
Assessing Changes in Students' Language Competence When Using the Audiovisual Method

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Abstract: This article provides a detailed examination of the changes observed in students' language skills when the audiovisual method is applied. Throughout the study, the levels of development in listening, speaking, reading, and writing skills are measured, and the effectiveness of audiovisual tools is assessed. The article discusses the pedagogical advantages of using multimodal materials, the methodological and communicative role of the teacher, and ways to enhance the language acquisition process through active student participation. In addition, the effectiveness of the audiovisual approach is analyzed based on assessment methods and experimental results. The final section offers practical recommendations for organizing lessons effectively and improving language skills.

Keys words: audiovisual method, language skills, students, and assessment, and listening, speaking, reading, writing, pedagogical effectiveness, multimedia.

INTRODUCTION

The relevance of this topic arises from the growing need to address issues related to increasing the effectiveness of language learning in modern educational processes. Traditional methods are often insufficient for developing students' language skills, and the increasing demand for interactive and multimedia tools makes the study of audiovisual methods particularly significant. From this perspective, the audiovisual approach provides opportunities to make the learning process more interactive, engaging, and effective.

The purpose of the study is to identify and assess changes in students' language skills when the audiovisual method is applied, as well as to enhance the effectiveness of language learning by organizing the teacher's methodological and pedagogical activities efficiently. The research tasks include observing changes in students' listening, speaking, reading, and writing skills; determining appropriate assessment methods; examining the pedagogical advantages of audiovisual tools; and developing practical recommendations based on experimental results.

The reviewed sources and previous studies indicate that the audiovisual method contributes to increasing effectiveness in language teaching, particularly by stimulating students' interest in communication and reinforcing the learning process through multisensory (visual and auditory) experiences. Moreover, earlier research highlights the active role of the teacher and the importance of interactive methods in developing language skills, which ensures continuity with existing studies.

DISCUSSION

The audiovisual method is an innovative pedagogical approach that effectively contributes to the development of students' language skills. Its core principle lies in the fact that learners perceive information not only through listening but also through visual input, making the language-learning process considerably more interactive and memorable. Through the use of audiovisual materials—texts, audio recordings, and video clips—lessons enhance learners' comprehension levels and create opportunities to apply the language in authentic contexts.

One of the fundamental pedagogical principles of the audiovisual method is the active involvement of sensory channels in the learning process. Students simultaneously receive information through listening, watching, and observing, which facilitates faster acquisition of new lexical and grammatical structures. For instance, in video-based lessons, teachers create communicative scenarios through dialogues, role plays, and practical exercises, enabling students not only to learn language rules but also to apply them in real communication. Engaging sensory channels strengthens attention and memory, as visual and auditory experiences complement one another, contributing to long-term retention.

The use of multimodal materials further enhances the effectiveness of the audiovisual method. By integrating texts, audio, video, and interactive elements, learning materials are presented through multiple sensory pathways. This approach optimizes the language acquisition process both individually and in groups, as each learner can process information through the modality most comfortable for them. Additionally, multimodal resources make lessons more engaging and interactive, encouraging learners' active participation and fostering the development of communicative competence.

The integration of audiovisual principles, sensory engagement, and multimodal materials forms a cohesive and complementary system. Together, these elements render the learning process more effective and structured: lessons promote not only theoretical knowledge but also the development of practical speaking skills. As a result, the audiovisual method increases learners' engagement, immerses them in the topic, and transforms language learning into an interactive, enjoyable, and productive process.

The changes in students' language skills observed through the use of audiovisual tools are systematic and multifaceted. First and foremost, listening and comprehension skills show significant improvement. Through exposure to audio and video materials, learners develop the ability to understand language in authentic use, extract key ideas, and interpret contextual meanings. For example, after watching a short thematic video or listening to an audio dialogue, students answer comprehension questions or summarize the content. Assessment criteria include the percentage of correct answers, response accuracy, and coherence in summarizing. This process strengthens auditory attention and improves consistency in understanding spoken texts.

Oral communication and pronunciation skills also develop rapidly through the audiovisual method. By listening to authentic audio and video materials, students improve their pronunciation, intonation, and rhythm. Moreover, role plays, group discussions, and dialogue exercises provide ample speaking practice. Assessment criteria include accuracy of pronunciation, correct use of vocabulary, grammatical structures, and coherence of expression. For instance, students perform dialogues in pairs while the teacher evaluates their pronunciation, vocabulary use, and logical flow of speech. This approach enables learners to engage in realistic communicative situations, strengthening their practical speaking skills and enhancing their ability to express themselves.

Reading and writing skills also develop effectively through the audiovisual approach. Multimodal materials—texts, images, diagrams, and videos—enable learners to process topics through both visual and auditory channels. Students develop their skills by engaging in text analysis, applying grammatical rules, enhancing vocabulary, and completing written exercises. Assessment criteria include the number of grammatical errors, logical organization of the text, vocabulary richness, and relevance to the topic. Through independent writing tasks, learners integrate theoretical knowledge with practical skills.

One of the main advantages of the audiovisual method is the comprehensive development of language competence through multisensory engagement. Listening, comprehension, speaking, pronunciation, reading, and writing skills develop simultaneously, accelerating the learning process and increasing effectiveness. Moreover, students' motivation increases as they actively participate in interactive exercises and group activities, developing creativity and gaining confidence in using the language independently.

Thus, the audiovisual method not only makes language learning engaging and interactive but also systematically develops all core language skills. Clear and scientifically grounded assessment criteria ensure objective evaluation of learning outcomes. This approach enhances teaching effectiveness and supports teachers in organizing lessons in a structured and logical manner.

The assessment of changes in students' language skills through the audiovisual approach is conducted systematically in two stages: formative and summative evaluation. Formative assessment involves continuous monitoring of learners' progress during lessons and providing opportunities for individualized support. At this stage, listening, speaking, pronunciation, and writing tasks are used to assess learners' skills. For instance, the teacher observes students' comprehension of audio and video materials, their vocabulary use, and application of grammatical rules, providing individual feedback when necessary.

Summative assessment aims to evaluate learners' overall mastery of the topic. In this stage, students complete comprehensive tests, audiovisual tasks, interactive exercises, and written assignments. Assessment criteria include comprehension accuracy, coherence and clarity in oral production, pronunciation accuracy, logical organization of written text, and relevance to the topic.

In measuring the effectiveness of the audiovisual method, linguistic, communicative, and motivational indicators are considered collectively. Changes in listening comprehension, speaking and pronunciation, reading, and writing skills are evaluated through statistical analysis. Furthermore, learners' participation in class activities, involvement in interactive tasks, and independent work are also regarded as important indicators of effectiveness.

Analysis based on experimental results clearly demonstrates the efficiency of the audiovisual approach in language learning. For example, students who practice through video materials show improved pronunciation and oral fluency; written tasks enhance their application of grammatical rules; and listening comprehension skills become more stable. Additionally, students' motivation and interest in lessons significantly increase. These findings confirm the practical value of the audiovisual method and provide guidance for future methodological work.

CONCLUSIONS

The audiovisual method plays a significant role in developing students' language skills. The findings of the study indicate that learning through audio and video materials contributes to the simultaneous improvement of listening and comprehension, speaking and pronunciation, as well as reading and writing skills. This method increases learners' motivation, encourages creativity, and makes the learning process more interactive and effective.

The role of the teacher is central in this process. By effectively selecting and utilizing multimodal materials, encouraging active student participation, and ensuring an individualized approach, the teacher contributes to the development of language skills. Therefore, the following methodological recommendations are proposed for teachers:

1. Select audiovisual materials that align with the lesson objectives and integrate them with interactive exercises.
2. Continuously monitor learners' engagement and support each student's development through an individualized approach.

3. Combine formative and summative assessments to systematically identify changes in students' language skills.
4. Integrate the audiovisual method with traditional approaches to enhance lesson effectiveness.

Future research directions may include the application of the audiovisual method across different age groups and subject areas, the exploration of its effectiveness in interactive and virtual learning environments, and the adaptation of the method to individual learning styles. These efforts can further improve the quality and innovativeness of the language-learning process.

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