

## DIFFERENT APPROACHES TO THE THEORY OF USING VIDEO MATERIALS IN ENGLISH CLASSES

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**Makhsudova Holiskhon Ummatovna**

*PhD in philological sciences, associate professor,*

*Department of Uzbek Language and Literature*

*Andijan Machine-building Institute, Andijan, Uzbekistan*

*email: xolisxon@mail.ru*

### **Annotation**

*In this scientific article, video materials are understood as one of the types of technical teaching aids that provide the function of transmitting information, as well as receiving feedback in the process of its perception and assimilation for the purpose of subsequent development in students of certain skills in English lessons (including speaking skills). Video materials used in English lessons must be authentic, i.e. created by native speakers, and they often may not be of an educational nature and may not be related to the learning process.*

### **Key words**

*video materials, authenticity, speech activity, Technical teaching aids, additional material*

The term “video” (from Latin video - I look, I see) refers to a wide range of technologies for recording, processing, transmitting, storing and playing visual and audiovisual material on monitors. When people say “video” in everyday life, they usually mean video material, a television signal or a movie recorded on a physical medium (video cassette, video disk, etc.).

The use of video recordings in English lessons contributes to the individualization of learning and the development of motivated speech activity of students. The specificity of video materials as a means of teaching English in the 4th grade of secondary school ensures communication with real objects that stimulate almost genuine communication: students seem to become participants in all situations played out with their help, play certain roles, and solve “real” life problems. The resulting effect of participation in the everyday life of the country of the target language not only contributes to the learning of a natural, living language, but also serves as a powerful incentive to increase student motivation.

When using videos in foreign language lessons, two types of motivation develop: motivation itself, when the film is interesting in itself, and motivation, which is achieved by showing the student that he can understand the language he is studying. This brings satisfaction and gives confidence in one's strength and desire for further improvement. It is necessary to strive to ensure that students receive satisfaction from the film precisely through understanding the language, and not just through an interesting and entertaining plot.

Another advantage of the video is the power of impression and emotional impact on students. Therefore, the main attention should be directed to the formation of a personal attitude by students to what they see. Successful achievement of such a goal is possible only with the systematic display of videos and with a methodically organized demonstration.

The use of video promotes the development of various types of mental activity, primarily attention and memory. While watching, an atmosphere of joint cognitive activity arises in the class. Under these conditions, even an inattentive student becomes attentive. In order to understand the content of the film, students need to make some effort. This is how involuntary attention turns into voluntary attention. And the intensity of attention affects the process of memorization. The use of various channels of information (auditory, visual, motor perception) has a positive effect on the strength of capturing regional and linguistic material.

Using video in the classroom helps solve the following problems:

- increasing learning motivation;
- creating a comfortable learning environment;
- promotes intensification of learning;
- increases the activity of students;
- creates conditions for independent work of students.

Responding to the principles of developmental education, video also helps to teach all 4 types of speech activity (reading, speaking, listening, writing), to develop linguistic abilities (through language and speech exercises), to create communication situations and to provide direct perception and study of the culture and history of the country of the language being studied. [8]

Teaching aids are objects created by man, as well as objects of natural nature, used in the educational process as carriers of educational information and a tool for the activities of the teacher and students to achieve the goals of training, education and development [32].

Technical teaching aids (TTA) are teaching aids consisting of screen-sound media of educational information and equipment with the help of which this information is displayed. Screen-sound means (SS) are divided into sound (auditory) - recordings, magnetic recordings, radio broadcasts; screen (visual) -

“silent” films, filmstrips and others; screen-sound (audiovisual) – sound films, television programs. A special group of teaching aids consists of language devices (language laboratories), as well as teaching machines and computers. The specificity of all EES lies in the ability to convey educational information that cannot be learned without special equipment. The main means of transmitting educational information is visual, sound or sound-visual images, which model an object, phenomenon and process in an extremely realistic way. An important feature of electronic records is their documentary basis, recording facts, events, scientific experiments, etc. SS are divided into static (films, transparencies, banners, etc.) and dynamic (movies, television shows, video recordings). New prospects for the use of TTA, for example, their combination with computers and microprocessor equipment, create conditions for the accumulation and storage of significant amounts of educational information, its operational use, for the development of new forms of communication between teachers and students, as well as for independent work of students [32].

The use of video in a foreign language lesson should always be more than a symbolic trip to the cinema or watching a TV show. While watching the video, the teacher comments on certain points, and then the students share their impressions of what they saw. You can use various films - regional studies, documentaries, educational films. Fictional adaptations of works provide a wide opportunity for organizing a discussion, which makes it easier for students to perceive them.

Thus, the psychological characteristics of the impact of educational videos on students (the ability to control the attention of each student and a group audience, influence the volume of long-term memory and increase the strength of memorization, have an emotional impact on students and increase learning motivation) contribute to the intensification of the educational process and create favorable conditions for the formation communicative (linguistic and sociocultural) competence of schoolchildren.

Video is an excellent additional material when learning English, as it is as close as possible to linguistic reality. The video contains visual images and the necessary audio material, which makes the memorization process effective and easy. The video can be used in class to introduce and study new material, as well as for repetition.

There are several types of video materials; let us present the data obtained from the analysis of the works of G.V. Rogova, E.N. Sokolova, V.M. Filatov.

1. Authentic (original) video:

- Feature films,

- Cartoons,
- Documentary films,
- News,
- Interview,
- Show, Advertising
- Realistic
- Interesting
- Original
- Natural
- Public
- Oriented mostly at trained students/students
- There are no additional materials for such video material (textbooks and exercises)

2. Video intended for teaching a foreign language:

- Language courses
  - Listening practice
  - Business course
  - Adapted to a specific level
  - Emphasis on specific vocabulary and grammatical material
  - Comes together with textbooks and exercises
  - Time frames are taken into account
  - Not entirely realistic
  - Can be boring
  - Expensive
  - Quickly becomes outdated
- Methods of playing video recordings:
- Picture with sound
  - Picture without sound
  - Sound without picture
  - Continuous playback
  - Playback with pauses
  - Playback with subtitles
  - No subtitles

Working with language based on video materials:

1) grammar:

- English tenses
- prepositions
- coordination of times

2) listening:

- general retelling • specific information (names, dates, numbers)

3) speaking:

- discussion (before/during/after – expressing an opinion, dramatization, role-play, etc.) • prediction (guess the ending, main theme, etc.) • vocabulary (description - setting, people, objects)

4) reading:

- subtitles

5) letter:

- presentation
- journalist's report

• critical article Working with any video material involves 3 stages of activity:

- pre-film;
- while-film;
- post-film.

The goal of the first stage is to introduce students to the emotional and semantic atmosphere of the film, to create motivation for watching it. The following exercises can be used for this:

- a message-conversation by the teacher about the film and the problems raised by it;
- students' assumptions about what the film will be about;
- an associogram on the theme of the film.

The goal of the second stage is for students to understand the content and theme of the film, and to activate students' verbal and mental activity. Types of exercises:

- freeze frame (stopping the film, asking "What are they talking about?");
- "silent viewing" (showing part of the film without sound, students must guess what the characters are talking about);
- guessing the further course of events;
- task "to complete the script";
- role-playing game (distribute roles and act out a scene from the film);
- listening without viewing (turn off the image, listen to the sound, tell what is happening on the screen);
- restore the text (as you watch, fill in the gaps in the text written on the board);
- retelling the part watched (one half of the class watches the episode and passes on the content to the other half of the class).

The goal of the third stage is to organize the speech creative activity of students. [22, 108]

Types of exercises aimed at teaching speaking:

- discussion of the film as a whole;
- an exercise to restore a missing line of dialogue from a film;
- sketch work with acting techniques;
- false information;
- film criticism;
- personalization;
- write a sequel to the film;
- film advertising.

The choice of video material for a foreign language lesson depends mainly on the level of the students. The same commercial, for example, can be used at different levels of education, only the purpose and objectives of its use will be different. [30, 28] Among the video materials used in foreign language classes are:

- Movie excerpts
- Instructional video
- Reports
- TV magazines
- Documentaries
- Music videos
- Advertisements
- Cartoons

Optimizing the process of teaching speaking, as well as increasing the motivation of students, are important tasks for the teacher.

Pedagogical interest in the use of video materials is increasing, and the reason for this is, firstly, the nature of these materials, which is based on realities, modern trends in the language and country of the language being studied. Secondly, the material in question is often not created for learning, is not related to its process, which attracts the attention of students when they encounter the same clip of a famous singer, and this undoubtedly increases the level of motivation among students. Thirdly, audio video material is considered an effective means of stimulating spontaneous speech, the valuable feature of which is the organic combination of sounding speech with dynamics within frames that reproduce various life situations that help create speech samples that serve as a standard for the student's speech activity, and thus contribute development of speaking skills.

We found that the use of video recordings in English lessons contributes to the individualization of learning and the development of motivation in students' speech activity. Video is an excellent additional material when learning English, as it is as close as possible to linguistic reality. Watching authentic video materials helps create speech samples that serve as a standard for the student's speech activity, and thus contribute to the development of speaking skills.

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