

USING AUDIOVISUAL MATERIALS (FILMS AND TV SERIES) IN TEACHING FOREIGN LANGUAGES

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<https://doi.org/10.5281/zenodo.18582747>

Annotation. This article examines the role of audiovisual materials, particularly films and television series, in the process of teaching foreign languages. The study analyzes the didactic, psycholinguistic, and methodological foundations of using audiovisual resources in language classrooms. Special attention is paid to the effectiveness of films and TV series in developing listening comprehension, speaking skills, and communicative competence through authentic language exposure. Audiovisual materials are considered as a means of creating a realistic language environment, enhancing learners' motivation, and fostering intercultural communicative competence. The article also highlights the advantages of applying communicative and task-based approaches when integrating audiovisual resources into foreign language teaching and provides practical recommendations for their effective use.

Keywords: audiovisual materials, films, TV series, foreign language teaching, communicative approach, listening comprehension, speaking skills, authentic materials, intercultural competence.

Annotatsiya. Mazkur maqolada chet tillarini o'qitish jarayonida audiovizual vositalarning, xususan filmlar va televideniye seriallarining o'rni o'rganiladi. Tadqiqotda til darslarida audiovizual resurslardan foydalanishning didaktik, psixolingvistik va metodik asoslari tahlil qilinadi. Filmlar va TV seriallarning autentik til muhitiga asoslangan holda tinglab tushunish, og'zaki nutq ko'nikmalari hamda kommunikativ kompetensiyani rivojlantirishdagi samaradorligiga alohida e'tibor qaratiladi. Audiovizual materiallar realistik til muhitini yaratish, o'quvchilarning motivatsiyasini oshirish va madaniyatlararo kommunikativ kompetensiyani shakllantirish vositasi sifatida qaraladi. Shuningdek, maqolada audiovizual resurslarni chet tillarini o'qitishga integratsiya qilishda kommunikativ va vazifaga yo'naltirilgan yondashuvlarni qo'llashning afzalliklari yoritilib, ularni samarali qo'llash bo'yicha amaliy tavsiyalar beriladi.

Kalit so'zlar: audiovizual vositalar, filmlar, TV seriallar, chet tillarini o'qitish, kommunikativ yondashuv, tinglab tushunish, og'zaki nutq, autentik materiallar, madaniyatlararo kompetensiya.

Аннотация. В данной статье рассматривается роль аудиовизуальных материалов, в частности фильмов и телевизионных сериалов, в процессе обучения иностранным языкам. В исследовании анализируются дидактические, психолингвистические и методические основы использования аудиовизуальных ресурсов на занятиях по иностранному языку. Особое внимание уделяется эффективности фильмов и телесериалов в развитии навыков аудирования, устной речи и коммуникативной компетенции на основе аутентичного языкового материала. Аудиовизуальные материалы рассматриваются как средство создания реалистичной языковой среды, повышения мотивации обучающихся и формирования межкультурной коммуникативной компетенции. В статье также подчёркиваются преимущества применения коммуникативного и задачного (task-based) подходов при интеграции аудиовизуальных ресурсов в процесс обучения иностранным языкам и предлагаются практические рекомендации по их эффективному использованию.

Ключевые слова: аудиовизуальные материалы, фильмы, телесериалы, обучение иностранным языкам, коммуникативный подход, аудирование, устная речь, аутентичные материалы, межкультурная компетенция.

In the context of globalization, foreign language proficiency has become an essential component of personal, academic, and professional development. Consequently, modern language education requires the use of innovative teaching methods and technologies that enhance learning effectiveness and learner engagement.

Among such innovations, audiovisual materials—especially films and television series—have gained significant importance in foreign language teaching.

Traditional language instruction based mainly on textbooks and written texts often creates an artificial learning environment. In contrast, audiovisual materials provide learners with exposure to real-life language use, including natural pronunciation, intonation, gestures, and facial expressions. This allows students to perceive language as a living means of communication rather than merely a system of grammatical rules.

Theoretical foundations of using audiovisual materials in foreign language teaching.

The use of audiovisual materials in language education is grounded in psycholinguistic and communicative theories of language learning.

Research suggests that multisensory input—combining visual and auditory channels—facilitates deeper cognitive processing and improves long-term memory retention. Films and TV series enable learners to acquire linguistic units in meaningful contexts, which contributes to the development of semantic and pragmatic competence.

From a communicative perspective, audiovisual materials play a crucial role in simulating real-life communicative situations. Authentic dialogues, everyday speech patterns, idiomatic expressions, and discourse markers presented in films and TV series help learners understand how language functions in social interaction. This aligns with the communicative approach, which emphasizes meaningful communication as the primary goal of language learning.

Didactic potential of films and TV series. Films and television series offer a wide range of didactic opportunities in foreign language teaching. First, they are highly effective in developing listening comprehension skills. Exposure to different accents, speech rates, and registers trains learners to understand natural spoken language in diverse communicative contexts.

Second, audiovisual materials significantly contribute to the development of speaking skills. Classroom activities based on films and TV series—such as discussions, role-plays, dialogue reconstruction, and opinion sharing—encourage active learner participation and promote spontaneous speech production.

Moreover, audiovisual content supports the acquisition of sociolinguistic and pragmatic norms, which are essential for effective oral communication.

Another important advantage of films and TV series is their contribution to intercultural competence. Through visual narratives, learners become familiar with cultural values, social behaviors, traditions, and lifestyles of the target language community.

This cultural awareness enhances learners' ability to engage in intercultural communication and reduces potential misunderstandings.

Practical application of audiovisual materials in the classroom.

Effective use of audiovisual materials requires careful pedagogical planning and systematic integration into the teaching process. Teachers should purposefully select films or television series excerpts in accordance with learners' language proficiency, age, cognitive abilities, and specific instructional objectives. The chosen materials must be linguistically appropriate and culturally relevant in order to ensure comprehension while still providing sufficient challenge to promote language development.

The instructional process should be organized into three main stages: pre-viewing, while-viewing, and post-viewing activities. Each stage serves a distinct pedagogical function and contributes to maximizing learning outcomes. Pre-viewing activities are designed to activate learners' background knowledge and prepare them for the audiovisual content.

These activities may include introducing key vocabulary and expressions, discussing the topic or setting, predicting the plot based on visual cues or titles, and raising guiding questions to direct learners' attention during viewing. Such preparation reduces cognitive load and increases learners' engagement with the material.

While-viewing activities focus on comprehension and selective attention. Learners may be assigned tasks such as identifying the main ideas, understanding specific details, recognizing language structures, or noting examples of functional language and pragmatic features used in authentic contexts.

Teachers can pause or replay selected scenes to highlight important linguistic or cultural elements, allowing learners to process the material more effectively. These tasks encourage active viewing rather than passive consumption of audiovisual content.

Post-viewing activities aim to consolidate linguistic knowledge and promote productive language use. Through group discussions, oral presentations, role-plays, and creative tasks such as alternative endings or scene reenactments, learners are encouraged to express opinions, summarize content, and apply newly acquired vocabulary and structures in meaningful communication.

This stage is particularly important for developing speaking skills and communicative competence, as it provides opportunities for interaction, negotiation of meaning, and reflective language use. The structured and purposeful use of pre-viewing, while-viewing, and post-viewing activities transforms audiovisual materials into powerful instructional tools that support learner-centered, communicative, and task-based foreign language teaching.

In conclusion, audiovisual materials—particularly films and television series—represent an effective and innovative tool in foreign language teaching. They enhance learners' motivation, provide authentic language input, and contribute to the development of listening, speaking, and communicative competences.

When integrated systematically and methodologically into the teaching process, audiovisual resources significantly improve the effectiveness of foreign language instruction and support learner-centered, communicative learning environments.

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