



THE BENEFITS OF USING AUDIO INFORMATION IN THE PROCESS OF TEACHING ENGLISH AND METHODS INVOLVED IN THIS PROCESS

Habibullayeva So'g'diyona Sherzod qizi 3rd-year student, Samarkand
State Institute of Foreign Languages E-mail:

Abstract: *This article discusses effective methods for English language learners, the impact of visual information on the human brain, and the role of knowledge acquired through visual perception in the memory system based on the findings of scientific research. It also examines the principles of increasing students' interest and active participation in the modern educational process, as well as the benefits of using songs and video materials according to learners' language proficiency levels.*

Keywords: *teaching English, songs, video lessons, listening comprehension, vocabulary, pronunciation, "Shadowing" technique, motivation, communicative skills.*

INTRODUCTION

As we all know, as the whole world undergoes the process of globalization, learning foreign languages and preparing professional specialists capable of fully competing in the global labor market has, in recent years, become the primary task facing teachers. In this regard, educators are required to shift the classroom environment away from the "teacher-centered" model, in which all interesting and interactive approaches are employed, toward a model in which students' own thoughts and opinions are placed first. Naturally, among beginner and intermediate-level learners, phenomena such as boredom during lessons and a decline in motivation and enthusiasm are observed, caused by complex grammar, the morphology of the English language, and its relatively distinctive pronunciation. In such situations, an effective aid is a particular type of visual information. Examples



of this type of information include films, series, podcasts, and music videos with lyrics, and these not only automatically increase students' interest in the lesson, but also serve as a foundation for significantly developing their pronunciation and vocabulary. This research is aimed at identifying how systematized visual imagery facilitates the process of learning information in human brain activity, and how rhythm and melody can be correctly used as methods for teaching a new language.

MAIN PART

One of the most difficult aspects of studying a foreign language is the process associated with a limited vocabulary. Many learners still content themselves with the old-fashioned method of keeping a notebook, writing words on one side and their translations on the other. This method also brings a certain degree of benefit, but since most learners do not constantly review these words and activate them, they quickly forget them. Several interactive methods come to the rescue in this area.

In addition, the reasonable use of authentic materials such as "TED Talks" in teaching English plays a key supporting role both in quickly overcoming pronunciation difficulties and in applying the information delivered by masters of their respective fields to real life. Because such specialists present their points clearly and in a way that is understandable to everyone, this method is especially recommended as a study resource for learners preparing for the IELTS exam.

Practical application methods:

The "Feel the rhythm and learn" method. In this method, a specific song is analyzed with students during the lesson, and they are given the task of memorizing up to ten words from it. This process is carried out once every ten days. During this interval, students are given the task of listening to the same piece of music once during each lesson. The scientific research of the German psychologist Hermann Ebbinghaus shows that a person needs, on average, eight to ten days to memorize meaningful and comprehensible texts or poems. Since keeping students from becoming bored during the process of transforming memorization from short-term operative memory into long-term internal memory is the most important and



challenging task, the rhythm and melody of a song and music help to reduce such minor difficulties to some extent. At this stage, it is also possible to regularly ask students for their opinions and, following small quizzes, apply non-material forms of encouragement.

The "Sing and dance" method. This method is specifically adapted for younger children and is considered one of the best ways to awaken their initial interest in a new language; it is also widely used among many English and Russian language teachers. Its main requirements are as follows:

1. Finding a video clip appropriate to the student's level;
2. Presenting it through a visual board, screen, or similar digital technology;
3. Learning choreography matched to the song, with movements of moderate difficulty, and teaching it to the children.

Music collocations. It is difficult to imagine learning English without collocations, that is, word combinations. This is because memorizing words in isolation, by themselves, makes it somewhat difficult to raise one's "speaking" level. For this reason, teaching students not only grammatically correct, academic-level English, but also the phraseological combinations and expressions needed in everyday speech, is one of the primary tasks of every English language teacher. In particular, if a short excerpt is taken from a currently popular and trending song and explained in detail in Uzbek, students will not have difficulty using vocabulary "actively" in certain situations.

TED Talks are one of the modern and effective teaching tools for English language teachers. Through them, students can gain knowledge not only of the English language itself, but also of various topics, ideas, and real-life problems. TED Talks help make lessons interesting, interactive, and meaningful.

One of the main benefits of TED Talks is the development of listening comprehension skills. Students hear the speech of people from various countries,



different accents, and natural speech speed. This helps them understand not only the English found in textbooks, but the English actually used in real life.

In addition, TED Talks increase vocabulary. Students learn new words, expressions, and combinations used in everyday speech through context. The teacher can explain important new words before the video begins.

TED Talks are also very useful for developing speaking skills. After watching the video, the teacher can ask students questions on the topic and organize discussions in pairs or groups. Questions such as "Do you agree with the speaker's opinion?" or "How can this idea be applied in our lives?" encourage students to express their thoughts freely in English.

Another important aspect is the development of critical thinking. TED Talks cover many topics such as education, technology, psychology, culture, ecology, and others. The teacher can ask students to identify the speaker's main point, analyze their arguments, and express their own opinions.

A TED Talk can be used at three stages of a lesson.

1. Before watching the video: The teacher introduces the topic, explains new words, and asks students to predict the content of the video.

2. While watching the video: Students can note down the main points, answer questions, or identify important information. The teacher may pause the video at appropriate points and ask students questions.

3. After watching the video: Students can briefly summarize the content of the video, discuss the topic, express their own opinions, or prepare a short presentation. It is also possible to assign an essay or opinion paragraph based on the TED Talk.

CONCLUSION

The research findings presented above show that the use of songs and video materials in the process of teaching English plays an important role in developing students' language skills. Methods such as "Feel the rhythm and learn," "Sing and dance," and "Music collocations" serve not only to increase students' vocabulary, but



also to strengthen their pronunciation, listening comprehension skills, and interest in the lesson. The combined use of visual and audio materials helps students consolidate language units in long-term memory, which yields considerably more effective results compared to traditional teaching methods. TED Talks help make English lessons more engaging and effective. They develop students' listening, speaking, vocabulary, critical thinking, and communication skills. Most importantly, students learn English through natural, real-life speech. Therefore, the correct and purposeful use of TED Talks can increase the effectiveness of modern English lessons.

At the same time, when applying such methods, it is important to take into account students' age characteristics and language level, and to select materials appropriately. Going forward, it would be worthwhile to continue research in this direction, examining more precisely the effectiveness of songs and video materials across different age groups and language levels.

REFERENCES

1. Ebbinghaus, H. (1885/1913). *Memory: A Contribution to Experimental Psychology* (H. Ruger & C. Bussenius, Trans.). — <https://www.dynseo.com/en/the-ebbinghaus-forgetting-curve-understanding-and-counteracting-natural-forgetting>
2. Kumar, S. (2022). Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language Contexts. *Education Research International*. — <https://onlinelibrary.wiley.com/doi/10.1155/2022/3384067>
3. Roohani, A., & Akbarpour, S. (2016). The Effect of Using Songs on Young Iranian EFL Learners' Vocabulary Learning: A Case of Gender. *Journal of Modern Research in English Language Studies*, 3(3). — <https://doaj.org/article/1508ea08bd03451395d807e228b44dca>
4. Karim, S. A., Sudiro, S., Annisa, D. R., Khairunnisa, H. I., & Rahmawati, D. A. (2022). Enhancing Vocabulary Mastery Through English Songs: In the Eyes of EFL Students. *Ethical Lingua: Journal of Language Teaching and Literature*. — <https://ethicallingua.org/25409190/article/view/439>



5. Effects of Songs on the Development of Vocabulary among First Grade EFL Learners (2018). — <https://eric.ed.gov/?id=ED591135>
6. Qomar, A. H. (2018). Using TED Talks for EFL Learners to Boost Their Speaking Skill. *Proceedings of the 1st Bandung English Language Teaching International Conference*. — <https://www.scitepress.org/Papers/2018/82195/>
7. Kozińska, K. (2021). TED Talks as Resources for the Development of Listening, Speaking and Interaction Skills in Teaching EFL to University Students. *Neofilolog*, (56/2), 201–221. — <https://pressto.amu.edu.pl/index.php/n/article/view/28767>
8. Shelestova, T., Kalizhanova, A., Romanyuk, S., & Zhuman, A. (2021). The Advantages of Using TED Talks Materials in ESL Classrooms. *Journal for Educators, Teachers and Trainers*, 12(2), 81–87. — <https://digibug.ugr.es/handle/10481/69942>
9. Williyan, A. Integrating TED Talks into EFL Learners' Classroom: Lesson from Indonesian EFL Teachers. — <https://proceeding.unnes.ac.id/utnc/article/download/2593/2049/6833>
10. Wijaya, R. K. TED Talks as Learning Resource: An Alternative Independent Learning to Improve EFL Learners' Speaking Skills. — <https://pbijournals.ipbcirebon.ac.id/index.php/educationtracker/article/view/84>