

USING VIDEO MATERIALS IN TEACHING FOREIGN LANGUAGE

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Abstract

This scientific article is mainly about the usage of video materials in English language teaching. The term "video" here is an overall term for the use of every accessible audio-visual material in the target language, in this case in English.

Key words

video materials, foreign language, teaching, oral communication, grammar rules, speech activity.

The modern system of teaching a foreign language is characterized by the fact that practical knowledge of a foreign language has become a need for every educated person in connection with the requirements of society. A foreign language has a beneficial effect on your overall level people's culture, promotes the development of communication.

The formation of communicative competence is the main and leading goal of teaching a foreign language. This is especially true today. Oral communication, the role of which has now become especially significant, is impossible without well-developed speaking skills. For competent foreign language communication, you need to know grammatical rules, constantly replenish your vocabulary, have knowledge of the phonetic features of the language, an understanding of the traditions and culture of the language being studied and, of course, develop speaking skills. According to the state standard for teaching a foreign language for the basic level, for successful communication a student must learn to conduct a dialogue using value judgments in situations of official and informal communication, talk about himself and his plans; participate in the discussion of problems in connection with the read/listen to a foreign language text, observing the rules of speech etiquette; talk about your surroundings, reason within the framework of the studied topics and problems; be able to present a sociocultural

portrait of one's own country and the country/countries of the language being studied.

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Programmer for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created.

Achieving this goal is impossible without the use of modern technologies in the learning process, including technical teaching aids, such as video. Despite the fact that schools are sufficiently equipped with various equipment, teachers often do not use it in the classroom - in the first place because modern educational and methodological kits rarely contain video courses, and there is not enough time to select additional material. Some believe that the use of videos in lessons is unnecessary, "depresses" children, and wastes time in class. However, we see video footage like one of the means that increases the activity of students in the lesson and gives them a desire to speak out and express their opinion about what they see. Thus, students will develop speaking and communication skills in a foreign language, which is the main goal of teaching a foreign language. The insufficient development of methods for using video materials in English lessons determined the relevance of this work.

The concept of "video materials".

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.).

In this thesis, 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.

The use of video recordings in English lessons contributes to the individualization of learning and the development of motivation in students' speech activity. 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: self-motivation, 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 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.

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.

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 (SSM) are divided into sound (auditory) - recordings, magnetic recordings, radio broadcasts; screen (visual) - "silent" films, filmstrips and other; 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 SSM 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. SSM 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, and for the development of new forms of communication between teacher and students, as well as for independent work of students.

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 amount 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 of communicative (linguistic and sociocultural) competence of schoolchildren.

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