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SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2025 Issue: 02 Volume: 142

Published: 08.02.2025 <http://T-Science.org>

Issue

Article



Dildora Ibroximovna Kambarova
Kokand university Andijan branch
Language teaching department
Uzbekistan republic, Andijan



Dilnora Islamovna Umurzakova
Swiss International Institute Lausanne
healthcare manager, (SIIL)

METHODOLOGICAL CRITERIA OF USE OF MEDIA IN IMPROVING THE SPEAKING COMPETENCE OF STUDENTS IN A FOREIGN LANGUAGE

Abstract: This article explores the methodological criteria for effectively incorporating media into foreign language education, focusing on its impact on improving speaking skills. The study examines various forms of media, such as television, online videos, podcasts, and interactive social platforms, emphasizing their role in creating dynamic, engaging, and communicative learning environments. It identifies key strategies for utilizing media, including task-based learning, communicative approaches, and the integration of interactive and authentic content. This article investigates the methodological criteria for effectively using media to improve speaking competence in foreign language learners. It highlights key approaches such as communicative language teaching (CLT) and task-based learning (TBL), which prioritize interaction and real-world language use. Additionally, it emphasizes the importance of selecting appropriate media content that aligns with learners' proficiency levels, cultural backgrounds, and interests. Through these approaches, this article aims to provide language educators with practical strategies for leveraging media to foster more engaging, interactive, and authentic speaking practice.

Key words: Media, foreign language learning, speaking competence, communicative language teaching, task-based learning, media integration, interactive activities, oral communication, language acquisition, authentic content.

Language: English

Citation: Kambarova, D.I., & Umurzakova, D.I. (2025). Methodological criteria of use of media in improving the speaking competence of students in a foreign language. *ISJ Theoretical & Applied Science*, 02 (142), 40-44.

Soi: <https://s-o-i.org/1.1/TAS-02-142-6> **Doi:**  <https://dx.doi.org/10.15863/TAS.2025.02.142.6>

Scopus ASCC: 3304.

Introduction

In the modern educational landscape, the rapid evolution of digital technologies has revolutionized foreign language learning, with media serving as a dynamic resource to enhance students' speaking competence. As language learners face the challenge of mastering spoken communication in a foreign language, the incorporation of media has become increasingly significant in providing authentic, real-world language exposure. Media, in various forms—such as television programs, movies, online videos, podcasts, and social media—offers students the opportunity to engage with native language speakers,

hear diverse accents, and learn contextualized expressions that are often absent in traditional classroom settings.

Speaking competence, which encompasses fluency, accuracy, pronunciation, and the ability to engage in meaningful conversations, is critical for language proficiency. Media facilitates the development of these skills by offering learners a platform to practice speaking in a variety of real-life contexts, enabling them to hear, mimic, and interact with authentic language. Moreover, media fosters a more interactive and engaging learning environment, where learners can participate in discussions, debates,

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or task-based activities, all of which help to bridge the gap between theoretical knowledge and practical use. Based on the achievements of our research, we would like to emphasize: the pedagogical goal in education is to provide education and language learning, in which educational and developmental factors are taken into account. "The method of teaching a foreign language is understood as a set of activities of the teacher and the student that ensures the achievement of the practical, general educational, developmental goals of teaching a foreign language.

It is known that in the methodology there is a scientific discussion about why (educational goal), what (educational content), how (based on educational methods and principles) and to whom (student). The selection, distribution, methodical classification and presentation of foreign language material is carried out by program developers and textbook authors. Students and teachers participate in the learning and teaching of the educational material, they work in mutual cooperation.

Language material is selected, distributed, classified and presented for the types of speech activities, that is, it is prepared for mastering (these stages are selection, distribution (grading), it is called classification, presentation)".

"It is known from teaching practice that language learning and language acquisition are fundamentally different in teaching a foreign language. There are many opinions in this regard. In particular, the methodologist, scientist B. Tomlinson, who was deeply involved in the issues of foreign language teaching, conducted research on what should be paid more attention to when choosing materials for language acquisition and their methodical organization and sets out the following six key principles:

- 1) introducing students to authentic language;
- 2) teach them to pay attention to the features of authentic language;
- 3) to enable students to use the studied language to achieve communicative goals;
- 4) to provide an opportunity to reflect on the achieved results;
- 5) achieve enthusiasm by using forms that arouse students' interest, attract their attention, and support their goals;
- 6) to pay attention to intellectual, aesthetic and emotional relations, to encourage them.

As it can be seen, these principles are mainly related to the activity of the teacher in the process, from the selection of the language material to the continuous effectiveness of its acquisition and impact. It is also necessary to pay attention to the interdependence of these principles. In order for it to give the desired result, it is necessary to integrate all these principles into the process in a harmonious way. It is particularly important that the principles have the character of complementarity and generality. Based

on the scope of our topic, among the principles defined by B. Tomlinson, we suggested adding the modernity of the material source, the novelty of the information for the public, and the level of awareness of the IT field.

In addition, "B. Tomlinson enumerates 16 requirements for the selected language material in the effective course of this process. It is necessary to pay attention to the sequence of the theory of principles, teaching principles, knowledge of language use, systematic observation and evaluation processes when creating educational materials noting that he offers the following:

1. First of all, the selected educational material should have a high impact on the student, it should be interesting and attract him.
2. It should be suitable for students to think and express themselves freely and speak without hesitation. Topics that make them feel embarrassed or uncomfortable should not be chosen.
3. It should be aimed at developing students' confidence in life and people, helping to develop a positive mood.
4. Provided educational materials should be considered necessary and useful by students.
5. It should help students to develop themselves, be able to solve their problems, and if necessary, serve to satisfy their material requirements. If they feel interested in their questions from the learning material, the work will be more effective.
6. It is necessary to take into account the readiness of students in all aspects: age, potential, mental and physical readiness to acquire the intended knowledge and complete the assignment.
7. It should be explained to the students that the language should be used in an authentic situation.
8. Students' attention should be focused on the linguistic features of the information.
9. Students should be given the opportunity to use the language being studied for communicative purposes.
10. It should take into account the positive effects of teaching students.
11. The language should reflect differences in learning styles.
12. Should consider teaching students how to behave in affective relationships.
13. It should ensure the preservation of peace during the teaching process, not to cause noise and should be aimed at its prevention.
14. The selected educational material provides the intellectual, aesthetic and emotional distribution that stimulates the activity of the right and left brain of the students and maximizes the learning potential by stimulating the results. should mean bringing to the level.
15. Lessons must be free and free from prolonged supervision.

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16. It should create an opportunity to give feedback on the results achieved by students.

These recommendations of B. Tomlinson reflect the demand for them in the process of sorting educational materials in the organization of the lesson. We developed the recommendations of B. Tomlinson and found it necessary to add the followings:

1. The selected educational materials must be authentic.
2. It should match the interests, needs and aspirations of the students.
3. The selected educational materials should have a positive content.
4. They should be written in an optimistic spirit and should be directed towards goodness.
5. Students should excel in their future activities.

At this point, it is worth noting that, in order to achieve his methodical goal, the teacher will have to plan the perfect use of various tools in the lesson, that is, basic and auxiliary tools. In this case, information media serves as the most effective tool in the process of the lesson, helps the teacher to achieve his goals and objectives.

According to the results of the study of relevant studies and the analysis of legal and regulatory documents, the methodical goals of achieving efficiency through the introduction of information media, which are important from the point of view of didactics, are the first of all, it implies individualization and differentiation of the teaching process. The process of using modern information media leads not only to changes in organizational forms and methods of teaching, but also to the formation of new methods in it. Along with the informatization of the field of sciences, the improvement of educational activities, the integration of the knowledge process on the basis of modern information technologies, the expansion and deepening of the field of sciences will be a factor. This, in turn, requires making certain changes to the selection and application criteria of the content of educational materials. The place of information media in the process of teaching foreign languages can be explained by the wide range of opportunities available in the foreign language teaching methodology.

According to Russian methodologists-scientists A.V. Zubov and I.I. Zubova's scientific source, the methods of using information media in teaching a foreign language are implemented through certain principles. Due to the fact that there is no universally accepted approach to this implementation, the principles of using information media are determined depending on the purpose of education. Above mentioned scientists defined the main methodical principles of teaching language through using media:

1. Scientificity: the principle of scientificity ensures the use of scientifically based materials and methods in the teaching process. This principle helps to provide clear and correct knowledge to students.

2. Consciousness: the principle of consciousness ensures that students actively participate in the learning process and consciously receive information.

3. Openness: media sources allow imparting knowledge through many different channels. When audio, video, text, and interactive elements are used together, student learning becomes more effective.

4. Activeness: the principle of activeness in the use of information media is aimed at increasing the effectiveness of the educational process. This principle ensures active participation of students in the educational process and makes their learning process more interactive and interesting.

5. Systematicity: the teaching process should be systematic. All stages, goals and results of teaching with the help of information tools should be clearly defined, as well as their interdependence should be shown.

6. Effectiveness of teaching: the possibility of repeated use of media directly in the classroom and in independent extracurricular activities plays an important role in strengthening the knowledge and skills of students. This approach gives students the opportunity to master the learned material in depth and apply it in different situations.

7. Visibility: the principle of visibility involves explaining information through visual and auditory materials. This principle helps to better understand and remember information.

In our research, relying on the main methodical principles of teaching through media proposed by A.V. Zubov, I.I. Zubova, we found it necessary to add the followings:

1. The principle of motivation: it is necessary to provide interesting and motivational materials through the media in order to encourage students to study. This principle helps to increase students' interest in learning a foreign language.

2. Orientation to practice: theoretical knowledge should be combined with practical skills during the teaching process. With the help of information tools, students should be able to use the language in different situations, for example, they should be able to practice through simulations.

3. Interactivity: the teaching process must be interactive. With the help of information tools, students can actively participate, exchange ideas and interact. This principle ensures effective communication between the teacher and students.

4. Individualization: Each student has unique needs, interests, and learning styles. With the help of information tools, the teacher should provide materials and exercises adapted to each student, as well as organize individual training.

5. The principle of visibility of media as authentic, socio-cultural and socio-linguistic materials. This means providing students with authentic, socio-cultural and socio-linguistic materials necessary for the communication process. We would

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like to dwell in detail on the principle of visuality of the information media offered by us as authentic, socio-cultural and socio-linguistic materials. The principle of, visuality which is one of the basic principles of teaching a foreign language, provides students with imagination, knowledge, and skills through information media. This principle is used at all stages of the educational process, and since it has the highest index, it is appropriate to conduct lessons through demonstration tools. According to scientific-methodical sources, it was found that the level of

students' acceptance and assimilation of information on the basis of exhibitions is very high. At a time when teaching foreign languages through digital technologies and media is rapidly developing, the meaning of the principle of visuality is expanding and its importance is increasing. According to the system of classification of the types of presentation available in the methodology of foreign language teaching, the means of information can be shown as follows (See Table 1):

1-Table. Media as visual source

Printed materials	Radio broadcast	TV show
Linguistic exhibitions (with non-linguistic pictorial and graphic elements, such as photographs, tables, collages, etc.) are associated with a group of static natural non-technical visual aids.	Linguistic external (perceptual) visibility (musical visibility) is associated with a group of sound technical teaching tools	Related to the group of external dynamic displays on the screen (non-verbal visual), audiovisual aids on the screen, or technical audio-visual teaching aids

Conclusion

So, we can explain the main task of visualization with the active participation of human senses and mental actions. We came to the conclusion that when students see and feel more, they perceive faster and the information is stored in their long-term memory.

The use of media in foreign language instruction presents a valuable and effective means of improving students' speaking competence. By incorporating diverse forms of media, such as television, films, podcasts, and social media, educators can provide students with authentic language exposure, which helps bridge the gap between theoretical knowledge and real-world communication. The strategic use of media, when aligned with pedagogical frameworks such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL), creates a dynamic and interactive learning environment where students can develop their speaking skills in a more engaging and context-rich manner. The methodological criteria outlined in this article stress the importance of selecting media content that suits learners' proficiency

levels, interests, and cultural backgrounds. Media-based activities should encourage active participation, promote critical thinking, and facilitate real-time interactions, which are essential for building fluency and confidence in speaking. Additionally, media serves as a versatile tool that supports differentiation, allowing educators to tailor learning experiences to the diverse needs of their students. As language learners continue to engage with an increasingly globalized world, the ability to communicate effectively in a foreign language remains vital. Through purposeful integration of media, educators can empower students to improve not only their speaking competence but also their overall language proficiency, preparing them for meaningful interactions in both academic and real-world contexts. The continued exploration and refinement of media-based methodologies will contribute to the evolution of language teaching, ensuring that learners are equipped with the skills needed to succeed in an interconnected, multilingual world.

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