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Issue Article

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ENHANCING LANGUAGE LEARNING THROUGH TECHNOLOGY: INTEGRATIVE AUDIOVISUAL AND COMPUTER-ASSISTED PEDAGOGIES IN FOREIGN LANGUAGE EDUCATION

Abstract: *The advancement of foreign language instruction in universities through the application of contemporary pedagogical technologies is a critical method for modernizing higher professional education in Uzbekistan. Integrating information and computer technologies with a range of innovative pedagogical strategies significantly enhances the efficacy of foreign language teaching at the university level.*

Key words: *higher education modernization, information and computer technologies.*

Language: *English*

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Introduction

The intensification of foreign language education at universities through advanced pedagogical technologies is a key strategy for the modernization of higher professional education in Uzbekistan. Research indicates that the most effective methodologies encompass training, socio-reproductive, and sensory-perceptual technologies, which include information and computer-assisted pedagogical approaches.

The establishment of an artificial foreign language environment within foreign language education poses significant challenges in contemporary methodology. This is primarily linked to the large-scale implementation of listening and speaking activities, which are either conditionally communicative or fully communicative. To facilitate this, technical training tools are employed. The current technological era is marked by a shift towards the development of multifunctional educational complexes and automated computer-based training systems. These systems and complexes boast universal didactic capabilities, enabling interactive teaching tailored to individual student needs and supporting remote education through cutting-edge technologies. Additionally, audio and lighting technologies play a crucial role in the foreign language teaching process [1].

Lighting equipment, including video recorders, televisions, graph projectors (codoscopes), multimedia projectors, and computers, plays a crucial role in providing visual information during training sessions. This visual support performs various functions:

1. It aids in understanding the structure of speech;
2. It acts as a bridge between the semantic aspects and the phonetic components of words, thus facilitating memorization;
3. It projects different scenarios onto the screen to enhance spoken language training;
4. It functions as a feedback mechanism through interactive keys.

Sound engineering tools, such as tape recorders, turntables, and both audio-passive and audio-active devices in language classrooms, are instrumental in achieving clarity of sound in pronunciation training. These tools offer the capability to present educational content in a natural spoken form, which is essential for teaching listening and speaking skills, thereby intensifying the learning process.

Pedagogical information and computer technologies are indispensable in the educational landscape. The primary didactic benefits of these technologies include interactive computer-based methods, automated perception, variable learning experiences, and the autonomy and oversight of educational content mastery.

Information pedagogical technologies enable the intensive engagement with foreign language content through analysis and synthesis. Computer pedagogical technologies utilize advanced computer tools to:

- Develop receptive skills for grammatical phenomena in written and oral forms of a foreign language (essential in grammar instruction);
- Provide reference and informational support via automated grammar reference books;
- Expand vocabulary through visual and auditory learning techniques (useful in vocabulary acquisition);
- Offer reference and informational support through automatic dictionaries and reference materials, facilitating the comprehension of foreign language speech (vital in listening training);
- Enhance rhythmic and intonational pronunciation skills (important in speaking practice);
- Organize role-playing games to simulate real-life interactions;
- Foster the development of lexical and grammatical translation skills (critical in translation training);
- Improve spelling, grammar, lexical, and stylistically correct writing abilities through interactive and game-based training programs (key in writing instruction);
- Monitor and assess the development of spelling, lexical, and grammatical skills using a spelling error detection system (electronic dictation);
- Support creative writing development through tailored teaching approaches.

One form of information and computer technology involves using Microsoft Office PowerPoint to develop educational content. This software enables the creation of thematic slides that incorporate tables, diagrams, SmartArt graphics, and audio-visual animations. This technology serves as a versatile and effective tool for presenting key learning materials in both lecture and practical settings, as well as for facilitating independent study in preparation for classroom activities.

Its utilization allows students to consistently review the structure and content of lessons outside of class hours, thus engaging them in an authentic, computer-mediated communicative environment.

The internet's value lies in its vast informational resources and its significant role in enhancing learning motivation. Engaged students typically exhibit improved performance, as they clearly recognize the importance of proficient language skills. Online learning environments promote learner autonomy in selecting materials and foster active, interested participation. A computer acts as a tireless instructor, patiently addressing students' errors. Learners can access extensive databases and encyclopedias, and interact with native speakers, though the language used may not always be standard.

Numerous e-learning courses exist today, yet crafting effective e-learning tools is as challenging as writing traditional textbooks. There remains a lack of established typologies for internet-based exercises, and many lexical and grammatical activities tend to be repetitive. Authentic materials are generally most beneficial for students with adequate language proficiency.

The Internet is increasingly becoming an essential technical tool for learning, significantly enhancing the quality of foreign language education. Its regular incorporation into the classroom makes learning more engaging for students by providing them with unrestricted access to intriguing, dynamic regional studies materials, which are more appealing than the static texts found in textbooks. Through email, students can communicate with peers globally, enriching their everyday vocabulary and improving their spelling. This autonomy in selecting learning materials also boosts their sense of independence.

Audiovisual technical resources, such as radio broadcasts, educational films, and educational television, along with language equipment, are vital in presenting educational content at various stages of learning. They enhance the visibility and comprehension of information across different educational activities and are equally effective in self-study settings.

Listening, a key communicative activity, can be viewed in two distinct ways: 1) as an integral part of speech communication; 2) as a relatively independent communication form, such as listening to a narrative, a multimedia presentation, a film, or a video.

Educational cinema, a subset of scientific cinema, serves as a supplementary tool in the learning process. It is particularly useful when educational material is not easily accessible under normal classroom conditions. Cinematography allows for the slowing down of rapid processes, making invisible phenomena observable, magnifying minuscule objects, transporting viewers to different locales, and making abstract concepts more concrete through animated sequences. Educational films are categorized based on the subject matter, the specific methodology of the discipline, the level of scientific sophistication required (for adult learners), and their didactic purpose. These categories include:

- Short film clips that serve specific functions;
- Comprehensive films aimed at explaining particular curriculum issues;
- Films designed to teach production skills, often shown on specialized training stands;

- Instructional films that elucidate the importance and implications of production rules;
- Introductory films that acquaint students with the key challenges, goals, and objectives of a discipline;
- Conclusive films that review the material, focusing especially on the most challenging aspects to understand.

A series of educational films (film course) covers all the main topics of a discipline. Each film is tailored to convey topics comprehensively with minimal study time. The genre diversity of educational films is largely determined by their cinematographic execution.

Video materials not only facilitate comprehension tasks but also enable the interpretation of non-verbal cues such as facial expressions and gestures, often referred to as "body language." They also aid in recognizing interpersonal styles, thus preparing students to avoid significant errors when interacting with native speakers of the language being studied. Videos present language within a dynamic, real-world context, linking classroom lessons to authentic situations and demonstrating language in action. This tool significantly enhances the resources available to educators, helping to bridge cultural gaps in language education.

The incorporation of audiovisual and computer tools in language education is a topical issue in modern pedagogical methodology, given that effective speech communication hinges on proficient listening skills. Neglecting these skills can severely detriment language training, despite listening being recognized as a complex speech activity that not all contemporary students master adequately. Listening functions not only as part of oral communicative activities aligned with productive, social, or personal needs but also as a form of feedback in speech, allowing for self-monitoring and accurate realization of speech intentions. Moreover, it can stand alone as a communicative activity, motivated by personal or professional needs, such as when engaging with media like films, TV shows, or radio.

The strategic use of technical tools enables educators to optimize the auditory and speech engagement of students, directing their language activities as needed. The widespread adoption of these tools is advocated because they facilitate the application of the didactic principle of clarity, a cornerstone in language teaching.

Integrating information and computer technologies with other contemporary pedagogical methods significantly boosts the efficacy of foreign language instruction at the university level. Research and experience have shown that judicious use of these technical tools allows for:

1. Compensation for the absence of a natural linguistic environment throughout all stages of learning;
2. Full realization of the didactic principle of clarity;
3. Adaptation of training to the individual typological characteristics of each student;
4. Creation of optimal conditions for programming and monitoring;
5. Enhanced development of auditory self-regulation skills;
6. Maximal engagement of students' analytical and simulation capabilities, mobilizing their intrinsic resources;
7. More accurate assessment of qualitative aspects of students' foreign language proficiency through magnetic recordings;
8. Simultaneous engagement of all students in various active types of exercises, including speaking exercises;
9. Development of skills for efficient information management, including in a foreign language context;
10. Accelerated memorization of foreign language content through multi-channel perceptual impact;
11. Cultivation of cognitive processes such as attention, memory, reasoning, and language skills;
12. Improvement in academic performance by an average of one to two grades.

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