

THE ROLE OF TEACHERS IN ENHANCING SPEAKING SKILL OF B1 LEVEL LEARNERS THROUGH VIDEO MATERIALS

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Abstract: *This article investigates the increasing efficacy of video materials in contemporary language education, specifically their contribution to the development of oral communication skills. The readily available and diverse video resources now available offer educators unprecedented opportunities to enhance various aspects of language acquisition. This article explores the benefits of using video as a source for spoken language practice and presents practical strategies for integrating video into speaking-focused language learning activities.*

Key words: *video materials, speaking skill, teachers role, activities*

INTRODUCTION. The ubiquitous availability of video resources in the digital age has revolutionized language instruction, providing educators with a diverse array of tools to foster language acquisition. Particularly impactful is their efficacy in developing students' speaking proficiency. This article examines the advantages inherent in utilizing video materials as pedagogical resources for enhancing speaking skills, and it offers practical methodologies for seamlessly incorporating video-based activities into communicative language teaching.

The pedagogical efficacy of video materials in fostering oral proficiency is multifaceted and demonstrably significant. By offering learners exposure to authentic, naturally occurring speech, videos serve as invaluable resources for the acquisition of fluent communication skills. These dynamic visual and auditory stimuli provide readily accessible models of idiomatic expressions, intonation patterns, and discourse structures, thereby facilitating the internalization of linguistic nuances often absent in more traditional pedagogical approaches. The act of observing and emulating these features within a controlled yet engaging

context allows learners to progressively internalize and subsequently deploy these communicative strategies in their own spoken output. This process is further enhanced by the inherent adaptability of video-based instruction.

Moreover, videos function as powerful prompts for a wide spectrum of communicative tasks. Educators can readily leverage video content to design speaking activities that cultivate a diverse array of language skills. For instance, a compelling documentary might serve as a catalyst for structured discussions, while a short comedic skit could inspire role-playing exercises designed to enhance pragmatic competence. Similarly, the analysis of news broadcasts can foster debate skills and critical thinking, while narrative-driven videos can encourage learners to summarize complex information in their own words. Such multifaceted engagement ensures a comprehensive development of oral communication skills, extending beyond mere fluency to encompass effective articulation, strategic discourse management, and nuanced pragmatic awareness.

Additionally, the low-pressure environment inherent in video-based language learning significantly contributes to enhanced learner confidence and reduced anxiety. The capacity for repeated viewing and self-assessment, coupled with the visual reinforcement provided by the video, creates a supportive and forgiving learning space. Students can rehearse their responses multiple times, experimenting with different phrasing and intonation until they achieve a level of comfort and proficiency that translates to increased self-assurance. This iterative process of self-correction and refinement, facilitated by the readily available and easily repeatable nature of video resources, empowers learners to overcome the fear of making mistakes, a crucial hurdle often encountered in traditional, high-stakes oral practice scenarios. Consequently, video-based instruction not only enhances speaking fluency but also cultivates a positive and self-affirming learning experience, leading to increased engagement and improved overall language acquisition.

The pedagogical advantages of incorporating video materials into language instruction are substantial, particularly in the development of oral

proficiency. Videos not only enhance listening comprehension by providing authentic auditory input but also cultivate cultural understanding through the exposure to diverse contexts and communicative styles. Furthermore, by providing compelling models of fluent speech, videos empower learners to emulate appropriate pronunciation, intonation, and discourse patterns, thereby fostering natural and effective communication skills. Effective integration of video resources requires strategic planning and implementation, with educators employing innovative methodologies to maximize student engagement and learning outcomes. Through carefully designed activities that leverage the rich multimodal nature of video, teachers can create dynamic and immersive learning environments which promote communicative competence and cultivate confident, articulate speakers of the target language.

The teacher's role is evolving from a traditionally authoritarian figure to that of a pedagogical leader and innovator, a facilitator of learning rather than a mere dispenser of knowledge. This shift is particularly relevant in the context of integrating video resources into language instruction. The inherent multimodality of video combining visual, auditory, and linguistic elements can, as Stempleski suggests, present complexities for learners, demanding careful pedagogical mediation. Therefore, as Stempleski and Arcario (1992) emphasize, the teacher's role in determining the effectiveness of video integration is crucial. Successful implementation necessitates a highly strategic approach to video selection, factoring in learning objectives, student language proficiency, and individual learner needs. The use of videos with challenging pronunciation or a lack of subtitles, for example, would be a demonstrably poor pedagogical choice. Effective integration, therefore, prioritizes aligning video content with specific learning goals and the particular characteristics of the target learners, maximizing the potential for motivational engagement and ultimately fostering improved language acquisition. [2]

Effective video integration necessitates a proactive and multifaceted role for the teacher, extending far beyond simply presenting the material. Teachers

must curate appropriate video sequences, prepare students for optimal comprehension by pre-viewing activities, strategically focus attention on key content through targeted questioning and guidance, and manage the viewing process itself, including repeated playback as needed. Furthermore, successful implementation requires the careful design or selection of pre-viewing, during-viewing, and post-viewing tasks that actively engage students and promote critical analysis of the video content. The goal is to transform learners from passive recipients of information into active participants, thereby fostering engagement and mitigating reluctance. Video should be integrated seamlessly into the broader language curriculum, serving as one valuable tool among many. Crucially, teachers must ensure that the selected video aligns precisely with learners' interests, needs, and linguistic proficiency, acknowledging the often-significant cultural content embedded within video materials and selecting content that can support successful task completion and enhance cultural understanding.

Effective classroom use of video involves integrating the medium into a range of communicative activities designed to enhance students' fluency and interaction. As Scrivener (2005) notes, a typical video-based lesson incorporates three key phases: pre-viewing activities (preview), during-viewing activities (viewing), and post-viewing activities (follow-up). This structured approach ensures that the video serves not merely as a visual aid, but as a catalyst for active engagement and meaningful interaction, thereby maximizing the pedagogical value of the chosen video material and creating a dynamic learning experience.

[1] The effective integration of video into language instruction necessitates a well-structured approach encompassing pre-viewing, during-viewing, and post-viewing activities. Pre-viewing activities can include brainstorming sessions where students collaboratively generate potential solutions to a problem presented in the video, stimulating prior knowledge and setting the stage for comprehension. Analyzing the video title to predict content, or completing vocabulary matching exercises linking words to images, further prepares students for the viewing experience. During viewing, activities should maintain focus on key features.

Activities might involve listening comprehension tasks, observation of nonverbal cues like body language and facial expressions, or even creative tasks like recreating a silent scene with dialogue and performing it, as in the "Vision on/Sound off" activity. Post-viewing activities provide opportunities for deeper processing and application of the learned language. These might include creative writing tasks, such as writing a letter from one character's perspective; collaborative role-playing to continue the narrative; discussions connecting the video's themes to students' real-life experiences; focused vocabulary study; or planning for subsequent lessons. A further example is the "Order the Events" activity, which involves reconstructing a narrative sequence from jumbled event cards, thereby enhancing comprehension and sequencing skills. This multi-stage approach ensures that the video functions as a dynamic and engaging tool for comprehensive language acquisition.

The adoption of communicative language teaching through video materials is regarded as methodologies that significantly enhances learners' oral proficiency and fosters confidence in using the target language. This approach, characterized by the implementation of task-based learning, role-playing scenarios, information gap activities, and engaging discussions using authentic materials, including video materials, creates an interactive and dynamic classroom environment that prioritizes meaningful communication. By emphasizing purposeful language use within realistic contexts, CLT lessons cultivate fluency, accuracy, and confidence, effectively preparing learners for genuine communicative situations encountered beyond the classroom. The strategic incorporation of error correction techniques, often facilitated through analysis of video materials, further supports the development of accurate and effective communication skills.

REFERENCE:

1. Scrivener, J. 2005. Learning Teaching. Oxford: Macmillan.
2. Susan Stempleski, Paul Arcario. Video in second language teaching: using, selecting and producing video for the classroom. 1992