

THE ROLE OF YOU TUBE MULTIMEDIA RESOURCES IN DEVELOPING LEARNERS` SPEAKING COMPETENCE

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Language is a means of mutual communication. Through language, a person can establish communication with another individual. As a communication tool, language enables every person to express their thoughts and feelings to others either in written or spoken form. If people attempt to communicate without using language, they inevitably face certain difficulties. Furthermore, by observing how a person uses language, it is possible to determine the extent of their intellectual outlook, as language is a measure of human knowledge. Science determines the present and future of every country [1:4]. Today, the contribution of media tools to the development of science is significant, and social networks have also become widespread. The use of innovative and creative media brings several advantages to foreign language learning. The purpose of organizing the learning process is to increase students' motivation and make the lesson meaningful. UNESCO, as the educational, scientific, and cultural agency of the United Nations, has identified that creating the best necessary conditions is essential for preparing young people in developed and developing countries for modern life and for contributing effectively to the development of education. One of the goals of language learning is the ability to use the target language in everyday communication. However, despite studying the language from school to university, not every learner can use it successfully. Since the German language is not frequently encountered in everyday life, it is advisable to regularly watch YouTube videos when learning a foreign language. Nowadays, teachers in general education schools focus more on grammar in foreign language teaching. However, for students, the development of speaking skills is crucial. Speaking is considered important in establishing communication, and through speaking people can easily obtain a large amount of information. Yet school students receive very little practice in everyday real-life situations in the target language; their speaking is mostly limited to classroom dialogues. This does not greatly contribute to the development of their speaking abilities. Several factors influence the development of students' speaking skills. First, insufficient class time. Second, the teacher's inability to properly organize speaking activities in the foreign language in accordance with the topic of the day. Third, the negative influence of external factors on teachers during the teaching process. One of the main fields in which multimedia is extensively used is the education system [3:57]. Some learners consider speaking in a foreign language very difficult [4:18]. Several reasons can be listed for this: learning in groups, difficulties in pronouncing certain letters, differences between the written and spoken forms of words, inability to deliver speech according to linguistic norms, word stress, rhythm, intonation, and establishing mutual communication. Difficulties in obtaining information become evident during text reading. These difficulties arise due to reading techniques and exercises based on linguistic materials [2:260]. In the modern era, technology is considered the most essential solution for learning a foreign language on a daily basis. Videos, audio materials, and presentations are among the most frequently used tools in teaching and learning processes. In recent years, social networks have become extremely widespread, and users can access these platforms from their smartphones every day. There are numerous channels dedicated to improving foreign language skills, and teachers can select

videos that meet their needs. There are several techniques for using videos in the classroom, including the following: a) Students watch a video while the teacher writes related questions on the board. While watching the video, students write down their answers and later respond to the questions orally. b) The teacher pauses the video to explain certain words or phrases, and to draw students' attention, the teacher asks questions about the video being viewed. c) The teacher plays a muted video and asks students to describe the characters' behavior, explain what the video might be about, and share their ideas regarding the possible conversation between the characters. d) Audio-only exercise. In this exercise, students listen only to the audio of a video without seeing its visual content. After listening, they are asked to explain what the dialogue was about based on what they heard. e) Role-play and repetition. The teacher stages a short scene using some of the difficult phrases or expressions used by the characters in the video. This exercise provides learners with an opportunity to correct undesirable behavior and improve their communication skills. f) Retelling exercise. In this activity, students are asked to answer questions about the video watched in the previous lesson or to retell its content. The development of speaking skills should not be limited only to classroom learning time, as lesson hours may be restricted. In some cases, teachers may continue showing a video even during short breaks. When performing speaking exercises, students often face several difficulties because they lack confidence when speaking in front of others, and they may fear making mistakes. Some students also struggle to understand the materials used by the teacher during the lesson. However, using YouTube is convenient at any time and in any place. Learners can download videos, share them with friends, and rewatch them whenever needed.

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