



VARIETIES OF VIDEO MATERIALS AND THEIR SELECTION IN LANGUAGE LEARNING INTENSIVELY

Khuzhanova Mastura Ibodullaevna

Lecturer at the Department of “Intensive teaching the secondary language” UzSWLU

Annotation

The article discusses the use of video and video films as a means of increasing motivation to learn a foreign language intensively. Video film as a means of motivation for learning a foreign language. The use of video films in a foreign language lesson brings variety to the educational process, promotes the activation of students, and increases interest in the subject. The video is an effective means of developing oral speech skills, and, undoubtedly, helps to consolidate the lexical, grammatical and phonetic material, expand the lexical stock, helps prepare students to understand the speech of different people, and create a natural language environment in the lesson.

Keywords: the main types of video materials, the modern market of educational products, professionally oriented material, the choice of video material, the content of the material.

Harmer J. and Lonergan J. identify four main types of video materials that can be used in teaching a foreign language. Firstly, these are specially developed educational videos that are included in the set of modern educational and methodological complexes. The main advantage of these videos is that they are understandable and designed for learners of the appropriate level language proficiency. They are not authentic, so it is recommended do not abuse them, because authentic materials have a number of advantages over materials accompanying educational and methodological complexes [4, p.152]. In addition, video materials are quite an expensive product, and the modern market for educational products offers a limited selection of them in comparison with textbooks.

In second place are available video materials, i.e. a range of videos that are easy to buy or rent. These are feature films, comedy shows, documentaries about wildlife, educational programs, etc. Here you need to choose a film that will be understandable to students and will also correspond to educational goals.





Programs recorded from television channels called off-air programs, i.e. programs recorded directly from the air take the third place. These are news programs, documentaries, or educational programs. In this situation, you need to remember about the level of language proficiency of students and choose programs taking into account their duration and compliance with the language level of students. The advantage of these videos is that it is easy enough to record something interesting for any level of learner. Many teachers of a professional foreign language note the importance of authentic materials due to the fact that they are not originally intended for learning a foreign language [7, p. 97]. One of the main advantages of using authentic materials taken from the subject area of learners is that they change the “balance of power” within the classroom. As noted by M.K. Phillips and C.C. Shettlesvers, “the teacher is no longer the undisputed authority in the discussion and must recognize the competence of students in the professional field” [6, p.85]. All this can lead to interesting and active discussions in the audience, because students become involved in helping the teacher in the understanding of professionally oriented material.

J. Lonergan [5, p.49] singled out the fourth category of educational video materials - videos filmed independently by students and teachers. Filming videos for educational purposes can be very exciting for both the student and the teacher. Students can put into practice the knowledge gained and analyze the formation of speech skills and the development of speaking skills. There are several ways to use a camcorder in the process of learning a foreign language. First, it can be used to capture the speech activity of the teacher or students and use the resulting material for feedback. Second, the camcorder can be used to capture footage and then use it for educational purposes. In this case, the actual use of the video material in the classroom will be similar to the use of television programs recorded directly from the air, with the only difference that all aspects of the material can be controlled by the teacher. The third and probably most exciting opportunity is the use of the camcorder by the students themselves. As noted by J. Lonergan and M. Allan [1, p.296], the process of making a film is a group enterprise, and the planning and production processes involve a significant amount of discussion (ie speech product) in addition to the language being studied in the film itself. Plus, the filming process tends to be memorable. Whether acting as a camera operator or playing a role in a film, students usually achieve high results in learning a foreign language.





How to choose the best video footage? What should the teacher care about when choosing a video? The use of video materials in the process of learning a foreign language can be very helpful, although some consider it a waste of time. When choosing suitable material for students, one should remember the following aspects presented by S. Stempleski. From the very beginning, you should think about the language content used in the video material. It is preferable that the foreign language used should be adequate to real life situations, at the same time it should be the language that its speakers use in everyday communication. The characters should speak naturally, but slowly and clearly enough for the students to understand.

Moreover, they should speak with natural pauses, which will give the learners time to understand the information. And, ultimately, language should not be taken out of context, which implies that it should be presented in a meaningful situation in order to help learners understand the underlying meaning. The next important factor when choosing a video is the content. As long as it is attractive to students and is presented in an interesting way, they will enjoy working with it. In addition, the content is assumed to represent the culture of the country where the target foreign language is spoken. The last factor is the quality of the footage. You need to remember about the clarity of the image and sound. However, this factor is becoming less relevant due to the advent of modern technology. Nevertheless, there is one aspect that should not be forgotten when choosing a film: it is better to choose films of famous directors and with famous performers [8, p. 246]. First of all, the question arises as to why use video at all? Some believe that the video is just a "embellished" version of its audio counterpart, where the voice is accompanied by various pictures. But there are still many special, positive aspects of using video in the classroom. Here is some of them:

- 1) One of the main advantages of using video is that students not only listen to speech, but also see what is happening on the screen, which, in turn, greatly helps to understand the peculiarities of the language. For example, through the expression of facial expressions and gestures, the main semantic moments of the statement and some emotions can be conveyed. The visual presentation contributes to the memorization of new material. Such paralinguistic features help to understand and assimilate the text more clearly.

- 2) Using video in a unique way allows students to look into the world outside the walls of the school. Let's say you are interested in learning how the British use gestures to invite someone to dine, what they say, how they behave.





Or about the manner in which an American speaks when addressing a waiter. The video also provides invaluable support if you want to know what people eat in a particular country, or what clothes they wear.

3) Another point of using video is related to creativity. With the help of video cameras, and they are now more accessible than before, students can create entertaining and unforgettable stories in the learning process. Recording and creating your own videos can be an incentive for language learners. Often, trainees begin to use all of their creativity and communication skills. Engaging in this type of activity, obviously, arouses their interest, because using this method, those involved have the opportunity to look at the educational process with new eyes.

4) And, of course, motivation is an integral part of learning. Many students undoubtedly take great interest in seeing a "living" language and examples of its use by the native speakers themselves. Also, an important attribute of motivation is tasks that should be selected in such a way that, first of all, they are interesting for students and have practical value.

When teaching students foreign languages - especially when using videos - there are potential issues to be aware of:

1) Just turn on the TV and put the students on a video, program, or film - this is still not enough to delight them with the learning process. The teacher should choose both the video material and the way it is presented to the audience. Otherwise, such an activity will be practically no different from the usual home TV viewing.

2) One of the problems is also the quality of the recording. Poor performance and dryness of the material will not delight the "modern" student, will not be able to attract his attention. If there are distortions of sound and image, then there is no need to talk about the attractiveness of such an activity.

3) It should be remembered that perhaps not all students are near the TV, that not everyone can see and hear the broadcast as well. Therefore, it is necessary to pay attention to the environmental conditions in the audience and take into account the factor that a person normally perceives information.

4) Sometimes the trainees are annoyed by the intermittent playback of the video stream: constant pauses, frequent repetitions of the same passages, and the like.



A negative assessment is also possible when it remains unknown how a particular plot ends (although sometimes unfinished scenes of video clips can be part of a certain task). In this case, the teacher, obviously, does not take into account the human characteristic - curiosity.

5) The length of the plots is important in the use of video in the classroom. Some people think that you need to choose short passages, others that long ones. It is believed that streaming video and audio for more than three minutes may cause students to show signs of lethargy and drowsiness. Short videos (1-4 minutes), as world practice shows, have the necessary amount of information, they are easier to manipulate, and their level of motivation is higher. Such stories are, in general, the best choice. Long video excerpts are also important, but already in those cases when it is impossible to extract information from them without losing the whole picture of perception. In any case, it remains for teachers to develop assignments to involve students in the learning process.

6) Also, the teacher should pay special attention to mastering the means of technical support, so that during the lesson there are no incidental situations. Therefore, one of the main tasks for a foreign language teacher is thorough preparation. Any teaching aids must clearly perform a specific didactic task. In this case, it is most often the development of listening skills, as well as the formation of socio-cultural competence. Videos intended for foreign language lessons are usually situational in nature, whether they are filming or editing recordings.

It is desirable that they all reflect different aspects of the culture of the country of the target language, i.e. carried in themselves socio-cultural information. In this case, the viewer is attracted by the video sequence, the "new unfamiliar picture", which introduces the students to the country, traditions, and the way of life of native speakers. The sound row either "follows" the visual row, or "leads" it along. The combination of visual and sound series creates a special atmosphere of cognitive activity and participation. They complement and explain each other. At the same time, it is on the basis of the video that further tasks are often built, aimed at independent statements of students, often without taking into account the most interesting linguistic, sociolinguistic (realities, idioms, etc.) and socio-cultural material, which is rich in sound. On the basis of the information obtained in this way, it is possible to organize various kinds of oral practice, but here other methods come into force.





What are the advantages of using video material in teaching a foreign language? There are several advantages to using authentic video material in foreign language teaching. First, it is the motivation of students. Learners will truly experience positive emotions when they understand the material for native speakers. Students note that a professionally oriented foreign language is not inaccessible to them, and this can serve as the basis for the further use of authentic materials in the classroom. It seems that students are more interested when they see the use of the foreign language being studied in real situations of professional communication. This is more motivating than any other factor. Properly prepared video can encourage students to speak, for example, in a role play or discussion. The next reason is the complete authenticity of the linguistic material - it is not simplified, the characters speak with an accent typical of a particular locality, and the linguistic material is modern in the sense that common expressions and idioms are used. The visual information (body language, gestures, clothing) presented in the video helps students understand language and situations better than if using audio alone. We like the point of view of J. Harmer [4, p.288] that paralinguistic language gives students the opportunity to see beyond what they hear and interpret the text more broadly. Of course, the use of video in a foreign language lesson and in extracurricular activities opens up a number of unique opportunities for the teacher and students in terms of mastering a foreign language culture, especially in terms of the formation of socio-cultural competence as one of the components of communicative competence in general.

Unlike audio or printed text, which can have a high informative, educational, educational and developmental value, a video film has the advantage that it combines various aspects of the act of speech interaction. In addition to the content side of communication, the video contains visual information about the place of the event, the appearance and non-verbal behavior of the participants in the communication in a particular situation. Video materials provide almost unlimited opportunities for analysis based on comparison and juxtaposition of cultural realities and characteristics of human behavior in various situations of intercultural communication (provided that the selected videos provide the necessary basis for such a comparison). The teacher should also be aware of the difficulties and disadvantages that may arise when working with videos in a practical lesson. The first disadvantage is that students may feel unable to understand the video. And this is a good reason for the teacher to carefully prepare the materials.





At the pre-demonstration stage, the tasks performed by the students remove the language difficulties of perceiving the video and understanding its content. After the demonstration stage, the tasks proposed by the teacher should generate and maintain students' interest in discussing the video material.

The second drawback is that there is a danger that some of the students have already seen this video. In this case, learners can discuss specific details, issues raised in the video, or help other learners understand its context. The third disadvantage is that the teacher can be accused of wasting students' time, so all assignments must be accompanied by a wide variety of new expressions for learning and facilitate effective foreign language communication of students.

However, as we can see, the advantages of the video are much more than the disadvantages, therefore, when asked whether to use it in the lessons, you can give a very definite answer: yes, it is.

Reference

1. Allan M. Teaching English with Video. L.: Longman, 1991. — 296 c.
2. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020 <http://summusjournals.uz/index.php/ijdiie>
3. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.
4. Harmer J. The Practice of English Language Teaching. L.: Longman, 1991. — 296 c.
5. Lonergan J. Video in Language Teaching. Cambridge: Cambridge University Press, 1984. — 57 p.
6. Phillips, M.K. and Shettlesworth, C.C. "How to Arm Your Students: A Consideration of Two Approaches to Providing Materials for ESP." In M. Long and J. Richards, (Eds.), Methodology in TESOL: A Book of Readings. New York: Newbury House. 1978. — 297 p.
7. Pichugova I.L. Theory and teaching methods. On the use of video materials in teaching a foreign language for professional communication. Article, 2004. - 7 p.
8. Stempleski S. Short takes: Using Authentic Video in the English Class. 1987. — 422 p.

