

## Using Video Materials in Teaching a Foreign Language

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### ABSTRACT

The article discusses the use of video in foreign language lessons as a means of developing students' communicative competence. It proves that the use of video materials helps improve the quality of knowledge acquisition in foreign language lessons, allows students to get a clear idea of the life, traditions, and linguistic realities of English-speaking countries and develops students' speech activity. The use of video material helps to compensate for the lack of a foreign language environment, broadens horizons, and cultivates aesthetic taste in students as well.

**KEYWORDS:** *learning a foreign language, communicative competence, self-motivation, extracurricular activities, sociocultural competence, video materials, speech activity.*

In the modern world, learning a foreign language is an integral part of human education and development. English is one of the most common languages taught in schools. There are disagreements regarding the methods of teaching a foreign language. However, today one of the most pressing problems is communicative competence and ways to achieve it.

Communicative competence is a necessary component of communication in culturally significant circumstances for the speaker. In order to master this competence, it is important to be in the country of the language being studied, which is a questionably fulfilled task for students of secondary schools. As a result, an important task of English language teachers is considered to be the maximum creation of conditions close to real ones in the country of the language being studied, the creation of imaginary communication situations, and also, most importantly, a visual representation of the life, traditions, and linguistic realities of English-speaking countries. Various educational video materials can serve to achieve these goals.

The use of video materials also contributes to the development of motivation in addition, self-motivation in students, which contributes to better mastery of a foreign language and the development of various aspects of mental activity. In addition, the video material has an emotional impact on the student and creates a favorable impression of the language.

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traditions, and linguistic realities of English-speaking countries. To achieve these goals, various educational video materials can serve, which can provide the process of language acquisition as comprehension of living foreign language reality.

The use of video materials in English lessons is an important component of the education system and represents an unconventional approach and a way of organizing learning through active methods of action that are aimed at implementing a student-oriented approach.

The use of video materials also contributes to the development of motivation (the ability to understand the English language) and self-motivation (the material is interesting in itself) in students, which contributes to better mastery of a foreign language and the development of various aspects of mental activity (development of attention and memory, use of various channels of information). In addition, the video material has an emotional impact (belief in one's strengths and desire for further improvement) on the student and creates a favorable impression of the language. Successful achievement of these goals is possible only with the systematic display of videos and methodically organized demonstrations.

Undoubtedly, the use of video resources in English lessons and in extracurricular activities opens up a chain of unique opportunities for teachers and students in terms of mastering a foreign language culture, especially in terms of developing sociocultural competence as one of the components of communicative competence in general.

The difference between video text and audio and printed text, with their high informative, educational, educational and developmental value, is that video text has the advantage of combining various aspects of the act of speech interaction.

In addition to the content of communication, video material contains visual information about the place and event, appearance and non-verbal behavior of the participants in communication in a specific situation, often determined by the specific age, gender and psychological characteristics of the personalities of the speakers. Visuals allow you to better understand and consolidate both information and purely linguistic features of speech in a specific context.

Video materials provide almost unlimited opportunities for analysis, which is based on comparing and contrasting cultural realities and characteristics of people's behavior in various situations of intercultural communication. It is also important that watching videos can have a strong emotional impact on students, serve as an incentive and condition for creating additional motivation in further educational, research and creative activities.

To effectively use video materials in lessons, it is necessary to take into account a number of features:

- the content of the video resources used corresponds to the level of general and linguistic development of students and corresponds to the topic of the lesson;
- the duration of the video fragment used does not exceed the real capabilities of the lesson stage;
- video situations provide interesting opportunities for the development of linguistic, speech, sociocultural competence of students;
- the context is not boring and frequently used, but has a certain degree of novelty and surprise;
- the text of the video resource is accompanied by clear instructions, which are aimed at solving a specific and realistic educational task, understandable to students and justified by the entire logic of the lesson;
- video equipment is configured and tested in advance, the teacher is familiar with it;
- the video fragment is known to the teacher himself and is pre-set for viewing.

The indisputable advantages of animated videos are their:

- authenticity;
- concentration of linguistic means;
- information richness;
- emotional impact on students, etc.

At the initial stage.

The limits of video use for beginners are a little limited due to their small vocabulary and grammar knowledge. It is a well-known fact that video animations are especially effective at the initial stage of teaching English.

The initial stage is the foundation in the formation of a communicative core and at the same time a preparatory stage, during which students acquire a set of important and necessary speech skills and abilities.

There are various options for using video materials at the initial stage of training. For example, educational tasks, video dialogues (5-15 minutes), short news (15-30 minutes).

The use of video resources in lessons contributes to a more effective assimilation of the proposed material, since they have an emotional impact on students and their speech activity increases. Video materials make it possible to maintain the attention of younger schoolchildren to repeatedly presented educational material and provide greater efficiency in perception.

At the middle stage of training.

The middle stage of teaching English ends with the creation of a basic level, which is improved in subsequent grades, on which profile-oriented training is subsequently built. At this stage, students can quickly learn to construct phrases and navigate simple texts, in contrast to the initial stage. There

are many different options for using video materials in the intermediate stage of learning. For example, predictions (20 minutes), biographies (20-30 minutes), fill in the video gap (10-15 minutes), real questions (15-20 minutes), internal monologue (30-45 minutes), and advertising analysis (30 minutes) etc.

At the senior stage of training.

Education in the field of foreign languages is carried out based on groups, which represent a more flexible teaching system that allows you to adjust the content and volume of educational material depending on the capabilities and needs of schoolchildren. In addition, with this learning model, the student chooses an in-depth course in English and mathematics. Consequently, well-structured specialized training allows students to both change their interests during training and expand them without compromising the result.

There are various options for using video materials at the initial stage of training. For example, debates, reconstruction (15-20 minutes), review, people in the news (15-20 minutes), creating a video clip (40-50 minutes).

We looked at various exercises and concluded that these exercises pleasantly diversify the lesson, introduce elements of real life into it, even if on the screen, and teach them to work with video materials.

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