

VLOGGING IN ENGLISH CLASSES AS AN INNOVATIVE WAY OF LANGUAGE TEACHING

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ANNOTATION

Video-blogging activities can meet the needs of today's students who are surrounded by these highly dynamic and interactive technologies already. Students' interaction with producing and publishing media and sharing it with a community can improve their communicational and technical skills which are required for them to be successful and competent citizens in society. When used effectively in educational settings, video-blogging may redefine classroom borders expanding learning experiences outside of the school to the community connecting school, students, teachers, administrators and parents in a learning community.

Keywords: recording vlogs, vlogging, electronic journals, web blogs, video blogging;

АННОТАЦИЯ

Видеоблогинг может удовлетворить потребности современных студентов, которые уже окружены этими высокодинамичными и интерактивными технологиями. Взаимодействие студентов с производством и публикацией СМИ и обмен ими с сообществом может улучшить их коммуникативные и технические навыки, которые необходимы для того, чтобы они были успешными и компетентными гражданами в обществе. При эффективном использовании в образовательных целях видеоблогинг может переопределить границы классной комнаты, расширяя возможности обучения за пределами школы, и объединяет школу, учащихся, учителей, администраторов и родителей в учебном сообществе.

Ключевые слова: записывающие блоги, блоги, электронные журналы, веб-блоги, видеоблоги;

Vlogging is the activity or practice of posting short videos to or maintaining a vlog. University life will prepare the student to be proficient in their knowledge of languages, although there are factors that hinder the student to be a fluent orator with confidence. Recording vlogs can be implemented to boost the speaking ability of bachelor students. To put it simply, vlogging is posting videos online, and yet, it is much more than that. Talking to the camera is the future of free speech and a truly democratic society of students. It is an interactive video blog post about upcoming events at University or a student’s daily life, as well as any other activity a vlogger thinks is worth mentioning through a video, instead of writing it on their blog. If students do not want to post on social networking sites, they can keep the videos on their portfolios. To sufficient content for their Facebook or Instagram followers about the themes learned at classes, they will practice their pronunciation and relevant vocabularies. As they have been tired of writing on notebooks, vlogging gives them a chance to practice the target foreign language lively.

Vlogging can be an interesting home task too. Parents enjoy watching their children talking a foreign language. It is a win-win situation. The child gets motivation, while parents are proud. Providing that students gain enough fluency, courage, and confidence to upload their videos on social sites, the global audience will be presented much real content about Uzbeks. For example, first-year students may be asked to record a video about “My school life” or “My best teacher” in which the education system of Uzbekistan can be demonstrated. This will be a cultural phenomenon that allows content creators to efficiently reach their audience with the use of technology. Foreign students or even native speakers may get to see the video and give their comments, which can be a game-changer in a student’s life.

Many times a day you do take out your phone, tablet or laptop to see what’s new and trending. Every day online diverse social media sites flood us with notifications and ‘must see’ videos. Instead, you can watch your learner’s videos and have a closer connection with them. That being noted, the video offers the best form of live interaction. As visual aids have the largest impact on the subconscious mind. The

power of visuals is so strong because it is directly linked to memory retention. Our brain also processes videos 60,000 times faster than textual material.

Some students can post videos daily, informing their audience of their whereabouts and activities throughout the day at the University. Others may collect events throughout the whole week and edit them together in a video due to lack of time, views or fun activities, they gather the most interesting events to create something worthy of sharing. Even they can post vlogs only when they have something special to share, such as taking up a challenge, meeting some professor, performing in mid-term, getting awards, etc.

Apart from using a vlog to document your life as a personal journal, starting a private vlog could open their eyes to the way they appear and act. Students can monitor your progress of self-discovery, which can significantly improve their lifestyle. Using a vlog as a confidence provider is the best applicable way to loosen up fear of speech and learn how to communicate properly. The chances are some will like it, some will not, but even in the case of bad reviews, there will be several supporting followers. Still, learning to deal with criticism is a virtue of successful students.

Tell your students to start vlogging you can find a suitable location for shooting. Do not be afraid to get creative! People can notice when someone is pretending to be someone they are not. Take a breath, press record, and smile while talking about what you desire to share. Do not drag on and speak about insignificant topics just to prolong the video. Say what you had in mind and stop shooting if you started to get bored. “Combined with the unprecedented opportunity, blogs provide for ordinary people to self-express publicly” (Herring et al., 2004, p. 11). As vlogs continue to grow in popularity, their unique characteristics have also been explored by educators to meet the learning needs of the digital native young generation. Below, some of the possible benefits of using webblogging

in educational settings are summarized from the literature:

- Vlogs can be used as electronic journals where students document their learning (Armstrong et al., 2006). Writing reflections on-field practices, students can record and report what they learned.

- Vlogs can be used to foster collaborative work. Bringing multiple users together to contribute and share their ideas in a platform, web blogs encourage students to have different perspectives through ongoing and interactive discussions and reflection on different ideas (Barlett-Bragg, 2003; Walker, 2005).

- Vlogs can serve as electronic publishing tools. Publishing their works, reports, and artifacts in their blogs, students can make their work public, receive immediate feedback from their peers, practice and develop their writing and readings skills (Barlett-Bragg, 2003; Ward, 2004).

- Vlogs can support individual reflection. Web blogs provide students with opportunities to organize and map their learning progress (Xie & Sharma, 2004; Stiller & Philleo, 2003; Sharma & Fiedler, 2004).

- Vlogs can assist with language learning. Communicative language learning can be enhanced with writings and readings in blogs (Ward, 2004).

- Vlogs can serve as student portfolios. Online portfolios have been used to enable students to organize their works and present them in a meaningful manner. Since web blogs archive students' works automatically, they can help students see their processes through the postings at different times (Lohnes, 2004).

Video-blogging is one of these latest technologies that opened new ways of communication through public created media. Since video-blogging is such a new technology and a trend on the Internet today, only a few video-bloggers have recognized the promises of video-blogging for teaching settings and have used it in their teaching practices. The teachers and educational practitioners who are interested in this technology come together in a forum “Vlogging for K-12 Teachers” at <http://groups.google.com/group/Vlogging-for-K-12-Teachers>, discuss their practices, share their works and find out other possible educational uses. Two interviews were conducted with these practitioners who have been using video-blogging technology in

their educational practices since the very early days of video-blogging technology. The insights, ideas, and experiences gathered in the interviews are summarized in two sections: Teachers as videobloggers and students as video-bloggers. Video-blogging as an emerging tool, a popular trend on the Internet and a new way of media production have a lot to offer for educational settings. Without any doubt, more and more educators will start to experiment with this engaging tool in the teaching and learning settings in the near future.

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