



The Use Of Audiovisual Materials In Teaching And Learning Of English Language In Junior Secondary Schools Of Uzbekistan

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Abstract: The purpose of this article is to show how audio-visual materials are important and why they are used in teaching English in junior secondary schools in Uzbekistan and the main components are aimed to address the core language ability of listening. The large class teaching method is still used in junior high school education in Uzbekistan today. It is challenging for teachers to address each pupil's learning needs in the classroom because there are more pupils than there is time for instruction in the classroom. Before conducting the listening classes teacher ought to know the students' language level with the help of diagnostic assessment types. It can be helpful for a teacher to choose audiovisual materials. The inequalities amongst pupils have made it difficult for teachers to advance the teaching reform in junior secondary school. In this situation, junior secondary school English teachers ought to make an effort to more effectively accommodate students' individualized needs and address the issue of student diversity. In the following pages examples of audiovisual materials: slideshows, videos, presentations, films and their advantage sides will be dealt with.

Key words: audiovisual materials, junior secondary schools, instructional resources, computer-assisted instruction, videotape instruction, technology.

Introduction. English is the language of the English people. It has a prestigious official position and a legally recognized constitutional right. It has achieved explicit acceptance, establishing it as a medium of administration, education, international relations, commerce, and law. The English language is tremendously essential all throughout the world (Mac Arthur, 1996). The English language is taught as a basic subject in junior secondary schools. It is an excellent basic course because we are living in technology era and English is needed for all spheres. Teachers can implement stratified teaching in junior middle school English listening classes based on the actual circumstances of their students. According to the idea of student-centered education, that is delivered from the viewpoint of the pupils.

It is intended that after mastering the ability of listening in Junior Secondary School, pupils who chose to work will be able to utilize the language fluently, while those who wish to advance will be very proficient. In this way, teachers, according to Harold "are to integrate the fundamental parts of language experiences at school" (1995). English receives more critical attention at this stage. English receives more critical attention at this stage. He believes that a professional English language instructor is one who has been trained or has trained himself to perform competently. they must have a strong interest in books as well as great linguistic skills and choosing appropriate, applicable materials for they target students. Furthermore, they must develop significant skills in the handling of instructional materials and educational difficulties. The emphasis here is on teacher training and a

qualification. The significance of instructional resources in teaching English in Junior Secondary School cannot be overstated. It makes any quantity of work at Junior Secondary School simple and quick. It encourages the acquisition and retention of genuine information. They boost curiosity and create an integrated experience (Eya and Ofoefuna, 1999). According to Vikoo (2003), audio-visual materials are the best instructional materials for successful teaching and learning of the English language in contemporary information age. He defines audio-visual materials as an instructional system that leverages the operations of scientific and technological equipment, including both visual projections and sound productions, to give learners real experiences. Computer-assisted instruction, videotape instruction, and film displays are examples of such materials.

In practice. There is no clear-cut position because attitudes vary widely. This stresses the need of conducting the study. The topic of “The extent of use of audiovisual materials in the teaching and learning of English language in junior secondary schools” is unfinished controversial topic and I think it will be informative and useful for linguist researchers. For instance, when I conduct my English lessons with authentic materials of audiovisuals my target pupils can comprehend the content. When using technology in the language classroom, audio and audio-visual materials have attracted a lot of interest, which has sparked a lot of study on language learning using audio and audio-visual materials. The current study focuses on the effects of using audiovisual and audio resources independently in instructing tertiary-level students to write a description of an industrial process. Since writing is a difficult intellectual talent, many students find writing assignments difficult, especially when they are required to write in a second or foreign language (Abdullah et al., 2020). As a result, it is essential to investigate strategies for enabling successful teaching and learning. For students studying technical sciences, describing an industrial process in the study is a crucial writing assignment. Researchers have concentrated on using audio-only and, more crucially, audio-visual content to improve language learner’ proficiency in the English language.

According to Baldeh (1990), audio-visual aids have been introduced, assessed, and trialed in the school system and proven to be effective. Despite the importance of the English Language and the effectiveness of audio-visual aids in teaching English Language in schools, students' performances in the Junior Secondary Examination are found to be low in examiner's report (2006), it is stated that students' attainments in English Language have been dwindling every year while candidate enrolment is astronomically increasing. Rowtree (1994) continues to define audio-visual aids as the best assets for assisting teachers in instilling linguistic competency in students. It enhances learning with an electric technique. Nonetheless, the students' grades are low.

Conclusion. The modality principle in the cognitive theory of multimedia learning states that using audio over written text would be more effective, while it is likely that using audio narration instead of written text in the audio-visual will make audio-visuals more effective when used with audio narration (Carmichael et al., 2018). Consequently, the current study analyzes the efficiency of the audio and audio-visual approaches and considers participants’ immediate and subsequent application of knowledge.

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