

YOUTUBE IN THE FORMATION OF RECEPTIVE SKILLS OF STUDENTS

Kambarova Liliya Ruslanovna

Teacher at the Department of Social and Exact Sciences,

Tashkent State University of Economics

Email: Li26ka0695@gmail.com

Faxriddinova Mubina Ozod qizi

Student of the joint educational program

(Tashkent State University of Economics), Uzbekistan, Tashkent

Email: mubinafahreddinova@icloud.com

ABSTRACT

In the conditions of the modern world, there is a demand for specialists who are able to navigate the flow of information, which is presented in different forms: it can be a written text, it can be an oral statement. A future specialist must perceive oral and written texts equally well, be able to extract the necessary information from foreign language sources, and be able to critically evaluate and compare different points of view on any issue. It can be argued that universities do not pay sufficient attention to special methodological principles of teaching, such as interconnected teaching of types of speech activity.

In textbooks, assignments for developing productive and receptive skills are often separate, and it is rare to find assignments aimed at developing three or more types of speech activity (SAT) simultaneously, for example, reading, listening, writing, etc. However, international English language exams (TOEFL, IELTS) actively include integrative assignments in their tests.

Key words: Speech activity, educational videos, authenticity, listening learning, audiovisual information, communication, high-quality assessment

INTRODUCTION

Today, listening and reading occupy an important place among other types of speech activity used in foreign language lessons, since in accordance with modern programs for teaching foreign languages in schools, its leading goal is the formation and further improvement of the acquisition of foreign language oral communication.

At the same time, mastering foreign language communicative competence without being in the country of the language being studied is a very difficult task. Authentic materials are of great importance to achieve these goals: audio and video materials.

It should be noted that listening is understood as a complex receptive mental-mnemonic activity associated with the perception, understanding and active processing of information contained in an oral speech message. At the same time, listening is the most difficult type of speech activity, since it causes difficulty in understanding the audio text and in the subsequent use of the information heard.

In turn, video is considered one of the most common sources of media-educational authentic information. Video materials are any television products (news, interviews, talk shows, commercials, etc.), as well as feature films, documentaries, and animated films used as didactic material. Their use increases the motivation for learning in schoolchildren, since the language and plots of the video materials are taken directly from the culture of the language being studied. This helps to expand knowledge about the country of the language being studied, familiarize with the cultural values of the people - the native speaker, and study speech features.

MAIN PART

In modern science, speech, as is known, is interpreted in many ways: it is phonation, speaking, text, communication. The most established definition of speech is an act of individual use of language, the process of expressing thoughts, feelings, and expressions of will through language in the process of communication. The internally contradictory situation of defining the object of learning that has arisen as a result of the polysemy of the concept of "speech" is expressed, for example, even in the very consideration of speech as speaking. An analysis of the literature shows that these two concepts can be completely identified (cf., for example, "the processes of speaking, or speech itself") or speaking can be defined only as a part of speech – phonation, sound. Speech is often interpreted in the sense of a direct complement to the term "listening" or any other synonymously used word: "understanding", "reception", "perception", "audition", "listening", for example, in the combination "listening to speech", "understanding speech", "reception or perception of speech", etc. This usage indicates the identification of the concepts of "speech" and "speech message" (or "speech signal", "linguistic material", "text", etc.). Speech in this context is what is subject to hearing, its object. However, at the same time, the definition of speech as "two-way, mutual communication" is also quite widespread, and the following widespread assertion is that, in functional-dynamic terms, oral speech is divided into the processes of listening and speaking. It follows from this definition that "listening" is considered as a component of "speech", understood as communication.

In other words, due to the above-mentioned inconsistency in the definition of speech, a paradoxical situation has arisen that requires a solution: the existence of mutually exclusive interpretations of speech. Thus, if speech is a two-way process of (written and oral) communication, that is, listening (reading) and speaking (writing), then listening (reading) should also be called speech along with speaking (writing).

The method of forming and formulating thoughts is embedded in the text as a product of speaking and an object of reception. But such an interpretation requires an activity-based approach to communication itself and the speech processes that implement it as types of speech activity and, accordingly, the inclusion of language and speech in its internal structure.

When studying English at school, the main goal of teaching students is the consistent and systematic development of speech activity, namely: speaking, writing, reading and listening, as well as the formation of communicative competence, which includes several components:

- communicative skills in speaking, listening, reading and writing;
- language knowledge and skills in mastering this language building material for generating and recognizing information;
- linguistic and regional knowledge to provide a socio-cultural background, without which the formation of communicative competence is impossible.

When working with audio materials, students develop their ability to work on several speech skills simultaneously. Let's consider the interaction of the ability to listen to foreign language speech with the ability to speak, read and write in a foreign language.

The development of the YouTube website shows that despite the short period of establishment of this website, it has become the most popular and in demand among the general public on the Internet. At the same time, taking into account the development of information and communication technologies and the growing demand for this platform, the founders of the site annually improve its technical capabilities, as well as its content.

The modern era of development of a civilized society is closely connected with the use of constantly updated computer information technologies, which are also widely used in the educational process, including in the teaching of foreign languages. At each stage there are a number of tasks, the implementation of which determines the effectiveness of the entire audiovisual process. One of the tasks of a foreign language teacher is to introduce schoolchildren to the cultural values of the people who speak the language. Based on these features, videos can become a means of giving students a visual representation of life, traditions, and linguistic realities of the countries of the language being studied. Videos posted on the YouTube website can serve this purpose.

YouTube is increasingly used by educators as a teaching resource from serious events to “slice of life” videos, as this free video hosting is simple and convenient for everyone. It has been established that YouTube contains hundreds of thousands of educational videos. They include classrooms, speeches by famous people, product demonstrations, news releases, videos from various meetings, etc.

The advantages of using videos from the YouTube service are:

- accessibility (free viewing and downloading of videos from the site);
- authenticity (offer a wide variety of languages, different accents, common and specialized vocabulary, idioms, etc., and in a real context, as they are used by native speakers, provide ample opportunities for mastering a foreign language culture);
- the variety of video materials offered (films of different genres, advertising, news, videos).

It is especially important to emphasize the authenticity of YouTube videos, as watching videos immerses students in an authentic language environment. Therefore, the language is presented in a living context, and the video connects the classroom lesson with the real world, showing the language in action and enriching the materials and teaching tools already available to the teacher.

A special role in organizing the learning process using YouTube video materials is given to the teacher. Undoubtedly, the teacher must have sufficient knowledge and skills to make a high-quality assessment of the material and then include it in the educational process.

It is necessary to formulate certain requirements that should be met when selecting video material. Such criteria include:

- authenticity of the material - the video must be voiced by a native speaker.
- compliance of speech with the requirements and norms of the literary language.

It is necessary to qualitatively evaluate the content of statements, especially in cases where the teacher decides to use videos created not for educational purposes, but, for example, by bloggers.

- a clear and high-quality image, as it is the basis for visual perception of the communication situation.

- the optimal length of the video, as working with audiovisual information for more than three minutes overloads the human brain's RAM and thus disrupts the perception process. In these cases, it is recommended to divide the material into fragments;

- compliance of the material with the speech abilities of students (the principle of accessibility).

The most appropriate, from the point of view of organizing the process of teaching listening, is the classification of exercises according to tasks that: are performed before the text; while listening to the text; after listening to the text. This classification helps to correctly place methodological emphasis when teaching listening.

For example, pre-text tasks most intensively influence the process of understanding and perform the function of managing listening learning; exercises of the second type only partially perform these functions, and exercises of the third type do not perform these functions at all. Here the leading task is controlling, i.e. It is the exercises of the first type - pre-text exercises - that train the student in listening.

of accessible and high-quality educational content in a foreign language.

Thus, on the new YouTube Learning channel, educational playlists were launched, with video lessons and so-called “tutorials” on various subjects and topics, including foreign languages. The first playlists were created by educational projects like Khan Academy, TED-Ed, Crash Course and Coding Train.

CONCLUSION

In general, the use of YouTube channel video files promotes important competencies in the process of learning English and can become a good additional tool for teachers of domestic schools when teaching a foreign language. Along with this, with the help of YouTube, new effective educational goals can be achieved, and it becomes a habitat for modern schoolchildren who adapt to them. In this regard, YouTube becomes not only a platform for entertainment content, but also provides real opportunities for using resources in the educational process. It is important to pay attention to the special role of the teacher - from selecting content to organizing the creative and productive activities of students, which affects not only increasing the efficiency of the learning process, but also has a positive effect on the level of motivation to learn a foreign language.

This portal, distinguished by its simplicity, openness, accessibility and, most importantly, the ability to create their own educational content for teachers, changes the worldview and worldview of schoolchildren, and also constantly evolves them.

In addition, the use of YouTube opportunities by domestic schools helps, on the one hand, to improve the English language skills of schoolchildren, and on the other, to the dissemination. The use of YouTube channel video files promotes important competencies in the process of learning English and can become a good additional tool for teachers of domestic schools when teaching a foreign language.

However, when choosing video content, you should include critical thinking, since under the guise of educational videos, videos of a discriminatory nature or various conspiracy theories “wrapped” in outwardly decent packaging can sometimes be hidden. In this case, you should rely on reliable sources and always check the information.

REFERENCES:

1. Anderson, A., & Lynch, T. (1988). *Listening*. Oxford University Press.
2. Buck, G. (2001). *Assessing Listening*. Cambridge University Press.
3. Celce-Murcia, M. (Ed.). (2001). *Teaching English as a Second or Foreign Language* (3rd ed.). Heinle & Heinle.
4. Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118.
<https://doi.org/10.1017/S0261444807004144>

5. Keddie, J. (2014). Bringing online video into the classroom. Oxford University Press.
6. Krashen, S. D. (1985). The Input Hypothesis: Issues and Implications. Longman.
7. Mishan, F. (2005). Designing authenticity into language learning materials. Intellect Books.
8. Rost, M. (2011). Teaching and Researching Listening (2nd ed.). Pearson Education.
9. Sherman, J. (2003). Using Authentic Video in the Language Classroom. Cambridge University Press.
10. YouTube. (n.d.). YouTube Learning. Retrieved May 20, 2025, from <https://www.youtube.com/learning>