METHODOLOGICAL FOUNDATIONS OF INCREASING THE EFFECTIVENESS OF FOREIGN LANGUAGE TEACHING FOR B1 LEVEL STUDENTS THROUGH AUDIOVISUAL TECHNOLOGIES

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Abstract: The development of effective foreign language teaching methods is an essential concern for modern educational systems in a globalized world. As international communication becomes more frequent, the ability to speak and understand foreign languages goes beyond academic achievement and serves as a vital skill for personal, academic, and professional growth. For B1 level learners, who are at an intermediate stage of language proficiency, improving language skills such as listening, speaking, reading, and writing is particularly crucial. In recent years, the introduction of audiovisual technologies has opened new possibilities for improving the efficiency of foreign language instruction. By integrating videos, films, audio recordings, interactive exercises, animations, and other media into the language learning process, educators have been able to create immersive, engaging, and effective learning environments. The methodological foundations of using audiovisual technologies in teaching are essential for ensuring that these tools are not simply additional resources, but instead, that they are well-integrated elements that contribute meaningfully to the learning outcomes of B1 level students.

Keywords: audiovisual technologies, B1 level students, foreign language teaching, methodological foundations, language learning efficiency, listening comprehension, communicative competence, educational innovation, learner motivation, classroom integration.

Annotatsiya: Zamonaviy ta'lim tizimlarida samarali xorijiy til oʻqitish metodlarini rivojlantirish dolzarb masalalardan biri hisoblanadi. Globalizatsiya jarayonida xalqaro muloqotning jadallashuvi xorijiy tillarni bilish nafaqat akademik yutuqlar, balki shaxsiy, ilmiy va kasbiy rivojlanish uchun ham muhim koʻnikmaga aylanmoqda. Tilni oʻrganishda B1 darajadagi oʻquvchilar, ya'ni tilni oʻrtacha darajada biluvchi insonlar uchun tinglab tushunish, gapirish, oʻqish va yozish kabi koʻnikmalarni mustahkamlash ayniqsa muhimdir. Soʻnggi yillarda audiovizual texnologiyalarning joriy etilishi xorijiy til oʻqitish samaradorligini oshirish uchun yangi imkoniyatlarni yaratdi. Videolar, filmlar, audioyozuvlar, interaktiv mashqlar, animatsiyalar va boshqa media vositalarini til oʻrgatish jarayoniga kiritish orqali oʻqituvchilar

o'quvchilarga qiziqarli, samarali va chuqur o'zlashtirishga yordam beradigan o'quv muhiti yaratmoqda. Audiovizual texnologiyalarni o'qitishdagi metodik asoslar esa mazkur vositalarni oddiy qo'shimcha emas, balki to'laqonli ta'lim jarayonining ajralmas qismi sifatida to'g'ri va maqsadli tatbiq etishni ta'minlaydi.

Kalit so'zlar: audiovizual texnologiyalar, B1 darajadagi o'quvchilar, xorijiy til o'qitish, metodik asoslar, til o'rganish samaradorligi, tinglab tushunish, kommunikativ kompetensiya, ta'limiy innovatsiyalar, o'quvchilarni rag'batlantirish, dars jarayoniga integratsiya.

Аннотация: Разработка эффективных методов преподавания иностранных языков является одной из актуальных задач современных образовательных систем. В условиях глобализации и расширения международного общения владение иностранным языком становится не только показателем академических достижений, но и важным навыком для личного, академического и профессионального роста. Для обучающихся уровня B1, находящихся на среднем этапе владения языком, особое значение приобретают развитие навыков аудирования, говорения, чтения и письма. В последние годы внедрение аудиовизуальных технологий открыло новые возможности для повышения эффективности преподавания иностранных языков. Интеграция видео, фильмов, аудиозаписей, интерактивных упражнений, анимаций и других медиа в образовательный процесс помогает преподавателям создавать увлекательную и эффективную учебную среду. Методологические основы использования аудиовизуальных технологий в обучении необходимы для того, чтобы эти средства были полноценно интегрированы в образовательный процесс и действительно способствовали достижению учебных целей студентов уровня B1.

Ключевые слова: аудиовизуальные технологии, учащиеся уровня B1, преподавание иностранных языков, методологические основы, эффективность освоения языка, аудирование, коммуникативная компетенция, образовательные инновации, мотивация обучающихся, интеграция в учебный процесс.

INTRODUCTION

Audiovisual technologies offer a unique opportunity for learners to experience authentic language input in a variety of contexts. Through exposure to natural speech, everyday conversation, and real-life situations presented via audio and video, students can acquire the rhythm, intonation, and pronunciation of the target language more naturally than through traditional, text-based methods. The contextualization of language that audiovisual materials provide allows learners to see how words, phrases, and structures are used in real-life

communication, supporting deeper understanding and more effective memorization. The use of audiovisual materials in foreign language classrooms is grounded in theoretical frameworks such as communicative language teaching and constructivism. These educational theories emphasize the importance of meaningful communication and learner-centered activities. Audiovisual technologies support these methods by engaging learners in realistic situations and encouraging them to interact with authentic material. The act of listening to dialogues or watching videos in a foreign language stimulates cognitive processes related to comprehension, interpretation, and recall. Such aural and visual stimulation also helps meet the diverse needs of learners, accommodating various learning styles and preferences.

MATERIALS AND METHODS

Moreover, audiovisual technologies provide opportunities for repeated exposure and practice, which is particularly beneficial for B1 level learners, who require extensive practice and reinforcement to consolidate new knowledge. Teachers can use video and audio materials to introduce new vocabulary and grammatical structures, reinforce known material, or provide models for authentic pronunciation and intonation. This repeated exposure in different contexts increases the chances that learners will internalize the language and use it confidently in their own speech and writing. One of the methodological advantages of using audiovisual technologies is the ability to create learner-centered classrooms. Instead of passively receiving information, students are encouraged to actively participate in the learning process. Engaging with audiovisual materials often includes activities such as summarizing, predicting outcomes, discussing content, or transcribing dialogues. These interactive tasks motivate students, encourage critical thinking, and increase engagement. The sense of agency developed through these activities is fundamental for maintaining students' interest and motivation, which are critical for language learning success [1].

Another important aspect is the ability of audiovisual technologies to foster listening comprehension skills. At the B1 level, students often face challenges in understanding natural speech, especially when delivered at a native pace or in less predictable contexts. Carefully selected audiovisual resources allow learners to practice listening at an appropriate speed and complexity, gradually increasing the difficulty as they progress. Many audiovisual resources provide subtitles or transcript support, which can be used to scaffold learners' comprehension and gradually reduce their reliance on visual cues as their listening abilities improve [2].

RESULTS AND DISCUSSION

The inclusion of audiovisual technologies in foreign language instruction supports differentiated instruction. Technology enables teachers to address the varying needs and abilities within a single classroom by providing flexible access to resources. Learners can revisit materials as needed, participate in self-paced listening and speaking activities, or engage in online tasks outside the traditional classroom environment. This flexibility serves as an additional motivational factor, as students can manage their learning paths, set individual goals, and track their own progress. Cultural awareness is another critical dimension of language learning that can be enhanced through audiovisual technologies. Language is embedded in culture, and understanding how people interact, express emotions, and respond to various situations in the target language is integral to achieving communicative competence. Through exposure to authentic cultural materials presented in audiovisual form, students are introduced to the social norms, customs, and traditions of the language community. This exposure increases intercultural sensitivity and prepares students to use the language in a range of social contexts [3].

It is critical for educators to implement methodological strategies when incorporating audiovisual technologies. Selecting appropriate, level-specific materials is essential for avoiding frustration and ensuring materials are understandable. Teachers need to design tasks that are aligned with specific learning objectives, such as improving listening comprehension, expanding vocabulary, or mastering pronunciation. Pre-listening or pre-viewing activities can activate students' background knowledge and prepare them for the content they will encounter. While-listening and while-viewing tasks encourage focused attention, and post-listening tasks facilitate the integration and consolidation of new knowledge. Another methodological concern is assessment. Audiovisual technologies provide innovative means of evaluating students' skills. Digital tools enable teachers to assess listening and speaking abilities in a dynamic and authentic way, beyond traditional paper-based exercises. Teachers can use recorded speech, interactive online quizzes, or oral presentations recorded via digital platforms to assess learners' progress. This kind of assessment provides immediate feedback and helps learners identify their strengths and areas for improvement [4].

Professional development for teachers is also an integral part of effectively implementing audiovisual technologies. Teachers need to become familiar with new media tools, platforms, and resources, as well as the methodological principles underlying their use. Ongoing training and collaboration among language teachers can facilitate the sharing of effective practices and materials, promote innovation, and increase the overall quality of

instruction. Ensuring equal access to audiovisual technologies is a social and educational imperative. While the technological infrastructure has improved in many educational institutions, disparities in access to devices and internet connectivity can hinder the benefits that these resources offer. Policymakers and school administrators must work towards providing necessary resources and training for both teachers and students to maximize the impact of audiovisual approaches. In the classroom context, the teacher's role shifts from being a sole source of knowledge to a facilitator who guides students in using audiovisual materials effectively. Teachers create a supportive environment in which learners can explore, make mistakes, and improve their skills. This learner autonomy, fostered by access to technology, further supports long-term language acquisition and self-confidence [5].

Student feedback and motivation are also important factors influenced by the use of audiovisual technologies. Learners often report greater enjoyment and satisfaction when engaging with dynamic materials as compared to traditional textbooks. The media-rich environment supports student engagement and can reduce anxiety commonly associated with foreign language learning. Motivation is a crucial element in sustaining language learning over the long term, and the integration of audiovisual technologies serves to maintain students' interest and enthusiasm. From a methodological perspective, it is also necessary to ensure that the use of audiovisual technologies is structurally integrated within the language curriculum. Teachers must balance audiovisual activities with other forms of input and practice, including reading, writing, and interaction with other learners. The goal is to use audiovisual technologies as one component of a comprehensive, balanced foreign language program. The ultimate aim is to produce learners who are well-rounded, confident, and ready to communicate in a variety of contexts.

As research in the field of foreign language pedagogy continues to grow, there is increasing evidence supporting the benefits of audiovisual technologies for language learning at all levels, including the B1 level. However, these benefits are most pronounced when teachers are methodologically thoughtful about their integration. Well-planned lessons, careful selection of resources, clearly defined objectives, and meaningful evaluation ensure that audiovisual technologies serve educational goals effectively [6].

CONCLUSION

In conclusion, the methodological foundations for using audiovisual technologies in teaching foreign languages to B1 level learners rest on a comprehensive understanding of current pedagogical theories, a commitment to student-centered learning, and thoughtful

integration of technology into the curriculum. These tools offer authentic, engaging, and motivating resources that strengthen all language skills, particularly listening and speaking. Through appropriate selection, creative application, and continual evaluation, teachers can significantly enhance the effectiveness of language instruction. The future of foreign language teaching, especially at the B1 level, will increasingly depend upon educators' ability to harness the potential of audiovisual technologies in ways that are meaningful, accessible, and aligned with the needs and abilities of their learners. By embracing innovative, evidence-based methods, educational systems can open doors to communication, understanding, and opportunity for learners in a globalized world.

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