

**THE PROFITS OF APPLYING YOUTUBE VIDEOS TO IMPROVE  
PRODUCTIVE AND RECEPTIVE SKILLS IN TEACHING PROCESSES**

**Laylo Xolikova Fakhriiddinovna**  
*Teacher of SamSIFL*  
**Suyunova Gulzoda Bakhriddin qizi**  
*Master's degree student of SamSIFL*

**Keywords:** *YouTube, listening, speaking, reading, writing, film, teaching and learners, teaching, benefits.*

YouTube is the 2nd largest search engine next to Google. People upload more than 100 hours of video per minute to YouTube. It's one of the best ways to communicate to a wide audience, whether you're promoting programs or providing information to students. YouTube can also be used as a repository for student digital work. Learners can set up their own channels, and then save projects there with the added value of attracting public feedback, which in turn raises the standard of their work.

### **Introduction**

The introduction of technology into teaching is therefore made possible through the use of films, which the twenty - first - century learning and teaching methods support given the rapid advancement of digital. Therefore, The plenty of the researchers was showed how to assess the benefits of using films an video tapes in the classroom.

Agzamova D. said that various technologies are now employed in traditional classroom settings. Internet video on demand: The use of video files downloaded from a central database to replace physical media such as DVDs and VHS. Digital video does away with the requirement for in-classroom technology and enables instructors and students to instantly view video clips without using the open Internet. Online media: A website which streams videos can be utilized to improve a lesson in the classroom. such as Teacher Tube, United Streaming, etc.

The technological methodics is based on the use of modern technology in the educational process, as demonstrated by Nasrullaeva N. and Vafaeva Z. They also highlighted that there are several instructional strategies that may be employed. It should be carefully chosen while always adhering to the fundamentals. Some approaches, such audiovisual activities, are used in the instruction. They mentioned that all things which are used by teachers and students in teaching process are called materials and equipment. Here is given technical equipment. There are included computers, tape recorder, cameras, video recorders, DVD players, TV, projectors, Internet sources, etc. It is important to know how and when to use these teaching materials.

## "INTEGRATION, EVOLUTION, MODERNIZATION: WAYS OF DEVELOPMENT OF SCIENCE AND EDUCATION"

Teenage groups in academic lyceums, universities, and schools can use the audio and video medium. They assist teachers in ensuring that their pupils sense intonation and pronunciation more easily and comprehend English slowly by hearing it. Reading correction for students could be easier. While students are watching a specific piece of video content on the subject, explanations may be provided. Students get the chance to listen to native speakers while viewing a movie or a documentary. A dictation can also be written by students (recorded on tape). After the students have heard literary passages that have been recorded, they can remark on them, evaluate them, etc. We can distinguish before and activities, while-watching exercises, and after-watching activities when discussing only video content.

Abdurahimova Dilafruz said that the students are informed about the use of modern technologies in the educational process: - it is an important factor to know and be able to use communication technologies well is. Teaching and learning a foreign language using modern technologies is one of the best methods. In this process, including: - when using computers, the reader is in a foreign language the fact that he can also hear videos, shows, dialogues, see movies or cartoons can;- to hear and watch foreign language radio broadcasts and programs on television can; - use of tape recorders and cassettes, which is considered a much more traditional method; - CD players can be used. This is the use of technical means foreign language of students ensures that the learning process is more intense and efficient .

Sh.Mansurovna says that visual learning enhances retention, as shown in our study. For the purpose of language learning, video materials should include assistance. Students, teachers, the institutions with which they are connected, and the entire educational system all gain from the use of films in teaching and learning. They also assist in dismantling previously insurmountable obstacles like student and university location. In order to address the growing demand for high-quality instructional videos, online course options, and campus accessibility, educational institutions must now expand their services in these areas. Many people do choose to produce their own instructional videos. For the purpose of language learning, video materials should include assistance. Short video snippets allow for more effective processing, according to studies, and they may also be used to create. Short video segments enable more effective processing and memory recall, according to studies. Students, teachers, their linked institutions, and the entire educational system all gain from the use of films in teaching and learning .

Isamuxamedova Munisxon says that increasing the use of video for higher education is beneficial in all respects, serves to increase the productivity of lessons, saves time, and creates good conditions for students to learn. This is a world standard. The use of videos in education provides the following conveniences and benefits: - increase flexibility - time, place, speed, hearing; -

# "INTEGRATION, EVOLUTION, MODERNIZATION: WAYS OF DEVELOPMENT OF SCIENCE AND EDUCATION"

Student's sense of personalization and social presence; - allows unlimited repetition and revision of video; -high student activity; promotion of active teaching pedagogy; learning an additional language;-for fully online courses (where "course" refers to an individual course, subject, or unit of instruction), digital video represents an important point of communication between teacher and student because they are traditional in the classroom.

According to A.B. Musoyeva, the "Integrated Course of Teaching Foreign Languages" is intended for students studying English and seeks to increase learners' knowledge and proficiency in instructing English as a second language in a real-world setting. It is meant to aid in listening-based English learning and enhancement. The themes and offers terminology and a lexicon relating to reading, listening, writing, and speaking. The textbook uses a task-based strategy and contains a number of activities meant to help students improve their language abilities in real-world situations. The activities can be utilized in practical lessons with learners and also for indented work at the same time. For example, YouTube and Ted talk were used based on the topics.

This makes the book interesting by presenting students with challenging exercises and topics that promote self-evaluation and reflection. Additionally, it provides resources for training and evaluating students.

Sherman mentioned that the video resources are now used to teach English as a foreign language to all students inside and outside of the classroom. They are no longer only a part of daily living activities. Technology is always evolving, giving teachers new chances to combine internet resources and videos into traditional classrooms, making both teaching and learning more engaging and meaningful. The fact that the audiovisual resources, such movies, TV shows, and music, were created with native speakers in mind makes them an excellent source of original and accurate information. Videos may be used in a range of educational and teaching contexts, including the classroom, to deliver material, to start discussions, to illustrate a particular topic and content, for self-study, and evaluation situations. Students are able to immediately gain a significant quantity of cultural background knowledge and emotional attitudes regarding the learning materials when teachers introduce video elements into their English classes. As a result, individuals might use their independence to learn a language. Students who watch the video materials may immerse themselves in the rich world they've built and comprehend the characters' linguistic pragmatism. These courses actually put into effect the student-centered teaching methodologies when compared to conventional English instruction. Understanding another culture as well as mentality is immensely aided by video resources and films. By introducing a variety of communication settings into the classroom, video resources allow students to see how individuals act in the culture which language is taught. It shouldn't merely be a passive pastime for students to watch videos in class. The four abilities of reading, writing, speaking,



and listening should be included in the assignments that the instructor assigns to the pupils.

Sherman provided a compelling argument for using real video content in language schools. She offered a range of useful classroom exercises outlining how to use video in a modern, interesting, and effective manner to introduce actual world language and culture into the classroom. In order to share their opinions and thoughts with others and to enable connection with one another through the commenting function, there were several documentaries, educational films, interviews, and websites that include a substantial body of information. As a result, YouTube has the ability to provide students with real English input through sources that may already be present in their daily lives. As already said, videos of all types are a convenient way to get real pop culture content. Students who want to improve their language abilities in the process of better comprehending the information they freely access online may be encouraged to do so by being given the opportunity to engage with popular culture in an educational setting through English-language video clips. Additionally, there are opportunities for children to participate in some kind of student-centered, self-directed learning outside of the classroom.

As according W. Rivers, language learners can benefit from a variety of media and visual presentation approaches. This means that "all audiovisual resources have a beneficial impact on language acquisition if they are used appropriately. Although students employ both their eyes and ears during the English learning and instruction process, their eyes are fundamental.

Tomalin said that learners may be asked to write, speak, or engage in a discussion in English about subjects, story points, or even characters in addition to more conventional assignments including vocabulary and grammatical usage. Two minutes of displaying video content, such as a news release or an advertisement, can substitute for an hour of class time or be used to introduce a variety of exercises and activities. We are aware that language gaps may make even the simplest tasks extremely challenging for children. The fact that videos aid in understanding is a crucial element for instructors in making video materials more fascinating and pleasant. Video illustrates everything in a manner that words cannot, which strengthens the message and demonstrates the proverb "a picture is worth a thousand words". Tomalin found that language teachers prefer video because it inspires students, brings the outside world into the classroom, naturally contextualizes language, and allows students to experience true language. It appeals to students since watching video presentations is engaging, difficult, and stimulating .

According to Stempleski, "genuine content provides a rich and fascinating resource of video software for English as foreign language lessons." A rich and fascinating source of video software for education in English as a second language (ESL) classrooms is authentic video content, particularly that which depicts what

# "INTEGRATION, EVOLUTION, MODERNIZATION: WAYS OF DEVELOPMENT OF SCIENCE AND EDUCATION"

occurs in a non-ELT context and was created for its entertainment value rather than language teaching. When delivering a language class, it is often aimed at assisting EFL students in becoming oriented in both language use as well as some cross-cultural contacts with English native speakers. In addition, the lecture and related exercises are meant to enhance the conversational language abilities of EFL students (i.e., listening, speaking, reading, and writing). The primary goal of using the filmed portions is to increase the learners' fluency in the language acquisition process through continuing, daily interactions with native speakers. In order to achieve the goals of the learning process, teachers should typically concentrate on the language, content, and production. For instance, in some circumstances, the subject matter must be "transferable to real-life scenarios that students are likely to encounter" .

According to Nunan, the use of music and other setting components may make learning interesting for students. Students can debate the subjects and concepts in video movies. Topics must be chosen for video content in the classroom depending on the interests of the students, including level of English proficiency, and cultural considerations. Nunan said that the structure of listening cycles, which include choosing the material of the audio or video recording and segmenting it for presentation to learners in phases, is also a crucial factor. The activity cycles that instructors can create for their students. In order to avoid taking the students' focus away from the film, the teacher should also behave as a reflecting observer. Accordingly, it could be highly advantageous for teachers to use video resources that support language acquisition. When offered the option to study using video materials, students are more inclined to comply with the teaching. The benefits of incorporating video in EFL classes are numerous and clear. Excellent motivation and a fun learning environment are highlighted by authors.

## **CONCLUSION**

This has shown that utilizing technology in education may greatly increase the potential for learning over traditional methods than chalk and discussion. Their excitement is greatly influenced by the media the teacher employs. As a result, this paper evaluates the effectiveness of using films in the classroom. The facts demonstrated that include video production in integrated skills classes benefited students in four areas: social, literary and linguistic, psychological, and technical. One of the main benefits of utilizing video in class is its capacity to encourage students. The class has indeed been effective in integrating video creating in productive and receptive skills lessons. For many students, achieving the ability to comprehend a native English speaker speaking is a significant accomplishment. Additionally, it illustrates the linguistic concepts your kids are learning in practice, which will encourage them to pay attention even more.



**REFERENCES:**

1. Fakhriddinovna H. L. THE EFFECT OF APPLYING THE PROJECT-BASED LEARNING APPROACH IN ENGLISH CLASSES ON STUDENTS'SUCCESS //JAHON ILM-FANI TARAQQIYOTIDA TARJIMASHUNOSLIKNING AHAMIYATI. – 2021. – С. 154.
2. Fakhriddinovna H. L. THE ROLE OF PROJECT BASED LEARNING IN ENHANCING RESEARCH SKILLS THROUGH PRACTICAL ACTIVITIES //ResearchJet Journal of Analysis and Inventions. – 2022. – Т. 3. – №. 1. – С. 152-156.
3. Holikova L. F. THE ROLE OF RESEARCH-BASED LEARNING TO ENHANCE RESEARCH AND ACADEMIC WRITING SKILLS AND TYPES OF PROJECTS //International Academic Research Journal Impact Factor 7.4. – 2023. – Т. 2. – №. 1. – С. 84-96.
4. Холиқова Л. Ф. FILOLOGIK TA'LIM YO'NALISHLARIDA INGLIZ TILINI O'QITISHDA MAZMUNLI VA TIZIMLI LOYIHALARNI AMALGA OSHIRISH STRATEGIYALARI //МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА. – 2021. – Т. 4. – №. 5.
5. Fakhriddinovna H. L. Pbl virtual educational platforms in foreign language teaching //Asian Journal of Research in Social Sciences and Humanities. – 2022. – Т. 12. – №. 5. – С. 187-191.
6. Boltakulova G. F. MEANS OF EXPRESSING AND ANALYZING ADVERBIAL MODIFIER OF TIME IN THE SENTENCE STRUCTURE IN ENGLISH AND RUSSIAN //DEVELOPMENT OF THE SPOKEN AND WRITTEN LANGUAGE AT THE CURRENT STAGE OF THE INTENSIVE INFORMATION TURNOVER. – 2015. – С. 11-12.
7. Абдувахабова У. Экспрессивно-стилистические и художественные особенности авторского стиля герберта бейтса //Иностранная филология: язык, литература, образование. – 2021. – №. 3 (80). – С. 28-33.
8. Ibodullayeva M. H. et al. Irim sirimlar va qadriyatlar: ular bir xillashib ketmadimi? //Science and Education. – 2022. – Т. 3. – №. 5. – С. 878-882.
9. Valievna K. S. THE VARIETY OF LANGUAGE SOCIAL NETWORKS AND THEIR APPLICATION IN LEARNING FOREIGN LANGUAGES //INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429. – 2023. – Т. 12. – №. 01. – С. 138-141.
10. Khandamov L. A., Khandamova F. B. THE ROLE OF DEICTIC EXPRESSIONS IN CONTEXT //International Academic Research Journal Impact Factor 7.4. – 2023. – Т. 2. – №. 1. – С. 120-127.

11. Nazarova N. B. DISCURSIVE ANALYSIS OF THE TEXT OF THE FAIRY TALE GENRE //International Academic Research Journal Impact Factor 7.4. – 2023. – T. 2. – №. 1. – C. 97-102.

