



USING VIDEO MATERIALS IN EFL CLASSROOMS

G.A. Djumaeva

A Senior Teacher Of Karshi Engineering And Economics Institute, Uzbekistan

ABSTRACT: - The article discusses the ways of using video materials in teaching English to students of schools and universities. The author indicates the types of audiovisual means and gives them a description, gives relevant examples.

KEYWORDS: Importance of using video materials, new techniques and methods, positive motivation of the students, increasing the awareness.

INTRODUCTION

English is one of the most difficult subjects in the school curriculum. In order to form a stable and positive motivation of the students regarding the foreign language, in order to achieve an optimal level of assimilation of the material, the teacher uses non-standard forms of work and introduces foreign languages, including new techniques and methods. The use of modern and innovative teaching techniques is a prerequisite for the educational, intellectual, creative and moral development of modern students and an effective learning tool for the development of communication skills. The use of ICT can enhance the learning process and increase the interest of students. By improving the quality

of assimilation of the material and individualizing the learning process, depending on the topic, the effectiveness of training is undoubtedly enhanced. Video materials used in the learning process offer the possibility of transmitting information, increasing the awareness and assimilation of the student while receiving feedback, a type of teaching aimed at further developing the specific skills and competencies of the student. The introduction of video into the educational process changes the nature of traditional teaching, making it more vibrant and interesting, expanding the holistic expression of students and enriching their linguistic and regional baggage. Using video recordings in English classes contributes to the individualization of learning and the

“USING VIDEO MATERIALS IN EFL CLASSROOMS”

development of motivation for students' speaking activities. The peculiarity of video materials as a means of teaching English offers communication with real objects that facilitates near-authentic communication. Students seem to participate in all unfolding situations with their help, play specific roles and solve 'real world' challenges. Her two motivations for using videos in her foreign language classes are:

Self-motivation when the video itself is interesting and motivation achieved by showing students that they can understand the language they are learning. This brings a sense of satisfaction, confidence in their abilities and a desire to improve further. We must try to satisfy our students with the film, not only for its interesting and entertaining plot, but also for its understanding of the language.

In the opinion of I.M. Andreyan, "The video has a rather strong emotional impact on students, affects the formation of a personal attitude to what they saw. Another advantage of the video is the immediacy of the image of real reality, the special manner of communication of the presenter with the audience (if it is a TV show or a TV show), the use of close-up, unobtrusive presentation of information, colorfulness, and the presence of a musical background. When in contact with what is happening on the screen, conditions are created that are closest to natural"

The use of video in the classroom helps to solve the following tasks:

- increasing the motivation of learning;
- intensification of training;
- activation of trainees;
- independent work of students;
- improving the quality of students' knowledge;

- There is a huge amount of video materials that can be used in English lessons. According to the style of the transmitted information, they can be divided into the following:

- artistic (cartoons, various artistic films, fragments of performances); 8 popular science, journalistic (interviews, documentaries and educational films);
- informational (advertising, news recordings, TV shows);
- old-school (video tours).

- Educational videos are available at all stages of English language teaching. They consist of small episodes and have additional didactic material. There are two instructional videos.

Direct Language Teaching (Direct Teaching Videos);

- Acts as an additional resource for language learning (Resource Videos); In order for the process of teaching English with the help of video teaching materials to be effective, videos should be used in a systematic and rational way in the classroom. Preference is given to short video material.

Go from 30 seconds to 5-10 minutes, assuming a 4-5 minute video demonstration can provide 1 hour of focused classroom work. This is due to certain features of video footage such as information density and color saturation. Because of this nature, it makes more sense to use short passages for intensive study. The use of videos is guaranteed at almost every stage of the foreign language learning process.

To present linguistic material in a real context;

- To integrate and train linguistic material in a variety of communicative situations; - To develop oral communication skills;

"USING VIDEO MATERIALS IN EFL CLASSROOMS"

- To convey foreign language cultures and recognize differences between cultures.

Practice shows that video multiplication is especially effective in the early stages of foreign language teaching. With them, you can develop the speech activity of schoolchildren and increase the speech activity of learning. Animation makes it easy to get into the essence of real things and phenomena, conveying information to students in a simple visual form. Methodologically, it's also important that interest in comics isn't dampened by multiple views. This allows attention to be drawn to repeatedly presented lesson material and ensures the validity of perception. Certain advantages of animated videos are their authenticity, information saturation, concentration of language resources, and emotional impact on students. The early use of video in the classroom adds diversity and introduces a real-life element to the classroom. One of the educational tasks that can be solved with the help of videos is the introduction of new vocabulary units or repetition and expansion of vocabulary. There are many animated videos on the Internet that show objects, actions, or characteristics related to the corresponding vocabulary topic. Music is accompanied by video material by native speakers.

Children not only hear and see the speaker's voice, facial expressions and gestures, but also gain information about the larger context of what is happening (where it happened, the ages of the participants, etc.). Of these videos for children learning English. Teaching songs combines words and phrases, music and cartoon characters on various topics.

One of the educational tasks that can be solved with the help of videos is the introduction of new vocabulary units or repetition and expansion of vocabulary. There are many animated videos on the Internet that

show objects, actions, or characteristics related to the corresponding vocabulary topic. Music is accompanied by video material by native speakers. Children not only hear and see the speaker's voice, facial expressions and gestures, but also gain information about the larger context of what is happening (where it happened, the ages of the participants, etc.). On our YouTube channel you will find a large number of these videos for children learning English. Teaching songs combines words and phrases, music and cartoon characters on various topics. The most popular videos have been created to teach students in the early stages.

Learning Maple Leaf

Learning Elves

Dream English Children

At the intermediate and above levels, the knowledge, skills, and abilities acquired so far are improved, the amount of language and language tools used by students increases, the quality of practical knowledge of foreign languages improves, and the independence of students increases. One of the main tasks of teaching English at these stages is the development of communication skills, so the main purpose of using video materials is to teach oral and written speech.

The use of videos in English lessons has been an integral part of the learning process and a real aid to the work of teachers. Watching videos is more convenient and enjoyable. This also helps the fabric absorb and improve memory. From this we can conclude that the introduction of video into the process of teaching a foreign language helps solve many problems.

1. When working with one video clip, it can include all four types of communication activities: listen, speak, read, write.

“USING VIDEO MATERIALS IN EFL CLASSROOMS”

By watching real videos, you can create utterance samples that can be used as reference for language activities and contribute to improving your speaking skills. The main focus is on the most difficult aspect of foreign language learning: listening. 2. Using videos in English classes helps students improve their speaking skills and broaden their horizons. You will have the opportunity to learn about the history, traditions and customs of the people of the language country you are learning. 3. Videos act as an incentive to learn a foreign language. Trainees are given the opportunity to apply and extend their knowledge of unknown authentic materials. Being able to understand a real foreign language increases self-esteem and motivation to study the subject. 4. The use of video materials in the classroom increases student activity. Various information can be obtained while watching the video, which is very useful for the next work after the demonstration. Video support creates conditions for students to work independently.

REFERENCES

1. Asimov, E.G. Internet Materials in the English Classroom / E.G.Asimov // Foreign Languages in Schools. - 2001. – No. 6. – p. 19-21
2. Verisokin, Yu.I. Video as a Motivating Tool for Students in Foreign Language Classes / Yu.I. Verisokin // Foreign Languages in Schools. - 2003. - No. 5. – pp.31-35.
3. Gvozdeva A.S. Use of Video in English Teaching [electronic resource]. access mode <http://www.ref.by/refs/29/29117/1.html>
4. Ilchenko, E. Using Video Recordings in Teaching English / E. Ilchenko // Sept. 1, English. - 2003. -