

VIDEO MATERIALS AS A TRAINING TOOL IN TEACHING ENGLISH

Tursunova Farangiz Dildorbekovna

English teacher of the department of foreign language in preschool and primary education

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Abstract

The purpose of the article is the study that it is necessary to organize itself methodically commercially on the basis of video material. The use of video films opens the possibility for the innovation and the application of ICT.

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Currently, when forming a foreign language communication, students communicatively importance is communicative. In modern conditions, for a mastery, a foreign language must be offered the ordinary skill in language situations. It should also be noted that at the present stage of the development of modern school, information and communicative technologies are increasingly important in training and educating students. First of all, this video and computer technology. In this regard, in this work I would like to dwell in detail on the use of video materials in English lessons in teaching monological speech. Video materials provide great opportunities for learning the language, as they connect several components, for example auditing and visual perception, which provides a context. The use of video material provides the possibility of immersing students in the situation of dating with the traditions of the relationships and cultures of the countries of the study language. And most importantly, based on video materials, students are heard and study the live speech of the speakers of the language. In addition to auditing, using video materials, the teacher has the opportunity to offer students a different task on to stimulate conversations and communication

Practical methods that can be used to optimize the use of modern information technologies depending on the conditions of the student at the university. The video stimulates the interest of students to study foreign language, students hear the sounds of foreign languages in various communicative situations, want to simulate the pronunciation of the speakers of the language, thereby increasing their pronunciation skills in a foreign language. Based on the shown fragment, video is conducted by foreign languages. The information that students receive during the watch of the video clip, of interest, is as interests as it reflects the daily situations of communication of the speakers of the language and contains typical vocal expressions of the speakers of the language. As a rule, students immediately work to use new lexical structures in their vocal expressions that they heard in a video, thus improving their skills in a conversation in a foreign language. The use of video material at the lesson of the foreign language optimizes the learning process for practical knowledge of a foreign language, namely: first of all, forms and develops skills of colloquial speech in a foreign language.

The importance of the various language of the conference concluded in the foreign language, which allows all participants of the conference to exchange written messages (ie, improve their skills in writing in a foreign language) as in synchronous and asynchronous mode as it is accepted in the teaching method of foreign languages, it is advisable, first of all, use video materials for the following

purposes: - for the management of auditing; - To improve phonetic skills; -Feed the development of foreign language skills; - to create a conventional practical occupation in a foreign language with its specific static dynamic (naturally changing) clarity in the learning process for foreign language communication; - create the situation of foreign language communication when forming a conditionally unnatural (audiovisual) medium. Working with video materials that are used in classes can be divided into several stages: the 1st stage is preparatory; 2nd stage - presentation of video; The 3rd stage is the final. The preparatory stage of the task of the teacher at this stage is to facilitate the learning understanding of the contents of the video, and simply explain and develop in themselves a leisure units presented in the music videos presented in the music video, attract the student's attention to the grammatical structures that are in the music video and most important for their understanding, translate authentic speech statements of actors. Musical clips and linguistic and geographical realities that exist in their native language. Some difficulties of understanding the content of the video framework can be avoided if you invite the training to listen and try to understand the sound support of individual fragments of the video.

The stage of presentation of video during the perception of students of video material students take an active part in the lesson. The program for managing the perception of the film by the teacher can be offered as a selection of annotations to the film, thesis and the list of auxiliary lexical units. At the same time, students should be offered the following task, for example: pay attention to the language and regional structures that sound in the film, and their external language. The final stage at the final stage is the verification of the effectiveness of the tasks proposed by the teacher who contribute to better understanding of the film content and control their proper use of a foreign language and grammatical structures in their speech. The teacher should pay special attention to various types of the review of the content of the film, which can be: brief, selective, full, but, first of all, taking into account the development of the language of the ability of each student . Students actively work in a micro group (a micro group - 3-4 pupils), prepare clarification in the micro group for the content of the video, the dialogues that they have heard in the roles are completed, and carry the action of dialogue in their daily life. Sometimes video materials are considered by teachers when they teach a foreign language as an improved version of video recording and use video in class as listening to audio recordings with visual support. One of the main advantages of using video in the lesson is that students not only hear a foreign language, but also observe its actual functioning, which greatly simplifies the process of understanding that they are heard, because, for example, the shades of the mood of the characters are often transmitted with the help of facial expressions, gestures, etc.. Thus, students watch, as intonation of pronounced phrases correlast with the expression of the person of speaking. The listed extralinguistic factors help to understand the meaning of the statement and deeper understand the content of the replica of speakers. The video used in the class make each class more emotionally saturated and allow students to learn the features of the lifestyle of the foreign matters of the foreign language, studied directly in the daily situations of communication. The use of video materials allows to intensify the use of necessary lexical and grammatical structures in foreign languages during various role games and discussions. Multimedia training presentations are able to perform the following functions: - improve development and improvement of skills of speaking on a particular program; -Wees the dialogue communication mode during the classes; -mless in the linguistic language environment; - know students with a variety of authentic language material. One way to attract students to studying a foreign language is to view short thematic dialogues, the subtitles of which are given in Russian, since the content of dialogues is transmitted both in subtitles and in the rules. The teacher can start with discussion of subtitles for dialogue as a whole, for example: Ask the coaches to answer the typical questions: how much, in their opinion, subtitles are exact, why not all parts of the dialogue are transferred to them, especially when several characters are said simultaneously, etc. Then the clip is repeated, but before this in the installation it gives that the plot will be shown without sound, and the task of students will write in the foreign language those phrases that will be pronounced in this dialogue or microdialogist. After the

task is made, the students can compare the recorded phrases with each other. As a result, students appreciate the executed task when they say phrases actually pronounced by characters. Trainers are of particular interest to classes using video materials, as they get an opportunity to see the foreigner studied in its practical implementation.

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