

## USING VIDEO CONTENT IN THE PROCESS OF TEACHING COLLOCATIONS

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**ABSTRACT.** *This article describes the role of video content in teaching collocations within the language learning process. The integration of video content into language teaching has garnered significant attention due to its ability to provide contextual, visual, and auditory reinforcement, which enhances students' understanding and retention of collocations. Video content offers a dynamic and engaging learning experience, allowing students to see and hear how language is used in real-life situations. It supports multimodal learning, improves listening and pronunciation skills, and familiarizes students with the cultural nuances inherent in language use.*

**Key Words:** *video content, collocations, language teaching, multimodal learning, language acquisition, contextual learning, educational videos, authentic materials, cultural exposure, vocabulary retention.*

## ИСПОЛЬЗОВАНИЕ ВИДЕО-КОНТЕНТ В ПРОЦЕССЕ ОБУЧЕНИЯ СЛОВСОЧЕТАНИЙ

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**Аннотация.** *В данной статье рассматривается роль видеоконтента в обучении словосочетаниям в процессе изучения языка. Интеграция видео-контента в преподавание языка привлекает значительное внимание благодаря его способности обеспечивать контекстуальное, визуальное и аудиальное подкрепление, что способствует лучшему пониманию и запоминанию словосочетаний учащимися. Видео-контент предлагает динамичный и увлекательный учебный опыт, позволяя студентам видеть и слышать, как язык используется в реальных ситуациях. Он поддерживает мультимодальное обучение, улучшает навыки восприятия на слух и произношения, а также знакомит учащихся с культурными нюансами, присущими языковому употреблению.*

**Ключевые слова:** *видео-контент, словосочетания, преподавание языка, мультимодальное обучение, усвоение языка, контекстуальное обучение, образовательные видео, аутентичные материалы, культурное восприятие, запоминание лексики.*

## SO'Z BIRIKMALARINI O'RGATISH JARAYONIDA VIDEO KONTENTDAN FOYDALANISH

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**Annotatsiya.** *Ushbu maqolada so'z birikmalarini o'rgatishda video kontentning ahamiyati o'rganiladi. Til o'rgatish jarayoniga video kontentdan foydalanish til o'rganuvchilarning tushunish va so'z birikmalarini eslab qolish, tez o'rganishda kontekstual, vizual va eshitish qobiliyatini ta'minlash jarayoni uchun ahamiyatlidir. Video kontent talabalarga real hayotda ishlatiladigan tilni ko'rish va eshitish imkonini berib, dinamik va qiziqarli o'rganish tajribasini taklif etadi. U ko'p qirrali o'rganish jarayonini ta'minlab, tinglash va talaffuz qobiliyatlarini yaxshilaydi va talabalarni tildan foydalanishga xos bo'lgan madaniy farqlar bilan tanishtiradi.*

*Kalit So 'zlar: video kontent, so 'z birikmalari, til o 'qitish, ko 'p qirrali o 'rganish, tilni o 'zlashtirish, kontekstual o 'rganish, ta 'limiy videolar, autentik materiallar, madaniy tushunchalar, lug 'atni eslab qolish.*

**INTRODUCTION.** In recent years, the integration of multimedia, particularly video content, into language teaching has gained significant momentum. As educators strive to create more engaging and effective learning experiences, video content has emerged as a powerful tool for teaching various aspects of language, including collocations. Video content can be easily replayed, allowing learners to review collocations multiple times. This repetition is a key to mastering collocations, as it reinforces the connections between words through repeated exposure. It captures students' attention and makes learning more enjoyable. The visual and auditory elements of videos make lessons more dynamic, keeping students interested and motivated. They offer real-life contexts in which language is naturally used. This helps students understand how words and phrases function in everyday situations, improving their ability to use language authentically.

Videos engage multiple senses—visual, auditory, and sometimes even kinesthetic (through interactive videos)—which can improve retention and comprehension of the material being taught. The integration of multimedia into education is supported by several pedagogical theories. Robin H. Kay provides a comprehensive review of the benefits and challenges of using video podcasts and other video content in education. While acknowledging the advantages, Kay also cautions against potential issues such as content quality, the risk of cognitive overload, and the need for careful integration into the curriculum. He argues that videos should be used strategically and that educators need to ensure that they are not overwhelming students with too much information at once

The use of authentic internet video content in education has gained significant attention in recent years. The literature suggests that authentic internet video content, when used thoughtfully, can be a powerful tool in education.. However, educators must carefully consider the challenges associated with content selection, technical issues, and the need for a balanced approach to teaching. By following best practices, teachers can effectively integrate video content into their lessons, enriching the learning experience and supporting student success.

To effectively use video content in teaching collocations, educators can employ a variety of strategies:

Before watching a video, teachers can introduce the target collocations and encourage students to predict how they might be used in the video. This primes students to recognize and focus on the collocations when they appear.

While watching the video, students can be tasked with identifying collocations and noting them down. Teachers can pause the video at key moments to discuss the collocations in context and clarify any doubts.

After viewing, students can engage in activities that reinforce the collocations they encountered. This might include gap-fill exercises, role-plays, or creating sentences using the collocations in new contexts.

Subtitles can be a helpful tool for learners to visually connect the spoken word with its written form, further reinforcing the collocation. Teachers can also use subtitle-free versions for advanced students to practice listening skills.

Encouraging students to create their own videos using the target collocations can be an effective way to deepen their understanding. This active production of language helps solidify collocations in a meaningful and memorable way.

While video content is a valuable resource, it is not without its challenges. Teachers need to ensure that the videos chosen are appropriate for the learners' language level and cultural background. Additionally, over-reliance on videos can lead to passive learning if not integrated with active and interactive classroom activities. It is also important to provide clear instructions and support to help learners focus on the relevant language features, such as collocations, rather than becoming distracted by the content of the video itself.

Collocations used in video content can vary widely depending on the context, genre, and subject matter of the video. However, some common types of collocations frequently found in video content include:

Type of Collocation	Definition	Examples
Verb-Noun Collocations	Pairings where a specific verb is commonly used with a particular noun.	- Make a decision: "The protagonist has to make a decision about his future."
Adjective-Noun Collocations	Collocations involving an adjective that is typically used with a certain noun.	- Strong opinion: "He has a strong opinion on climate change."
Noun-Noun Collocations	Combinations where one noun is frequently used with another.	- Business partner: "He introduced his new business partner."
Adverb-Adjective Collocations	Collocations pairing an adverb with an adjective, often to intensify the meaning.	- Deeply concerned: "The community is deeply concerned about the issue."
Verb-Preposition Collocations	Involves a verb followed by a specific preposition.	- Look after: "She was asked to look after the children."
Phrasal Verbs	A type of collocation where a verb is combined with an adverb or preposition.	- Turn up: "He turned up late to the meeting."

In video content, these collocations are often used naturally in dialogues, monologues, or narrations, making them an excellent resource for language learners. For example, in a movie or TV show, you might hear characters using verb-noun collocations like «take a chance» or «give advice,» which can help learners understand and remember these word pairings in a real-life context. Similarly, educational videos or documentaries may use more formal collocations, such as «conduct research» or «draw conclusions,» helping students familiarize themselves with academic language.

**METHODS AND ANALYSIS.** The use of video content in language teaching has been a topic of interest among researchers and educators, and scientists have generally expressed positive views on its effectiveness. Here are some key insights from research on the role of video content in language learning

Scientists argue that video content provides a rich, contextual environment for language learning. By exposing learners to authentic language use in varied contexts, videos help students understand how language is used in real-life situations, making it easier to grasp complex language patterns, including collocations.

The visual and auditory input from videos allows learners to see and hear language in use, which can improve comprehension and retention.

Research indicates that video content can boost learner engagement and motivation.

Videos are inherently engaging, often featuring interesting visuals, stories, and cultural elements that capture learners' attention and make learning more enjoyable. Motivated learners are more likely to invest time and effort in their language studies, leading to better outcomes. The entertainment value of videos can reduce the perceived difficulty of language learning and encourage more consistent practice.

Studies have shown that video content is particularly effective for vocabulary acquisition, including the learning of collocations. The context provided by videos helps learners understand how words are used together, and repeated exposure to the same collocations in different videos can reinforce learning. By seeing and hearing new vocabulary and collocations in various contexts, learners can better understand their meanings and usage, leading to more effective vocabulary retention. To maximize the effectiveness of video content in language teaching, educators need to carefully select and scaffold video materials, ensuring that they are aligned with learning objectives and accompanied by activities that promote active engagement and practice.

**CONCLUSION.** Video content is a powerful tool for teaching collocations, offering contextual, visual, and auditory reinforcement that can enhance learners' understanding and retention of these critical language elements. By carefully selecting and integrating videos into the curriculum, educators can create a more engaging and effective learning environment that supports the development of natural and fluent language use. While challenges exist, with thoughtful application, video content can play a significant role in helping students' master collocations and improve their overall language proficiency.

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