

THE SIGNIFICANCE OF DIGITAL ANIMATION VIDEOS TO INSPIRE STUDENTS' COMMUNICATIVE COMPETENCE

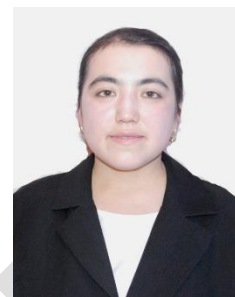
*Umarova Muhayyo Turgunboy kizi, researcher Fergana
State University*

TALABALARNING KOMMUNIKATIV KOMPOTENSIYALARINI RIVOJLANTIRISHDA DIGITAL ANIMATSION VIDEO LARNING AHAMIYATI

*Umarova Muhayyo Turg'unboy qizi, Farg'ona davlat
universiteti tayanch doktoranti*

ЗНАЧЕНИЕ ЦИФРОВЫХ АНИМАЦИОННЫХ ВИДЕОРОЛИКОВ ДЛЯ РАЗВИТИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ УЧАЩИХСЯ

*Умарова Мухайё Тургунбой кызы, базовый докторант
Ферганского государственного университета*



<https://orcid.org/0000-0003-3330-3924>

email: muhayyohon_1998@mail.ru



Abstract: Communicative competence is the main purpose of achieving language proficiency. A number of methods and approaches have been suggested to implement in teaching methodology to develop communicative competence. Animated dubbing is one of the innovative pedagogical approaches, which can give opportunities for students to feel native speakers by substituting their voices. The study has suggested that animation can create a real language atmosphere for developing students' communicative competence.

Keywords: Visual technology, Dubbing animation, Linguistic model, Discourse model, Socio-cultural model, Strategic models, communicative competence, EFL students.

Annotatsiya: Kommunikativ kompetensiya til bilishning asosiy maqsadi hisoblanadi. Kommunikativ kompetentsiyani rivojlantirish, o'qitish metodikasini amalga oshirish uchun bir qator usul va yondashuvlar taklif qilingan. Animatsion dublyaj – bu innovatsion pedagogik yondashuvlardan biri bo'lib, u o'quvchilarga o'z ovozlari almashtirish orqali ona tilini his qilish imkoniyatini beradi. Tadqiqot shuni ko'rsatdiki, animatsiya talabalarning kommunikativ qobiliyatlarini rivojlantirish uchun haqiqiy til muhitini yaratishi mumkin.

Kalit so'zlar: vizual texnologiya, dublyaj animatsiyasi, lingvistik model, diskurs modeli, ijtimoiy-madaniy model, strategik modellar, kommunikativ kompetensiya, EFL talabalari.

Аннотация: Коммуникативная компетентность является основной целью достижения языковой компетентности. Было предложено несколько методов и подходов для внедрения в методику обучения для развития коммуникативной компетентности. Анимированный дубляж является одним из инновационных педагогических подходов, который может дать возможность студентам почувствовать себя носителями языка, заменив их голоса. Исследование показало, что

анимация может создать настоящую языковую атмосферу для развития коммуникативной компетентности студентов.

Ключевые слова: визуальные технологии, дубляжная анимация, лингвистическая модель, модель дискурса, социокультурная модель, стратегические модели, коммуникативная компетентность, студенты EFL.

INTRODUCTION. In the era of globalization and technology, acquiring an international language can be considered as an important equipment of communicating regardless of any nation or country. English is one of these worldwide languages that people are required to learn and teach. In the education system of Uzbekistan, English is applied as a vital course in all spheres. However, developing all integrated skills properly and effectively seems to be a bit challenging for some Uzbek students. Particularly, the ability of communicating and interacting globally demands a lot of effort and practice. For that reason, the field of learning and teaching English needs a bit development in terms of improving learners' communicative competence. Integrating all English skills, communicative competence is the crucial part of language proficiency. As a learner, one needs to develop language communicative competence in order to achieve language aims, such as working globally or studying internationally. In fact, the term of "Communicative competence" has been defined differently by various linguists. Developed in some decades before, the communicative competence in second language acquisition can be described as the process of using the language in accordance with the socio-cultural norms of the society where the language is used. With this regard, communicative competence is the basis of the communicative language teaching method based on the standards of native English speakers, who differ from non-native speakers in socio-cultural and educational aspects[1].

To make learning process easier, different strategies of teaching English have been applied in language education. One effective way to develop language competence can be through modern technology, namely media. Media is an effective tool which can create visual and audial opportunities for language learners. With the help of media

students can feel the real English atmosphere and even participating in it. From that point, the cause of media is to facilitate conversation and learning [2].

Animation is derived from the Latin word "anima" which means soul, life, spirit. Animated video is a process of recording and playing back a series of static images to get an illusion of movement able to animate an image[3]. As animation combines audio and visual represents of images, this can be the best project to be used in language education. According to research, the use of animations in learning process is more effective than learning in a simple way, as it turns the learning and teaching process into a pleasant environment. With this feature, animation can attract all students' attention to the learning material. As a result, students can assess the material by developing their analytical and critical thinking. Wang confirms that the use of animation in learning a language makes the process more colorful and interactive as well as increasing students' vocabulary[4]. Learning vocabulary is not only learning new words in one language, but also acquiring knowledge how to spell and pronounce them in a target language. So, students can take advantages from animation in terms of correct pronunciation and spelling of new words. Moreover, animated videos can give information about using facial expressions and body language when learning new vocabulary. Students can be able to observe the animation and identify how to express and pronounce English text directly from the native English atmosphere, where students learn English pronunciation better. In other words, learners know how to pronounce pronunciation from native speakers so that over time they will get used to saying it clearly and correctly. In practice, they can improve their speaking and listening skills as well. Based on data that has been obtained from students at schools in Indonesia, it can be said that the media is needed to overcome the problems that have been stated above, especially the media in

learning speaking ability[5]. In this research, animated videos were chosen as learning media in English speaking ability.

Based on the data analysis conducted with tenth grade students study club at al-ma'muroh dormitory in academic year 2021/2022, teaching speaking skill using animation video could increase students' interest and confidence while speaking as well as adding vocabulary they did not know[6]. In addition, a good speaker comes from a good listener. In order to achieve high communicative competence, the students must mastery listening skill and vocabulary knowledge first[7]. Regarding this, animated videos can give opportunity to listen the native conversation of the target language, so students can feel the real language atmosphere by realizing pronunciation rules and mistakes. With the conclusion of Sapee, (2020) as animated videos are authentic materials, it can give an entertainment to enjoy the real objects of learning process for students. It can be added that different techniques of using animation have been established to strengthen a second language acquisition. Animated dubbing video is one of the important techniques to regard this process.

RESEARCH METHOD. The using of dubbing animation in developing communicative competence was progressed in an academic environment during winter and spring semester of 2023/2024 respectively. Language, cultural objectives along with tasks and assessment were matched with the curriculum and course requirements. The course teacher was responsible for outcomes of dubbing animation. At the beginning of the semester, theoretical lesson about animation was provided for students in order to have an imagination on how to create and use of animation in the classroom. This training included an introduction to the animation visual aid, its types and functions in teaching English. During the semester, students experienced with dubbing animation videos, which were suggested by teacher in order to make more practice.

RESULTS. EFL students are required to learn and achieve a deeper understanding of communicative competence through animated

videos as authentic materials. The development of communicative competence also includes students' creative thinking and problem-solving skills. As animated dubbing creates an opportunity for students to work on their intellectual potentials, they achieve a higher result in critical thinking and problem-solving. Meanwhile, communicative competence can be achieved through appropriate learning methods and authentic materials. Teaching dubbing animation to the EFL students is an accordance with developing their communicative competence along with high results in their creativity.

DISCUSSION. Creating friendly atmosphere to develop students' communicative competence is a key to achieve an educational aim. From this prospective, watching videos as an amusing teaching technique on one hand has significant role in learning language naturally and on the other hand is more influential on speaking than traditional strategies. The study also indicated the importance of videos, particularly dubbing ones to acquire the language naturally. Animated videos could give a chance for students to feel the real atmosphere of the language. Since the main aim of teaching speaking is to achieve proper level of communicative competence can improve prosodic features language that leads to better pronunciation.

CONCLUSION. Learning through the media is becoming popular in all spheres, as students are engaged with technological devices in modern society. It is confirmed that animated dubbing videos can be the most acceptable learning medium to integrate all aspects of the language, including organizational, social, cultural ones. The study indicated the importance of teaching through visual aids to develop students' communicative competence in educating future professionals. However, the low level of digital literacy has to be considered to implement this method among students. In the competitive and collaborative world, having a good communication skill is a must for each language learner who wants to achieve higher results in their society. It is assumed that visual aids, namely dubbing animated videos will contribute to the successful communication.

REFERENCES:

1. K.K.Samimy and C.Kobayashi. Toward the development of intercultural communicative competence: Theoretical and pedagogical Implications for Japanese English teachers. JALT Journal. vol. 26 (2), 245-261 (2004).
2. F.Munir. The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of EFL Students. Teach Journal of English Language Teaching and Linguistics 1, 13-37 (2006). doi: www.jeltl.org.
3. Buchari, Sentinuwo, & Long. Designing 3 Dimensional Animated Video Bnagun for Motor Vehicle Testing Mechanism in Departments of Transportation, Culture, Tourism, Communication. Journal of informatics engineering university of sam ratulangi. Vol, 6, 20-21. (2015)
4. Wang, Zhaogang. An Analysis on the Use of Video Materials in College English Teaching in China. International Journal of English Language Teaching. vol. 2, 23-28 (2014). DOI: [10.5430/ijelt.v2n1p23](https://doi.org/10.5430/ijelt.v2n1p23)
5. B. Santuri. Development Animated Dubbing Video as Learning Media in English Speaking at Senior High School: Journal of Development Research. vol. 6, no. 1. 76-83 (2022). doi: <https://doi.org/10.28926/jdr.v6i1.167>
6. Kh. Maskhuroh. The use of animation video as an audio-visual media to teach speaking skill. Islamic institute of Darussalam Blokagung Banyuwangi. (2022).
7. U. Atas. The effects of using games and visual aids in learning foreign language vocabulary. ELT Research Journal. vol 8(1). 2-21. (2019).

