

Published Date:- 17-10-2023

## USING AUTHENTIC VIDEOS TO TEACH FOR SOCIOLINGUISTIC COMPETENCE IN FOREIGN LANGUAGE CLASSROOM

Tukhtakhujaeva Madina  
Uzbekistan State University of World Languages  
[madina9757@mail.ru](mailto:madina9757@mail.ru)

**Abstract:** This article explores the role and advantages of using authentic video materials in teaching sociolinguistic competence in foreign language classes. The methods of integrating video materials into the teaching process are discussed, as well as the advantages, including the development of dialectal material and stimulating discussion. Examples of tasks and exercises based on authentic video materials are also presented.

**Annotatsiya:** Ushbu maqolada chet tili darslarida sotsiolingvistik kompetentsiyani o'rgatishda autentik video materiallardan foydalanishning o'rni va afzalliklari o'rganiladi. Videomateriallarni o'qitish jarayoniga integratsiyalash usullari, shuningdek, afzalliklari, jumladan dialektik materialni ishlab chiqish va muhokamani rag'batlantirish masalalari muhokama qilinadi. Haqiqiy video materiallarga asoslangan topshiriq va mashqlar misollari ham keltirilgan.

**Аннотация:** В данной статье исследуются роль и преимущества использования аутентичных видеоматериалов в обучении социолингвистической компетентности на уроках иностранного языка. Обсуждаются методы интеграции видеоматериалов в учебный процесс, а также преимущества, в том числе освоение диалектного материала и стимулирование дискуссии. Также представлены примеры заданий и упражнений на основе аутентичных видеоматериалов.

**Key words:** Foreign language teaching, sociolinguistic competence, authentic videos, teaching methods, dialect teaching, student motivation, interactive learning, language skills development, digital literacy, learning environment.

In modern educational practice there is a constantly growing need to use authentic materials in the process of teaching foreign languages. It is especially relevant for teaching sociolinguistic competence, as such materials help students to better understand and analyse the socio-cultural features of language and society.

The use of authentic video material is of particular importance in this context. As many experts point out, video content can serve as an effective tool for inculcating sociolinguistic analysis skills and also allows students to communicate in more realistic contexts.

**Published Date:- 17-10-2023**

As it is mentioned by Meena Sadam the aim of authentic materials are to engage learners in classroom discussions and keep students to practice the real-life situations [1, 24] which proves the ideas mentioned above.

In this paper, we will examine some methodological principles and techniques for using authentic videos in the process of teaching sociolinguistic competence. First of all, we will address the importance and significance of including video content in the teaching process and its role in the formation and development of students' sociolinguistic competence.

Authentic videos are resources that have not been specifically developed or adapted for use in the classroom. They can include films, television shows, news reports, music videos, commercials and user-generated videos on platforms such as YouTube. These materials are unique in that they offer students the opportunity to observe language in its natural context, which includes both linguistic and cultural nuances.

Firstly, authentic videos provide students with access to rich and varied dialectal material. This is particularly important for teaching sociolinguistic competence, as it involves understanding and using language according to social and cultural norms of communication. Through videos, students can observe how people from different cultures and social groups use language in real-life situations, which helps them to better understand and internalise these nuances.

Secondly, videos can also be used as stimuli for discussion and critical analysis in class. For example, students can watch a commercial or a television series and discuss how and why language functions and cultural nuances are used in different types of communication.

Third, the use of authentic videos helps to ensure student engagement and motivation. Videos are usually more interesting and engaging for students than traditional textual materials. This can increase students' motivation to learn and help keep their attention for a long time.

However, the use of authentic videos in teaching sociolinguistic competence requires a special approach from teachers. When choosing a video material, it is necessary to take into account the level of students' language training, their age and interests. It is also important to develop appropriate tasks and exercises that will help students to effectively analyse the linguistic and cultural aspects of the viewed content.

In this paper, we offer a number of examples of tasks and exercises that can be used in the process of learning from authentic videos and examine some of the technical issues and prerequisites for the successful implementation of videos in the classroom.

Complementing the discussion, several specific advantages of using authentic videos to teach sociolinguistic competence in foreign language classes should be emphasised.

**Published Date:- 17-10-2023**

Fourthly, using videos to teach sociolinguistic competence can additionally help learners to improve other language skills such as listening, comprehension, speaking and writing. For example, watching a video with subtitles can help improve reading skills, while discussing the video after watching it can help improve speaking and reasoning skills.

Fifth, video-based learning can help develop students' digital literacy. In today's world, it is very important to be able to critically analyse and evaluate information from different sources, including videos. When working with authentic videos, students have the opportunity to practice these important skills.

Authentic materials provide learners with language samples that reflect a naturalness of form and appropriateness of cultural and situational context, characteristic of the language used by native speakers. These unmodified materials enable students to discover how language is used in the target community and improve their overall language proficiency. [2.70]

There are different ways to integrate authentic videos into the classroom. One way is to use the video as a stimulus for class discussion. The instructor can show the video and then ask students questions or suggest discussion topics related to the video.

To conclude the main part, it is worth mentioning that despite all the advantages of using authentic videos in teaching, there are some challenges. One of them is the need to carefully select videos and develop an appropriate curriculum and materials. Nevertheless, such challenges can be overcome through teacher education and training.

In conclusion, the use of authentic videos in foreign language classes has become a valuable addition to traditional teaching methods. It not only helps to create an interactive and stimulating learning environment, but also plays an important role in teaching sociolinguistic competence.

Videos certainly offer rich and varied contexts for learning, broadening the understanding of language structures and socio-cultural features of communication. They bring reality into the classroom, make learning more lively and interesting, and increase students' motivation to learn a foreign language.

Naturally, the use of video materials in the teaching process requires a certain level of training and skills from teachers. However, the benefits of this approach more than outweigh any difficulties they may encounter. This confirms the need for further research and development of methods for integrating authentic videos into the educational process.

By using authentic videos in teaching sociolinguistic competence we can help students to better understand and apply foreign language in real life situations. Their use in foreign language classes moves education towards greater practicality and relevance, helping to prepare students for successful communication in a multilingual and multicultural world.

**Published Date:- 17-10-2023**

1. Meena Sadam. Learning English as a foreign language through authentic materials. IJAAS 2022; 4(1): 24-27
2. Béréšová, J. Benefits of exploiting authentic material for developing sociolinguistic competence. International Journal of New Trends in Social Sciences. 6(2), 64–72. (2022)