

**USING AUTHENTIC MULTIMEDIA MATERIALS FOR TEACHING WRITING FOR  
UNIVERSITY STUDENTS***Akhmadjonova Farangiz**Doctoral student of Tashkent State Pedagogical University named after Nizomi*[axrarovna@bk.ru](mailto:axrarovna@bk.ru)

**Annotation:** The article aims at highlighting the role of using Authentic multimedia materials for teaching reading and writing and helping on improving other English language skills (Speaking, Listening, Vocabulary and Grammar) through it. It discusses different approaches and techniques which can help English language students to improve their knowledge on reading and writing and all learning skills by using Authentic multimedia materials and Technology. Listening through video, television and CD-ROM can improve students' ability more natural. It also diagnoses the importance teaching English language skills and concludes with certain suggestions and several advantages of using Authentic multimedia materials in EFL classroom.

**Аннотация:** Цель статьи – подчеркнуть роль использования аутентичных мультимедийных материалов для обучения чтению и письму и помочь в совершенствовании других навыков английского языка (говорение, аудирование, лексика и грамматика) с их помощью. В нем обсуждаются различные подходы и техники, которые могут помочь студентам, изучающим английский язык, улучшить свои знания по чтению и письму, а также все учебные навыки с использованием аутентичных мультимедийных материалов и технологий. Прослушивание видео с помощью видео, телевидения и компакт-диска может улучшить способности учащихся к более естественному восприятию. В нем также диагностируется важность обучения английскому языку и в заключение приводятся некоторые предложения и несколько преимуществ использования аутентичных мультимедийных материалов в классе EFL.

**Annotatsiya:** Maqolaning maqsadi o'qish va yozishni o'rgatish uchun autentik multimediya materiallaridan foydalanish rolini ta'kidlab, ularning yordami bilan ingliz tilining boshqa ko'nikmalarini (so'zlashuv, tinglash, so'z boyligi va grammatikani) yaxshilashga yordam berishdan iborat. Unda ingliz tilini o'rganuvchi talabalarga o'qish va yozish ko'nikmalarini, shuningdek, haqiqiy multimediya materiallari va texnologiyalaridan foydalangan holda barcha o'qish ko'nikmalarini yaxshilashga yordam beradigan turli xil yondashuv va usullar muhokama qilinadi. Video, televidenie va CD uskunalarini orqali videolarni tinglash, o'quvchilarning ularni tabiiy ravishda o'rganish qobiliyatini oshirishi mumkin. Shuningdek, u ingliz tilini o'qitishning muhimligini tashxislaydi va ba'zi takliflar va EFL sinfida haqiqiy multimediyadan foydalanishning bir qancha afzalliklari bilan yakunlanadi.

For a start, the educational setting I involved is Uzbek State World Languages University which is considered as an EFL and ESL context and in EAP content. This University is specialized in preparing language specialists in different spheres such as translators, teachers, journalists and so on. The module which I teach in this University is called "Teaching integrated skills" (TIS) and it is devoted to train students to gain their own language teaching methodology and techniques. Furthermore, my students are 3<sup>rd</sup> year learners and my targeted group number is 336 which entails 17 Uzbek students for this study. More precisely, all of them are female

learners who are at the age of 20 and 23. In fact, the level of most students is pre-intermediate and intermediate. As for their language proficiency most of them have been learning English for 6 or 7 years and some have already held IELTS certificate. As compared to other skills they are much better at speaking and writing since they are required to write essays, design lesson plans and summaries.

As for analysis and making some research under the topic, I selected TIS course subject in my field and through my Microteaching I am going to explore all my findings under the topic with giving recommendations. The aim of the course is to develop student’s writing and other language skills, and transferrable skills. In the lesson, the video and the online game are the main authentic multimedia technologies that are used as facilitators. Indeed, videos are very good tools to start the class as a discussion and let students guess the topic. Simjanoska (2017) believes that videos heat the class and triggers less face-threatening atmosphere for interaction among learners (p.323). Therefore, in this lesson the process starts via introducing the theme and with the help of the video prior to the main part. Having discussed some questions, the topic will be introduced and they will carry out different activities with the help of the video, picture and audio materials. Importantly, there also used one activity based on teaching writing by Celca Murcia. It provides collaboration and involves all types of learners. Secondly, at the end of the class they will have an opportunity to revise by playing an online game “kahoot“. In fact, this game is played via mobile devices as well. According to Nah (2008) mobile phones are used in the classroom to enhance student-centeredness, students’ engagement and cooperation (p. 325). With these reasons video and the activity from the given book were chosen for this class in order to facilitate learning process.

The lesson that I have chosen for improving the students’ writing skill is aimed to develop learners’ knowledge on how to use and understand how to level up through authentic multimedia materials. In my lesson I tried involve activities that help my learners to improve their knowledge on all types of writing sphere. In the main part of my lesson, I used one activity which includes linguistic competence as the focus:

**Activity 3. Listening and Repeating**

**Aim:** to improve the learners’ comprehension on linguistic competence through authentic video material

**Materials (supplementary/adopted):** video, projector, internet, BBC news

Time	Procedure
15 min	<p><b>TW:</b></p> <ul style="list-style-type: none"> <li>✓ explain the task, divide the into small 3 groups and put the video</li> <li>✓ have them listen and watch the video in 8 minutes</li> <li>✓ give them 3 min for preparing their speech</li> </ul> <p><b>SW:</b></p> <ul style="list-style-type: none"> <li>✓ watch the video with paying attention to the linguistic competence (discourse, syntax, intonation etc.)</li> <li>✓ 1<sup>st</sup> group: tell the main points of the BBC News and explain the levels of linguistic competence used there</li> </ul>

	<ul style="list-style-type: none"> <li>✓ 2<sup>nd</sup> group: imitate as reporter and tell the News with paying attention to the linguistic competent levels</li> <li>✓ 3<sup>rd</sup> group: Summarize both groups' speech and tell their mistakes and lacks with understanding the linguistic competence</li> </ul>
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As the result of applying CLT method in this activity made it more natural and interesting at the same time. Students were engaged into the task got pleasure through doing it. In addition, the lesson plan exercises served as the basis for the development of communicative competence and complemented each other by completing tasks that serve for the practical application of the language being studied.

Teaching is the most adorable and responsible profession than any other types of jobs. In our modern world knowing the languages is the key factor in every sphere (business, education, math, art and sports). For that reason, in our Country more actions are being done to improve language teaching, especially English language. Traditional methods like GTM or any other out-dated sources do not encourage them and their raise their interest. The learners need more improvement and interesting communicative technology - based lesson. For that reason, I work on myself without stopping and improve my knowledge because in the World everything is in process and if you stop you will behind but if you step forward every day you will stay ahead and everybody respects you. Every teacher has his/her own techniques of conducting the lesson. I also tried to use most effective methodologies and my own techniques of designing activities into the lesson so that to make classroom environment more natural. I discovered for myself that if we use more communicative and technology - based activities for students, they involve and encourage them in the lesson. In addition, nowadays students get easily bored only teacher centered class instructions and giving too much information. That's why I found out that students should their selves understand the new lesson through doing exercises. Taking into account all my above mentioned experiences, I have divided my teaching philosophy into some basic principles:

- Teaching through activities. When I have to present a new topic, I always keep in mind the idea of creating friendly and supportive environment. Moreover, for it is also important the way in which I present the new topic. For this reason, I chose an activity in which learners learn something new on their own.

- Teaching with the help of Authentic and innovative materials. According to the R. Abilasha 'The role of media in enhancing communicative competence of the learners' (2018), classroom is not only place for the English language learners to receive new information, especially with the current trends to integrate state of the art technological skills into the conventional curriculum. Moreover, authentic materials can lead learners to enable with real information and gain reliable knowledge.

- Implementing mass media materials and games into the classroom. 'Mass media' denotes the communication policy which can be used to interact with a large number of audiences in different languages ('The role of media in enhancing communicative competence of the learners', 2018). It is also very crucial using media in the classroom as now we are living in an innovative technology era and learners nowadays wants more interesting and more innovative way of teaching.

If we refer to Principles of Language Teaching, I would say almost all effective teachers use all cognitive, affective and linguistic principles according their teaching context. Almost in all my lessons I use Anticipation of Reward principle as it was given in lesson plan that I chose for homework 1 as I provide an optimal degree of immediate verbal praise and encouragement to students as a form of short-term reward and even encourage my students to reward each other with compliments and supportive action. However, in my microteaching I also tried to take them into consideration.

All in all, using existing methods into the lesson and adopting some ready materials in it can do every teacher, but good qualified teacher makes some research before planning the lesson and uses more interesting and reliable, informative activities in his/her own class.

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