

The Effectiveness Of Using Video Materials In English Lessons

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***Annotation:** In the world of advanced technologies, learning a foreign language is one of the most necessary and important tasks set for a modern schoolchild. At the same time, the teacher also faced the question: how to prepare a student for modern living conditions with the necessary set of competencies. In the Arsenal of a good and experienced teacher, there is always a huge number of teaching methods, which is due to the appearance and improvement of technical means. This factor allows us to facilitate the learning process and increase the motivation of students. After all, the use of technical tools allows you to turn a foreign language lesson into an interesting and exciting activity.*

***Key words:** professional competence, video materials, mixed learning, training, technology.*

The effectiveness of using video materials depends on several factors: the personal skill of the teacher, the quality of materials and technical devices, the structure of the educational process, etc. First of all, the teacher must be able to use technical means and video materials presented by them.

Of course, the use of video materials can also facilitate the work of the teacher himself, taking on some of the teaching functions: ask questions, dictate, tell, etc. However, you need to understand that video will never replace the teacher completely, and the video materials used must not violate the integrity of the curriculum.

E-learning refers to the organization of educational activities with the use of information contained in databases and used in the implementation of educational programs, and information technologies, technical means, as well as information

and telecommunications networks that provide the transmission of this information over communication lines, interaction between students and teachers.

Distance education technologies are educational technologies implemented mainly with the use of information and telecommunications networks with mediated (at a distance) interaction between students and teachers [1]. Mixed learning is an integrative learning model based on the mutual complement of traditional and e-learning technologies, which involves replacing part of traditional training sessions with various types of educational interaction in an electronic environment, which contributes to the formation of General and professional competencies [6, 42].

In this regard, not to mention that e-learning differs from traditional contact class-lesson training that improves personal qualities, abilities and skills of students, increases their discipline, responsibility, autonomy and commitment; notes the more robust approach to learning, reflected in the ability to manage, control, evaluate it, communicate in writing; to more consciously formed research, organizational skills, study skills, goal setting, critical and creative thinking [4, 20]

To be able to manoeuvre, participants in the educational process: both the teacher and the students must freely operate the existing traditional and innovative technologies, introducing and applying them in the educational process. Innovative technologies usually include: developing and problem-based learning, design, level differentiation, test system, game training, immersion in a foreign language culture, learning in collaboration, self-education and autonomy, integration, in a complex forming research, information and communication and personality-oriented technologies.

It should be noted that video presentation among the above-mentioned technologies occupies one of the leading positions, being the final product of foreign language activities of both the teacher and the student, and can be used not

only in distance or distance education, but also to stimulate the activation of educational activities of full-time students in the implementation of projects. The expediency of using technical and audio-visual teaching tools is confirmed by their impact on various sensory organs: information in a text message is assimilated by 7%, an audio message-by 38%, and in the presence of a visual image-by 55% [7, p.11].

The text of an oral speech using a presentation, as a new type of communication, is now closely related to professional activities. Without a multimedia presentation, it is impossible to imagine a student's report at a seminar, protection of a course or diploma work, dissertation research, round table, conference, annual report of an organization, presentation of a project in the commercial or public sector, etc.

Researchers offer a variety of concepts that are used synonymously with video presentations: video lecture, video lesson, video recording, educational video recording, author's video shooting.

Some researchers talk about two types of video lectures: on the one hand, a lecture is an event that is held by a well-known public or political figure, an economist, and on the other - subject lectures conducted by teachers and possible only in the structure of a distance course [3, p. 24].

Others distinguish three types of video tutorials:

- 1) educational film, which is a film / video created by means of cinema or computer technology for educational purposes;
- 2) a video lecture on a specific topic, recorded in the form of a video film, used in the remote form of educational activities;
- 3) video presentation-an effective means of presenting information to the target audience, being a video film created on the basis of Microsoft PowerPoint, provided with explanatory, graphic or text material [6, p.56].

Still others talk about the concept of "video", including a training video, which consists of an introductory / active (training) video and a video report (control video), which is used to control the studied material presented by an independent video recording of students [6, p.341].

However, we are interested in video presentation from the point of view of forming a foreign-language professional competence. How can video presentation in a foreign language become a pedagogical technology, the sequence of educational actions and procedures of which can lead to the formation of a foreign language communicative competence, of which the professionally-oriented one is an integral part? In this regard, you should answer the question: "What is the purpose of a video presentation in a foreign language? »

When studying the psychological and pedagogical foundations of video presentation design, researchers analysed the factors that affect the increase or decrease in students ' interest and attention to viewing the video presentation, which are important to consider when preparing a speech and voicing [2, 51]. Factors that influence the increase / decrease of interest and interest in viewing the video presentation_

Positive factors	Negative factors
1. availability of examples and illustrative materials;	1. duration of the video presentation;
2. video presentation content and presentation style;	2. manner of presentation;
	3. information overload.

3. repetition of key theses, presentation of the material at the end of the video presentation;

4. the use of illustrations and examples, stories and real-life stories, semantic networks and schemes;

5. the structuring of the material in parts.

Didactic features of a video presentation in a foreign language. It should be noted that researchers in the field of video presentation / educational video recording do not distinguish a video presentation in a foreign language into a separate type of presentation, which is incorrect, since the latter has a number of distinctive features, which are as follows:

1. the content of the video presentation corresponds to the considered block of the educational and thematic plan of the discipline;

2. the duration of the video presentation should not exceed 5-7 minutes. This time corresponds to the optimal perception and understanding of audio-visual foreign-language information. Over the specified time, the attention and interest of students in learning sharply decreases, information is erased from RAM;

3. the slide frame should not be overloaded with information and contain only keywords that support the speaker and make it easier for the audience to understand. This restriction is due to the different level of foreign language proficiency of students, as well as the different speed of reading a foreign text, respectively;

4. the visual image of the lecturer is small, not on the whole screen, preferably alternating with text / visual information;

5. examples of visual information (photos, graphs, diagrams) should correspond to the content of the speech, are a tool for the speaker to improve understanding of the material [1].

Formation of foreign-language professional competence. By implementing these goals, students gradually acquire foreign-language professional competence from semester to semester. The emphasis of training falls on:

- modeling of speech behaviour that simulates professional communication, creating a basis for real communication;
- study of the main language parameters in accordance with the direction and profile of students ' training;
- contextual presentation and activity-motivated assimilation of speech tools and fragments of foreign language professional speech;
- reliance on students ' cognitive-heuristic actions and their own communicative intentions [47, p.203].

Creating video presentations by students can serve as a training ground for virtual communication in a foreign language and activates their communication via Skype, mobile communication, video conferences, development of their own video projects to deepen their knowledge in the field of professional activity. Many business leaders note the advantages of video communication, which does not require financial resources, equipment rental, or additional meeting space. Let's remind you what are the differences between an OT web video conference.

A video conference allows you to establish a visual connection between its participants located both in Russia and abroad. Communication takes place thanks to a color screen, audio and video equipment. Participants are usually businesses and local administrations. Goal: to establish working, business relationships, and solutions to enterprise / industry-specific problems. Participants (students) are

arranged in virtual studios. When a speaker takes the floor, he turns on the microphone, his image is visualized on the screen, and he begins to deliver his speech. In real time, the remote audience can discuss the issues under consideration and discuss with the speaker using a microphone and mobile cameras.

A web conference is an Internet application that allows you to organize conferences, work meetings, and training events in real time for several or several hundred participants at a time. Traditionally, each web conference is a clear video transmission for two or more speakers, audio transmission (telephone conference or VoIP), as well as demonstration of video files, desktop, images, office documents, and chat. As a rule, web communication during a web conference is carried out using Internet browsers, a computer, or a video camera. When organizing a web conference, the moderator (student) sets the time of its holding, learns the name and coordinates (e-mail) each of the participants and sends out invitations in the form of an electronic message. Participants receive emails and join the web conference at the appointed time. Communication can be carried out using text and visual messages.

Thanks to the development of technology, students have the opportunity to see and hear themselves, evaluate, correct speech and further behaviour. However, the organization of virtual events of this type requires serious, preliminary work, both on the part of the teacher and the student, and consists in teaching the basics of public speech, in automating

Video presentation in a foreign language is the result of activity of the teacher/student based on the program Microsoft PowerPoint 2013 the text, graphics, explanatory material with the aim of learning a foreign language for use in vocational foreign language environment in the future. It is limited in time, performs training, information, and monitoring functions.

The problem of using video materials has been studied since the last century, but even today this issue remains relevant, as the world is improving, and along with it, the technical means used in teaching, and the approach of teachers and students themselves are improving.

In the course of our research we have solved the following tasks:

- scientific and methodological literature on the research topic has been studied and analysed;
- developed a lesson and a test for the lesson to identify the level of learning material;
- the effectiveness of using video in foreign language lessons is studied on a specific experimental example.

Thus, we can draw conclusions:

The use of video materials in teaching a foreign language allows you to solve the following tasks:

- make the lesson more interesting for students, which in turn will have a positive impact on the motivation of students to learn the language;
- will allow us to speed up the pace of the lesson and the quality of the information provided, which in turn will free up time for individual work with students and their independent work;
- will facilitate the work of both teachers and students;

-and in the complex, all this will allow us to improve the quality of student performance.

But we must not forget that the video material must be given in doses, and in no case can it replace the teacher himself. After all, it is the interaction of teachers and students that will solve the most important task of education: to teach and educate.

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