only way to do this is to find the motivation to listen. If students can identify internal or external motives for listening to a particular sound, they will be more likely to remember the information they hear.

BIBLIOGRAPHY:

1. Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34, 165–182.
2. Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.

⁵⁷ "Using Video in the Language Classroom" by Lindsay Clandfield (2011) 128 pages

⁵⁸ Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.



3. "Using Video in the Language Classroom" by Lindsay Clandfield (2011) 128 pages
4. Field, J. (2008). Listening in the language classroom. Cambridge University Press.