STAGES OF WORKING WITH VIDEO MATERIALS IN THE PROCESS OF TEACHING

Shadiyeva Shakhnoza Sulaymanovna,

Tashkent State Transport University

Teacher of English, the Faculty of Economics,

Foreign languages department,

Annotation: The article describes working stages with video materials and the effectiveness of using them in the process of teaching foreign language, it is also discusses the goals of this method giving different examples and giving clarification to every situation.

Key words: foreign languages, educational process, communicative competence, memorization process, intercultural differences, speech skills, stages of work, the internet and multimedia

English is one of the most difficult subjects in the curriculum. In order to form a stable positive motivation of students in relation to a foreign language, in order to achieve the most optimal level of assimilation of educational material, the teacher should use non-standard forms of work, include new techniques and methods of teaching foreign languages in the learning process, and turn to new technical teaching aids. The use of modern educational innovative technologies is a prerequisite for the education of a modern student, his intellectual, creative, moral development.

As O.I. Barmenkov, notes "despite some progress (using the Internet, various programs, etc.), one of the difficulties in teaching a foreign language is the very limited ability to communicate with native speakers and use speaking skills outside of school. Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language lesson using various methods of work. It is also considered equally important to familiarize schoolchildren with the cultural values of the native speaker people. For these purposes, authentic materials - videos and various video materials - are of great importance. Their use contributes to the motivation of students' speech activity" [1, c.21].

That's why in recent years, in scientific papers, conferences and seminars, much has been said about the connection between learning and real life and its practical direction. The ultimate goal of the process of studying any subject, today, is the formation of competence to use knowledge and apply it in practice. In any system, the most important component is the goal. The goal is chosen depending on the needs and order of society. "The goal is defined as a need satisfied by the activity, as an object to which the activity is directed as an immediate result" [1, p. 140].

To achieve this goal, it is necessary to solve the following tasks: • study the theoretical and methodological literature on this topic; • to consider the features of using video materials in the process of teaching English; • introduce video resources used in teaching English at the initial stage; • study the stages of working with video materials; • study the use of video materials as a means of forming communicative competencies; • present fragments of lessons using video recordings;

Therefore, the teacher must select teaching materials in such a way as to simultaneously convey to students both linguistic and non-linguistic necessary information. From this point of view, cinema is considered a unique teaching medium because it simultaneously conveys linguistic and non-linguistic information to students. But working with video, like working with any other medium, requires a clear plan. When students watch the video, an atmosphere of collaborative cognitive activity is formed in the class. In such situations, even a distracted student becomes alert. Since students need to make some effort in order to understand the content of the film, involuntary attention becomes voluntary. Since the intensity of attention affects the memorization process, therefore, the psychological characteristics of the impact of video materials on students intensify the learning process and create favorable conditions for the formation of speech skills [2, p. 46-49].

A. V. Bondareva identifies the following criteria that must be observed when using video content: the video content used must correspond to the age of the students; it is necessary to clearly plan the structure of the lesson, including video materials, and not to abuse their use; students should be provided with unhindered access to the broadcast video; when demonstrating a video, it is important to draw the

attention of students to key / significant points; think carefully about the explanations offered during the video demonstration; the presented video material must clearly correspond to the studied topic and educational material; encourage students to actively participate in the selection of topics and information of interest to them [3, pp. 521-524].

The intensity of the emotional impact of the presented material can become a source of positive emotional mood for perception, if the teacher sets the task of focusing students' attention on the content of the material [4]. With an excess of emotions, it is difficult to assimilate and understand the basic material. The use of video content can be effective at different stages of learning English: demonstration of new or previously learned vocabulary in context; consolidation and training of vocabulary in various communication situations; formation of oral speech skills, monologue and dialogical statements based on video; the formation of knowledge about a foreign language culture and the ability to identify intercultural differences [5, p. 61-74].

Experts point out that video has many advantages over other visual learning tools. On the other hand, we know that the use of video materials in foreign language classes is a very complex issue, both from the point of view of the methodology of their use and from a technical point of view. The following conditions must be observed in the demo video: "the use of the footage must correspond to the level of knowledge of the students; observation should be organized in such a way that all students can demonstrate good video viewing; it is necessary to clearly highlight the main, essential; think over in detail the explanations given during the demonstration of the video material; the demonstrated video material must correspond to the studied educational material, correspond to the studied topic. " [6, p.41]. According to the famous Russian methodologist Lev Pressman, cinema can be used in foreign language lessons if you need to "prepare students for the perception of a complex dynamic phenomenon; to consolidate, work out educational information received through cinema, television or radio; create a problem situation, formulate a cognitive task; use specific speech structures (which is especially important in the lessons of the native in primary school and in foreign language lessons); study works of art. "

[7, p.19]. Some researchers compare these stages with the stages of work on a literary text and call them: pre-text (interrogation), text (viewing), post-text (post-viewing) [8, p. 7-13].

The first step is the introductory conversation. The tasks of this stage are: to motivate students, set them up to complete the assignment, make students active participants in the educational process; eliminate possible difficulties in the perception of the text and prepare for the successful completion of the assignment. It is at this stage that the teacher gives information about the film that is going to be shown, about the main goals that students must achieve after watching. The teacher at this stage may use clichés such as "you will see a movie about ...". In addition, at this stage, the teacher can convey a list of difficult words and phrases, without understanding which it is impossible for students to understand the essence of the film. According to the recommendations of experts, the use of visual aids, such as photographs, drawings and diagrams, allows you to reveal the content of the film and better acquaint students with the topic, increases the efficiency of using films in class, for example, before showing a video about the famous writer, to acquaint students with his life with the help of other visual aids. The teacher should explain that the speed of speech of native speakers in the video is fast and if students do not understand all their conversations, then this is normal, the main thing is that they understand the essence of the film. According to this classification, at the stage of preliminary demonstration, it is very important that the teacher does not reveal the entire content of the film, since in this case the students' interest in the material decreases and this negatively affects the entire process of using the video material. The second stage is watching a film, the purpose of this stage is the formation of communicative competence, the development of communicative competence, the development of oral speech skills (speaking, listening), the development of the socio-cultural competence of students. According to such experts, dividing video materials into parts for showing in the classroom is not important, the most important thing is a good choice of video material.

The teacher, in order to increase the effectiveness of this stage, can give students such tasks as: 1) answer the questions; 2) tell us about the plot of the film; 3)

divide the movie into parts; come up with a title for each part; 4) describe the characters in the film; 5) name the participants in the dialogues; 6) select the correct replica continuation option.

The third stage is practical work using information obtained from the film. It includes information about linguistic aspects and information related to the cultural and socio-cultural aspects of the target language country. The purpose of the third stage is to use the background data and situations shown in the film as a support for the further development of skills in speaking and writing. Since the goal of this stage is the formation and development of communicative competence skills, exercises are also invented to achieve this goal. and tasks. You can also distinguish the fourth phase (or addition to the third) - the creative phase. As a homework and a result, you can offer such creative tasks as: create presentations, mini-projects, for example, find biographies of the film's actors or additional information about the events shown in the film, or write an essay-reasoning based on the videos you watched. [9, p. 336].

Considering all the factors, we can say that video materials in the process of teaching English can act as an effective tool that can significantly increase the effectiveness of the educational process. Video materials have great potential for solving educational problems when properly organized by teachers. Possessing very informative material, they create an atmosphere of real linguistic communication and are able to ensure the successful perception of foreign speech.

Used literature:

1. Berdichevsky AL Optimization of the system of teaching a foreign language in a pedagogical university. Moscow, 1989 p. 104.

2. Bogdanova O. V. The use of video materials Young Scientist. 2015. 2. - P. 46–49.

3. Bondareva, A.V. Using video materials Young Scientist. - 2016. No14. - p. 521-524.

4. Thieves, S.G. The school should teach to think, design, research, 2017. - 352 p.

5. Leontyeva, T.P. Experience and prospects of using video Minsk, 2015 .-- p. 61-74.

6. Nazarenko EB, Khalyavina DV, Films at the lessons of RFL // Russian language abroad. 2014.No 4. p.41.

7. Pressman L.P. Technical means of teaching. Moscow, 1971, p. 19. 8.

8. Bespalko V.P. Pedagogy and progressive learning technologies. – M.: Pedagogy. 1995. - p. 7-13

9. Bespalko V.P. Pedagogy and progressive learning technologies. – M.: Pedagogy. 1995. - 336 p.