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**THE ROLE OF AUDIOVISUAL DIGITAL TECHNOLOGIES IN
DEVELOPING STUDENTS' COMMUNICATIVE SKILLS IN ENGLISH
LANGUAGE LEARNING**

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Abstract: The study draws on a wide range of sources, which can be classified as follows: regulatory documents, scientific and pedagogical materials, and periodicals. The purpose of this study is to identify, define, and substantiate the specific features of using digital technologies in developing communication skills during English language learning.

Keywords: Analysis of methodological, psychological, and pedagogical literature; synthesis and generalization of the obtained information at a theoretical level; pedagogical design and modeling; methods of pedagogical diagnostics; methods of statistical analysis of results.

Introduction

In today's world, the importance of the English language cannot be underestimated or neglected, as according to the English Proficiency Index, it is the most widely spoken language.

English has successfully established itself as a language of intercultural communication, as well as a language of international business communication and research. Therefore, modern foreign language teaching methods emphasize the importance of efficient yet high-quality preparation for the use of language tools.

Methods

Scientific and pedagogical materials include research articles, textbooks, dissertation abstracts, and dissertations. The history of publications in scientific journals and peer review allow us to identify traditions and innovations in

linguistics and teaching methods, as well as assess the relevance of ideas in the professional community and public opinion. Analysis of the presented materials allowed us to reflect contemporary teaching practices, foreign language teaching methods, linguistic aspects of speech activity, and the social and psychological aspects of language use in verbal communication.

Results and Discussion

As mentioned above, there is a growing need to integrate digital technologies into foreign language teaching in schools, providing teachers and students with opportunities for effective learning and communication skills practice.

Digital learning tools are typically categorized based on the senses used to perceive information.

Based on this criterion, learning tools can be divided into the following categories: visual; auditory; universal; audiovisual.

The simultaneous impact of various stimuli on different senses has a special power and emotional richness.

When using audiovisual tools to perceive information, the learner experiences an intense flow of high-quality and unfamiliar information. This creates an emotional foundation that facilitates the transition from sensory perception to logical thinking.

Video and audio materials play a key role in modern foreign language teaching methods. These teaching aids compensate for the lack of a natural foreign language environment, effectively utilize visual and auditory learning tools, and conduct a variety of exercises involving the entire group of students.

Audiovisual learning is an effective methodological tool that helps both stimulate students' attention and improve their communication and listening skills. Visual elements and audio recordings presented on screen facilitate a better and more accurate understanding of the meaning of what is being said in a foreign language.

N. A. Sopot defines audiovisual teaching aids as a special category of educational technical resources widely used in the educational process. They include screen and audio recordings designed for the visual and auditory presentation of information [4].

Audiovisual information transmission devices include technical devices such as projectors, audio systems, players, and computers. The main characteristic of these devices is their ability to convert information recorded on various media into a format that is easily perceived and understood.

The use of highly informative audiovisual content contributes to the optimization of the educational process.

Audiovisual resources not only help students develop auditory skills but also provide the opportunity to consider the phenomena being studied in a real-world context. They also allow students to become familiar with modern advances in science and technology, as well as the subjects and cultural phenomena of the country whose language is being studied. These factors significantly increase students' motivation for learning [5].

The use of audiovisual aids in foreign language teaching is also becoming relevant in the context of the communicative focus of the educational process. The desire to develop communicative competence, focused on professionally oriented communication, is a general trend in modern methods in Russian and international education [1].

Podcasting technology, widely discussed in scientific and methodological literature, represents an interesting aspect of digital technology.

A podcast, in turn, is an audio or video file available online, that is, a product of podcasting technology that can be listened to or viewed on personal computers or mobile devices at the user's convenience.

Based on various characteristics, podcasts can be classified as follows:

- ✓ standalone (created using standalone software) and integrated (created within a specific website);

- ✓ by media type: audio (contain only audio) and video podcasts (include audio and video);
- ✓ by the number of authors: individual (created by a single author) or collaborative (developed by a group of authors);
- ✓ by genre: educational (focused on educational purposes), entertainment (intended for entertainment), and socio-political (containing materials on social and political topics) [1].

In terms of authorship, the following types of podcasts can be distinguished: authentic podcasts: recordings not created specifically for language teaching, but providing valuable listening material.

Also includes podcasts created for educational purposes;

- ✓ Teacher-created podcasts: recordings created by teachers for use in their lessons, providing access to additional materials;
- ✓ Student podcasts: recordings created by students, often with teacher support. They can be used to introduce students to other cultures and facilitate the exchange of experiences between students from different countries;
- ✓ Methodological podcasts: recordings developed for the purpose of teacher professional development, self-education, and the exchange of methodological information [1]

The effectiveness of podcasts is confirmed by the opportunity for a more in-depth analysis of educational content. Podcasts also contribute to the development of communication skills, effective time management, and the ability to organize and systematize the presented material within the framework of the educational topic. They are a powerful tool for improving critical and analytical thinking. For example, a podcast can include discussion questions for students to prepare answers to for the next lesson. Podcasts promote the development of a critical perspective on the presented material and the analytical abilities of students [2].

Conclusion

Thus, it can be concluded that podcasting is a technology for transmitting digital content that involves the process of creating, posting, and distributing audio or video files online, making them accessible for listening or viewing by users. A podcast is a single file or a series of regularly updated files published at a specific internet address.

Podcasting content stands out among other available technologies for developing communication skills because it helps organize communicative situations that are as close as possible to the natural language environment, and also allows students to be mobile in time and space, which is facilitated by certain services and platforms, which will be discussed in the next section.

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