



## ANALYSIS AND CREATION OF AN AUDIOVISUAL TEACHING AID

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**Tayanch so'zlar:** chet tili, talabalar, o'quv jarayoni, muloqot, rivojlanish, leksik, grammatik va fonetik ko'nikmalar.

**Ключевые слова:** иностранный язык, студенты, учебный процесс, общение, развитие, лексические, грамматические и фонетические навыки.

**Key words:** foreign language, native students, educational process, communication, development, lexical, grammatical, and phonetic skills.

Introduction. The most favorable option for mastering a foreign language (FL) is to study the language in a natural language environment. The process of language acquisition outside the country of the target language and without direct contact with the culture of native speakers seems less favorable. It is this circumstance that determines the complexity of the academic subject "Foreign language" and the difficulty of teaching it in artificial conditions. Hence the eternal search for opportunities to "bring closer" the educational process to the conditions of controlled language acquisition by pupils in a natural language situation. Therefore, today the following are especially relevant:

- Expanding the boundaries of study time and increasing the volume of practical use of the studied language as a means of communication, going beyond the scope of work in the classroom.
- Increasing students' motivation to master a foreign language and using language as a means of communication by including, for example, the process of learning a foreign language in the context of gaming and cognitive activities, allowing the creation of natural motives for communication.



Discussion and results. It is almost impossible to develop just one speech or language skill in a lesson. Working, for example, with audio texts, we simultaneously practice lexical, grammatical, and phonetic skills. Audio texts provide information for discussion, which, in turn, involves further development of speaking skills. In this case, listening is a means of learning. It is very closely related to other aspects of language. Thus, oral speech involves listening and speaking skills at the same time. Dialogue as a form of oral communication is impossible without well-developed listening and speaking skills [13, 125].

Practical experience in teaching a foreign language, interpreting practice and communication in a foreign language convince us that listening is one of the most difficult types of speech activity. Firstly, it is characterized by one-time presentation. Consequently, one must learn to understand the text the first time, since in real communication situations the possibility of repetition is sometimes excluded. Secondly, we are not able to change anything, we cannot adapt the speaker's speech to our level of understanding. Each person has his own way of speaking, which is not always understandable to everyone. Thirdly, there are a number of objective difficulties that prevent speech from being understood the first time, such as difficulties associated with listening conditions, individual characteristics of the speech source and the linguistic characteristics of the perceived material [13, 125].

It is almost impossible to ensure the preservation of constant speech parameters during direct communication. In this case, the teacher turns to sound recording and sound reproduction tools for help. It can be argued that in language classes, especially at the initial stage, they are given an even more significant place, since:

- performing exercises using sound recordings significantly intensifies the learning process
- repeated reproduction of exemplary speech without loss of original acoustic characteristics allows for maximum use of students' analytical and imitative abilities;
- with the help of sound recording means a foreign language environment is created, which is of great importance in the context of a language environment; in addition, an artificial foreign language environment, specially organized and devoid of interference that arises during direct communication, is especially effective;
- the time spent in a foreign language environment is extended by performing laboratory work during extracurricular hours, as well as by listening to radio broadcasts and watching films; -- the range of listening

comprehension is expanded due to the opportunity to listen to various versions of foreign language speech, which is of no small importance when preparing students for classes in their specialty, when preliminary work with the phonogram greatly facilitates the understanding of lectures;

- the ability to record students' speech makes it an object of analysis by the teacher, and also promotes students' personal participation in correcting mistakes made when working with the key [12, 36].

Visual (visual) learning aids. These include the following three groups of benefits:

- Natural remedies. They are usually understood as objects and actions. Subject visibility takes place in the process of demonstrating to students objects, as well as their signs, properties and qualities. This is the most ancient and popular type of visualization. As a result of demonstrating examples of natural clarity, students receive a lively and vivid understanding of the subjects discussed in class, and also find application when introducing regional information and working on the grammatical form of a word. The surrounding objects are included by the teacher in situations in which the students themselves are active participants. To this end, many teachers compile special collections of objects that are used for demonstration during classes. Subject clarity is used mainly at the initial stage [12, 73].
- Artistic and visual media. This group of visual teaching aids includes a large number of visual aids, in the organization of the visual range of which the dominant role is given to a drawing depicting an object or situation discussed in the text. These teaching aids can be educational or non-educational [12, 75].
- Graphic tools. This type of visual aids includes tables and diagrams. Graphic clarity is used both when introducing new material and at the stage of developing speech skills. It is used to organize the primary memorization of material and clarify the meaning of the linguistic phenomena under consideration. Visibility in this case is of a conditional, symbolic nature, giving a generalized idea of the phenomena being studied [12, 92].

These graphic tools differ from each other both in the nature of the organization of the visual series and in the methodological possibilities of their use. These types of aids are very popular in the classroom due to the brightness and expressiveness of the visual design, the variety of subjects available in circulation, and the ability to use the same aid at different stages of training to



solve ambiguous methodological problems. Visual aids are extremely useful both in mastering means of communication (phonetic, lexical, grammatical, graphic) and in training in speech activity. In the second case, they serve as a support for understanding foreign language speech (recreate a communication situation), and also stimulate speech in the direction desired by the teacher. Currently, visual teaching aids are, as a rule, an integral part of sets of teaching aids for different stages of learning [12, 93].

Audiovisual teaching aids. These include aids in which the visual and auditory series form a unity and are organically connected to each other during the demonstration of the aid. Of course, the difference between visual-auditory and visual aids is to some extent relative: any visual aid accompanied by a sound sequence becomes visual-auditory. The same thing occurs when demonstrating samples of auditory clarity accompanied by drawings, tables, and diagrams. However, from a methodological point of view, the allocation of visual-auditory aids to a special group is completely justified: thereby emphasizing their distinctive feature - the organic combination of the visual and auditory series in the creation of the aid and its presentation [12, 97].

Conclusion. In conclusion, this work examines the concept of “audiovisual teaching aids” and the possibility of their use and analyzes the types of audiovisual means and makes an attempt to develop an author’s exercise using audiovisual teaching aids.

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#### РЕЗЮМЕ

Maqolaning dolzarbligi shundaki, hozirgi vaqtda ta'lim sifatini oshirish uchun chet tillarini o'qitish uchun tobora ko'proq yangi avlod materiallari ishlab chiqilmoqda va har qanday o'qituvchi uchun qanday foydalanishni bilish, o'quv materialini o'zlashtirishda eng yuqori natijalarga erishish uchun darsda ishni samarali tashkil etish uchun vizual, audio va texnik o'qitish vositalari muhimdir.

#### РЕЗЮМЕ

Актуальность статьи обусловлена тем, что в данное время разрабатывается все больше материалов нового поколения для обучения иностранным языкам для улучшения качества образования и любому учителю важно знать, как использовать визуальные, звуковые и технические средства обучения для того, чтобы эффективно построить работу на уроке для максимально высокого результата освоения материала.

#### SUMMARY

The relevance of the article is due to the fact that currently more and more new generation materials are being developed for teaching foreign languages to improve the quality of education, and it is important for any teacher to know how to use visual, audio and technical teaching aids in order to effectively build work on lesson for the highest possible result of mastering the material.