

УДК: 811.111:811.512.133`33:008 (043.3)

PECULARITIES OF UTILIZING VIDEO IN ENGLISH LESSONS

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Abstract

The article approaches the study of integrated skills in the process of communication - speaking, reading, writing, and listening skills. It is widely explained that one of the most motivating factors in increasing students' interest in learning a language is the culture of the countries where the language is studied and the active development of integrated skills of speaking, listening, writing and reading in the process of communication. Therefore, the identification of optimal methods of working with video materials for the development of integrated skills of foreign languages in education is still poorly studied, and these issues are widely considered in the article. The article may be useful for researchers, students and teachers involved in linguistics.

Key words: Integrated skills, video materials, intercultural environment, receptive skills, productive skills.

ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ВИДЕО НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА**Аннотация**

В статье подходы к изучению интегрированных навыков в процессе общения - навыков говорения, чтения, письма и аудирования. Широко объясняется, что одним из наиболее мотивирующих факторов повышения интереса учащихся к изучению языка является культура стран, где язык изучается, и активное развитие комплексных навыков говорения, аудирования, письма и чтения в процессе обучения. коммуникация. Поэтому выявление оптимальных методов работы с видеоматериалами для развития интегрированных навыков владения иностранными языками в образовании пока мало

изучено, и эти вопросы широко рассматриваются в статье. Статья может быть полезна исследователям, студентам и преподавателям, занимающимся лингвистикой.

Ключевые слова: Интегрированные навыки, видеоматериалы, межкультурная среда, рецептивные навыки, продуктивные навыки.

INGLIZ TILI DARSLARIDA VIDEODAN FOYDALANISHNING XUSUSIYATLARI

Annotatsiya

Maqolada muloqot jarayonida integratsiyalashgan ko'nikmalar - nutq, o'qish, yozish, tinglash qobiliyatlarini o'rganishga yondashadi. Talabalarning tilni o'rganishga bo'lgan qiziqishini oshirishda eng ko'p turtki beruvchi omillardan biri bu o'rganilayotgan til mamlakatlari madaniyati va muloqot jarayonida nutq, tinglash, yozish va o'qishning integratsiyalashgan ko'nikmalarini faol ravishda rivojlantirishi keng tushuntiriladi. Shu sababli, ta'limda xorijiy tillarning integratsiyalashgan ko'nikmalarini rivojlantirish uchun video materiallar bilan ishlashning maqbul usullarini aniqlash hali ham kam o'rganilgan va maqolada ushbu masalalar keng ko'rib chiqilgan. Maqola tadqiqotchilar, talabalar va tilshunoslik bilan shug'ullanadigan o'qituvchilar uchun foydali bo'lishi mumkin.

Kalit so'zlar: Integratsiyalashgan ko'nikmalar, video materiallar, madaniyatlararo muhit, retseptiv qobiliyatlar, produktiv qobiliyatlar.

Introduction. The development of integrated skills in foreign language lessons is considered extremely necessary, since today the learning process is focused on preparing students for the dialogue of cultures, where the skills of monologue and dialogic communication are very important.

The main goal of language learners is “communicative competence”, the ability to communicate in the target language with conscious understanding, possession of communicative knowledge and skills, knowledge of cultural norms, customs and traditions, accurate understanding of the speech of a foreign opponent without distorting the meaning and orientation in the communicative means inherent in the national mentality.

This ability requires the use of all language skills in social interaction. Therefore, modern approaches to teaching a foreign language require the development of integrated skills for greater learning efficiency.

To understand the concept of “integrated skills,” we need to start with the definition of “integration.” The explanatory dictionary of foreign words has the following definition: integration is the unification of parts, elements, this is the side of the development process associated with unification into a single whole [1].

As for integration in teaching English, it is aimed specifically at teaching a foreign language as a means of communication and all its aspects are subordinated to communicative goals. Of course, there is an inextricable link between communication skills and integration. Integration is both the basis for the formation of communication skills and the result of communicative activities.

To carry out communicative activities, it is necessary to master basic language skills, which are: listening and reading (receptive skills), speaking and writing (productive skills). Secondary skills are also important: grammar, vocabulary, pronunciation, spelling. And for the most successful communication, it is impossible to do without the use of non-verbal means of communication, such as gestures, facial expressions and awareness of the cultural characteristics of the language. Together they constitute integrated skills.

Literature review. The principle of the “integrated approach” takes its origins from the concept that in natural everyday experience “oral and written language are not separated, they do not exist in isolation” [2]. Perego S.F. and Boyle O.F. [3] argue that spoken and written languages are interrelated in most communication situations and often occur together. Many language advocates say that the true purpose of language (spoken and written) is to facilitate conscious communication.

In fact, how often do you speak without listening? Or write without reading? When we use a language, we use it as a complete system, regardless of what comes first: reading, listening, writing, speaking. All skills are necessary for the full implementation of communication. According to Ya-Chen Su, a methodologist from Taiwan, reading and writing, as well as speaking and listening, should be an inseparable part of the educational process, since they constantly interact with each other in life and cannot be separated. [2]

Therefore, the development of integrated skills (IS) in English lessons is one of the main tasks of any competent teacher. Many methods are used aimed at developing IE: reading using objects, role-playing games, performances, listening to authentic music followed by discussion and, of course, watching videos. We consider the method of using video to be one of the most motivating and effective. This will be discussed further.

Modern society is usually called the society of information technology. Gadgets have penetrated our lives so deeply that it is simply impossible to imagine a day without a computer, phone, tablet and, of course, without the Internet. In this regard, the concept of “information competence” has emerged, which is actively involved in the modernization of the school education system.

N. Skarbich argues that “competence includes a set of interrelated personality qualities (knowledge, abilities and skills) specified in relation to a certain range of objects and processes, and necessary for high-quality productive activity in relation to them” [4].

Information competence narrows the scope of knowledge to the ability to use various resources (reference books, modern Internet resources) in search of the necessary information. Students who have mastered social competence can easily work independently with the materials available to them in order to master a foreign language. As for the English language, there are many reference books, fiction, games, videos, audio materials and interactive applications with colorful pictures and a fascinating plot. All this information wealth is publicly available on the Internet and every child can successfully use it.

The task of a modern teacher is to create a learning environment for the development of information competence. Nowadays, information technology is actively penetrating the school environment. Various computer training programs, Power Point presentations, video and audio materials from the Internet are actively used.

Research Methodology . We consider the use of video materials to be one of the best methods of teaching foreign languages. Educational video materials can be part of a feature film, newsreel documentary, popular science or educational film; intended purpose - a short film, but complete, filmed at a film studio or by teachers in accordance with the curriculum.

The use of video materials has both educational and training functions. The effectiveness of this method is due to the inclusion of visual and figurative thinking in the learning process. The brain absorbs information much better when it is presented audio-visually.

Baranova M.V. believes that the effectiveness of using video materials in the educational process is determined by the correspondence of the plot of the material to the topic of a particular lesson. Also, the video material must be supported by a number of tasks (a number of questions on understanding the content, on reasoning on the topic of the material, on the use of vocabulary, etc.). [5]

I.A. Isenko [3] believes that the use of video materials in foreign language lessons can:

- provide students with more complete, reliable information about the phenomena and processes being studied;
- increase the role of visibility in the educational process;
- satisfy the requests, desires and interests of students;
- free the teacher from some of the technical work associated with monitoring and correcting knowledge, skills, checking notebooks, etc.;
- organize complete and systematic control, objective recording of progress and establish effective feedback.

In addition, the use of video materials promotes the integration of all existing skills of students: listening, reading, speaking and writing. Working with video allows you to immerse students in the socio-cultural environment and organize communicative activities (discussion of what they saw after viewing, joint search for information and overcoming the language barrier).

The following materials can be used for the lesson: educational videos, cartoons, art films, video tours of various cities around the world, recordings of news and TV shows, advertising, computer programs with video components, etc.

The value of video materials is considered taking into account the development of students' audiovisual skills. Audiovisual skills are the skills of perceiving and understanding audiovisual materials that simultaneously transmit audio and visual information [6].

At the same time, it is also predicted how much working with authentic video material at a specific level of education will contribute to the further development of the language.

Analysis and results. In order for working with video to contribute to the development of students' integrated skills, it is necessary to take into account a number of requirements.

1. Shooting requirement:

- a. image and sound must be clear and of high quality;
- b. It is necessary to have close-ups showing the speaker and combine them with general plans, showing situations;
- c. the characters' facial expressions should be clearly visible;
- d. It is necessary to have scenes using gestures and reactions of listeners in different situations.

2. Plot requirement:

a. There should be a clear connection between the plot and the content of the dialogue in the scenes.

b. the plot should be easy to understand so that it can be used for further use (for example, retelling or role-playing);

3. Requirements for character speech:

a. at the initial stage of working with video, speech should be heard clearly enough, without extraneous or background noise;

b. speech should be clear enough and not too fast;

c. the accent or dialect of the speaker had to be understandable to the students.

4. Language requirement:

a. the language must be modern, meeting the requirements and norms of the literary language, from those areas that students will most often encounter (however, in many cases this choice is determined by the task of the lesson);

b. there must be natural pauses between statements;

c. Slang expressions and exclamations should be short enough and not too difficult to understand;

d. the text should not be overloaded with new words, expressions and unfamiliar gestures.

5. Requirements for the duration of stories:

a. stories should take no more than 10-15 minutes or be divided into meaningful segments that can be repeated several times during the lesson;

b. all segments must have a complete plot.

6. Content requirements:

a. situations must be specific and communicative in nature so that they can be applicable in the speech activities of students;

b. Educational, feature, advertising films, news releases and other subjects can be selected for the lesson.

Once the videos are selected, you can begin to directly work with them. For more successful use of video materials in order to develop integrated skills in foreign language lessons in secondary school, it is necessary to correctly distribute the work into stages.

Pre-viewing:

a) a preliminary discussion is held, during which vocabulary close to the topic of the video is repeated;

b) creative work, during which you can give students the opportunity to suggest film titles themselves. You can ask students to make predictions about what the video story will be;

c) work with new vocabulary, during which students are given new words on a given topic.

While-viewing:

When viewing, you can carry out the following types of work:

a) checking predictions made by students before viewing;

b) search for information. After the first viewing, students are offered information search exercises, and the plot is viewed again, in segments or in its entirety, depending on the level of the students and the objectives of the lesson;

c) working with a separate segment. Students watch a single segment of the video and complete one (or more) of the exercises described below.

1. Video translation

To complete this exercise you will need a video with subtitles in Russian. From it you need to select a 2-minute story containing a dialogue (or a conversation between several people) that does not contain complex vocabulary. Students are given the task of translating subtitles into English. The beginning of the plot is presented without sound. When the first subtitle appears, there is a pause and students are asked to write down their translations. At the end of this work, students are asked to compare their translations in pairs, then the corrected translation is announced. Then a video is presented and students compare their translation with the original.

2. Prediction

The video is played with sound and image, but from time to time the picture freezes, and during the pause, students are asked to predict what the characters will say or do in the next frame.

3. What are they thinking?

This exercise is based on the idea that people don't always say what they mean. While watching the video, the video is paused and students are asked to guess what the speaker's real thoughts are.

Post-viewing:

a) commenting on what he saw, expressing his attitude to what he saw;

b) discussion. Students relate what they see to real situations in their lives, in their country and analyze similarities and differences in culture;

c) role-playing game. You can invite students to play back the story they watched or develop it;

d) reading on the topic. You can offer students problematic or informational texts on the topic of the video for viewing and discussion. This is especially useful when watching news stories;

d) creative works. Students are asked to write a short retelling, a reflection on the topic of the watched plot, supplement the video with information on the topic of the watched fragment, and other similar tasks.

Compliance with all of the above requirements for the selection of video material and step-by-step work with it should successfully fulfill one of the most important tasks of a foreign language lesson in secondary school - to promote the development of integrated skills in the communication process.

Conclusion/Recommendations. In this article, we examined the theoretical features of the development of foreign language integrated skills and the use of video materials in foreign language lessons in education.

We found out that modern methods of teaching foreign languages have a communicative orientation. To carry out communicative activities, it is necessary to master basic language skills, which are: listening and reading (receptive skills), speaking and writing (productive skills). The use of all these skills in the communication process constitutes integrated skills. Speaking, reading, listening and writing skills are necessary for daily communication, so their development should be an integral part of foreign language lessons.

Experience shows that the best way to master a language is to immerse yourself in the socio-cultural environment. And if 20 years ago this was only possible when traveling to the country of the language being studied, now it has become more accessible due to the appearance on the Internet of many authentic resources: video and audio materials, fiction, newspapers, magazines and many others.

Video materials are a universal source of information, because... provides a complete audio-visual picture of the processes and phenomena being studied, increasing the interest and quality of information assimilation. The effectiveness of this method is due to the inclusion of visual and figurative thinking in the learning process. In addition, it promotes the integration of all students' existing skills: listening, reading, speaking and writing. Working with video allows

you to immerse students in the socio-cultural environment and organize communicative activities.

We also examined various types of video materials and we found out that in order to successfully work with them, it is necessary to take into account a number of requirements: for filming, for the plot, for the speech of the leaders, for the language, for the duration of the plots, for the content. We also learned that working with video materials should be divided into three stages: pre-viewing, while-viewing and post-viewing.

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