EFFECTIVE WAYS OF USING VIDEO MATERIALS IN DEVELOPING SELF-DEVELOPMENT COMPETENCE IN TEACHING ENGLISH .

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Abstract: *This thesis examines effective ways of using video materials to develop learners' self-development competence in teaching English. The study highlights the importance of learner autonomy, the pedagogical potential of video resources, and practical classroom techniques that support independent learning. The findings show that video materials increase motivation, provide authentic input, and help learners plan and monitor their own progress. In today's English language teaching, the development of learners' self-development competence has become one of the central goals of education. Not all the students can afford to take additional lessons in language centres. In order to learn language independently out -of- school requires students to learn with their own.*

Keywords: *video materials, self-development, competence, independent learner, monitor.*

Annotation: *This work describes the role of video materials in developing self-development competence among English learners. It explains theoretical foundations, outlines effective video-based classroom activities, and demonstrates how video resources promote autonomous learning habits in students.*

Keywords: *video resources, autonomous learning, competence development.*

Introduction

In modern English language teaching, the development of learners' self-development competence has become a main goal. As modern learners are expected to take responsibility for their own progress, video materials serve as an effective tool for language practice and independent learning. Video offers authentic input, cultural context, and strong motivational support, enabling students to learn at their own pace. The aim of this thesis is to identify effective ways of using video materials to develop self-development competence in English teaching. Video materials offer authentic input, real-life communication, and strong motivational support for learners.

They combine visual and auditory information, which makes it easier for students to understand meaning, expand vocabulary, and observe natural pronunciation. Researchers such as J. Harmer [1:448], S. Krashen [2:202] and R.Mayer [3:210] highlight that video materials help learners become more independent and confident, because they can watch, analyze, and repeat the content at their own pace. For this reason, video-based learning is considered an effective way to develop self-development competence.

The main tasks of this thesis are to describe the concept of self-development competence, to explain the role of video materials in teaching English,

to present effective techniques for using video in the classroom. To show how video tasks support independent learning.

Self-development competence refers to a learner's ability to take responsibility for their own learning, plan their progress, reflect on achievements, and apply strategies for continuous improvement. In language learning, this competence includes independent reading, listening, vocabulary building, self-monitoring, and goal-setting. Futhermore , it should be noted that the CEFR also supports the idea of developing autonomous learners who can evaluate their own performance and choose appropriate methods for improvement. Students with strong self-development competence become more motivated, confident, and active in the learning process. They do not wait for the teacher to guide every step but instead take initiative to practice English outside the classroom.

Video materials play an important role in creating a meaningful learning environment. They provide real-life examples of communication and help students understand not only the language but also culture, gestures, intonation, and context. According to Mayer's book named ,,Multimedia Learning Theory'' students learn better when visual and auditory channels are used together. It is well-known that , there are various type of learners such as auditory , visual , kinesthetic , read and write learners . Video materials can effectively support leaners with diverse leaning style .

Krashen's theory named Input Hypothesis also explains that video materials deliver comprehensible input, which is necessary for language acquisition. Videos help learners develop listening comprehension, expand vocabulary, and observe natural speech patterns. In addition, they increase motivation because students enjoy watching films, cartoons, interviews, and educational videos. It is believed that learning by only reading rules ,writing appropriate exercises will be a bit boring therefore using video materials in developing self confidence take crucial point of view .

Effective ways of using video materials.

Classroom Techniques for Using Video is devided into three periods such as
pre-viewing activities, while-viewing activities, post-viewing activities.

Pre-viewing activities   prepare students for watching the video. They may include prediction, discussion, brainstorming, or vocabulary introduction. Such activities activate learners' background knowledge and make watching easier.

While-viewing activities:

Students watch the video and complete tasks such as answering questions, filling in gaps, identifying key words, or noticing specific grammar structures. This helps them stay focused and understand the main points.

Post-viewing activities:

After watching, learners discuss the content, express opinions, write summaries, or create dialogues based on the video. These activities develop speaking, writing, and critical thinking skills. Developing Self-Development Competence Through Video encourages independent learning through self-study tasks, learning journals, reflection questions, and project-based assignments.

Conclusion

The use of video materials in English teaching is one of the most effective methods for developing learners' self-development competence. Videos provide authentic language, cultural information, and strong motivation, which help learners become more engaged and active in the learning process. They also support independent learning because students can use video resources outside the classroom at their own pace. Effective video-based techniques such as pre-viewing, while-viewing, and post-viewing activities, as well as self-study video tasks and learning journals, help students improve their English skills and develop the ability to learn autonomously. Therefore, video materials should be integrated into English lessons as a powerful tool for developing both language proficiency and self-development competence.

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