

## THE IMPORTANCE OF AUDIO AND VIDEO LESSONS IN TEACHING ENGLISH

**Abduvoxidova Shukuronaxon**

**Teacher of English at Vocational School No. 2, Rishton District, Fergana Region**

**Abstract:** This article highlights the importance of incorporating audio and video lessons in teaching English to enhance listening skills, provide visual context, boost engagement, and offer flexibility in learning. By leveraging multimedia resources effectively, educators can create dynamic and interactive language lessons that cater to diverse learners and promote meaningful language acquisition. The use of audio and video materials not only enriches the learning experience but also equips students with the necessary skills to communicate confidently and effectively in English.

**Key words:** English language teaching, audio and video lesson, listening skills, visual context, engagement, flexibility in learning, multimedia resources, dynamic and interactive lessons, language acquisition, diverse learners, communication skills, confidence in English.

### **Introduction**

In the modern age of technology and digital learning, audio and video lessons have become essential tools for teaching English. These multimedia resources offer a dynamic and engaging way to learn the language, catering to different learning styles and enhancing comprehension. This article explores the significance of incorporating audio and video lessons in English language instruction and the benefits they bring to both teachers and students. English language teaching, often referred to as ESL (English as a Second Language) or EFL (English as a Foreign Language) instruction, is a critical component of language education around the world. It is designed to help individuals of all ages and backgrounds develop their English language skills for academic, professional, and social purposes. English language teaching encompasses various levels

of proficiency, from beginner to advanced, and is tailored to meet the specific needs of learners. This can include general language instruction, specialized courses for specific industries or professions, and exam preparation for standardized tests such as the TOEFL or IELTS. In addition to traditional classroom-based instruction, English language teaching has evolved to incorporate online learning platforms, interactive software, and mobile applications, providing learners with flexibility and accessibility.

The goal of English language teaching is to equip students with the linguistic and communicative skills necessary to thrive in an increasingly globalized world. Effective

English language teaching employs a range of strategies and techniques, including communicative language teaching, task-based learning, and content-based instruction.

These approaches emphasize meaningful interaction, real-world communication, and

the integration of language skills within authentic contexts.

450451

### **Materials and methods**

Materials and methods used in English language teaching can vary widely depending on the specific needs of learners, their proficiency levels, and the context of

instruction. Here are some common materials and methods used in English language teaching: Materials:

1.

Textbooks: These provide structured content and exercises for learners to study grammar, vocabulary, reading, writing, listening, and speaking skills.

2.

Authentic materials: Real-world texts such as newspapers, magazines, websites, and videos provide exposure to natural language use and cultural contexts.

3.

Audiovisual resources: These include audio recordings, podcasts, videos, and multimedia software to enhance listening and speaking skills.

4.

Online platforms: Interactive websites, educational apps, and learning management systems offer a variety of resources for self-study and practice.

5.

Visual aids: Flashcards, posters, charts, and other visual materials help reinforce vocabulary and language structures.

Methods:

1.

Communicative language teaching (CLT): This approach emphasizes meaningful communication and interaction in real-life contexts, focusing on functional language use.

2.

Task-based learning: Learners engage in activities or tasks that require them to use English to accomplish specific goals, promoting language use in authentic situations.

3.

Content-based instruction: English language learning is integrated with subject matter content such as science, history, or literature to develop language skills while learning about other topics.

4.

Total Physical Response (TPR): This method uses physical movement and action to reinforce language learning, particularly for beginners.

5.

The Direct Method: This approach emphasizes teaching language through immersion and the use of only the target language in the classroom.

These materials and methods can be adapted and combined to create a dynamic and effective English language teaching experience that meets the needs of diverse learners. Additionally, teachers often employ a range of assessment tools to evaluate students' progress and adjust their teaching methods accordingly.

### **Results and discussions**

In the field of English language teaching often focus on the impact of various materials and methods on learners' language proficiency, motivation, and overall learning outcomes. Research studies may compare the effectiveness of different textbooks, authentic materials, and online resources in improving students' language skills. They may also examine the benefits of communicative language teaching (CLT),

task-based learning, content-based instruction, and other teaching methods in promoting

fluency, accuracy, and confidence in using English.<sup>452</sup>

Discussions in this area often emphasize the importance of balancing different materials and methods to address the diverse needs of learners. For example, integrating

authentic materials and multimedia resources into traditional textbook-based instruction

can provide more opportunities for real-world language use and cultural understanding.

Similarly, combining communicative language teaching with task-based learning can

foster both meaningful communication and the development of specific language skills. Furthermore, discussions in English language teaching research often highlight the need for ongoing assessment and adaptation of materials and methods. Effective teachers continually evaluate their students' progress and adjust their instructional strategies to ensure that learners are engaged, challenged, and supported in their language development.

Overall, the results and discussions in English language teaching research contribute to a deeper understanding of how different materials and methods can be utilized to create engaging, effective, and inclusive learning environments for English language learners.

### **Conclusion**

In conclusion, research studies in English language teaching provide valuable insights into the effectiveness of various materials and methods in promoting language learning outcomes. Discussions often focus on the impact of different resources, such as textbooks, authentic materials, and online resources, as well as teaching approaches like communicative language teaching and task-based learning. By balancing diverse materials and methods, teachers can create engaging and effective learning environments that cater to the needs of all learners. Ongoing assessment and adaptation are also crucial for ensuring that instructional strategies are meeting the goals of language proficiency, motivation, and overall learning success. Overall, English language teaching research contributes to a deeper understanding of how to optimize language learning experiences for students.

### **REFERENCES:**

1. Nunan, D. (2004). Task-based language teaching. Cambridge University Press.
2. Harmer, J. (2007). The practice of English language teaching (4th ed.). Longman.
3. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.
4. Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.
5. Hutchinson, T., & Waters, A. (1987). English for specific purposes: A learning-centered approach. Cambridge University Press. 453
6. Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.