



SIGNIFICANCE OF USING VIDEO FILMS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

The article deals with the importance of using video films in teaching English as a foreign language (EFL). In this article, it is described that videos help students to memorize new words or a new topic during the classes. Descriptive methods analyses are used in this article. The article gives information about the advantages and disadvantages of using different methods in the process of teaching EFL. Also, in the article, it is described that video materials in the classroom can help to solve several problems and form a stable positive motivation of students in the learning process.

KEY WORDS: *English as a foreign language, Karakalpak language, approach, videos, films, teaching, learning.*

INTRODUCTION

Videos in English are one of the means by which you can diversify educational materials in English language, improve the skill of listening to oral English speech, and replenish students' vocabulary with new words and expressions of colloquial English. Studying English on their own or attending English courses, students try to achieve one goal - to learn to understand by ear and speak. Also, understanding English by ear sometimes turns out to be not such an easy task, not only for beginners to learn the language, but also for listeners of a higher level. Listening to a Karakalpak-speaking teacher, everything seems to be clear. But as soon as a native English speaker or an English-speaking representative of another nationality begins to speak, problems might arise with the perception of English speech. To solve this problem, films in English are used as an aid. There are several categories of films in English, each with its own advantages as a teaching medium, they are as in the following:

1. Educational films in English. This category includes specially designed films on topics, speech of the characters of these films is adapted in terms of vocabulary and speed to a certain level of students who are learning English as a foreign language. The choice of one or another subject of the film in English allows teachers to make the lesson more focused. The same category includes video lessons in English with videos on a specific topic to

consolidate a particular topic in grammar, vocabulary or phonetics [5, p. 31];

2. Documentary films in English. These films also have a specific theme, but they might not be adapted to any level of the listener;

3. Feature films in English. These films can be used as educational films for a wide range of listeners, since they do not have any highly specialized topics and special vocabulary. A positive aspect of using films in English is listening to spoken language in American, British, or some other version of English. If the speech of the actors is too fast or sometimes difficult to understand, you can always put this or that fragment on repeat, and, if necessary, on the slowed down speed of the voice acting. Also, an important point when choosing films in English as teaching material in the initial stages such as the film should not only be interesting, but also well known to the listener. This significantly increases the efficiency of listening comprehension, and success is known to be a good motivator for further learning [4, p. 184]. Another additional feature of films in English may be the presence of a Karakalpak track, which can be used in cases where even slow repetitions of English speech did not give the necessary understanding of a particular phrase;

4. Films in English with subtitles. This is a variation of the English feature film category described above, but it features a subtitle track. As a visual analyzer is the main system of human perception of information, the presence of visual



duplication can help in mastering the English language by ear. Important points in this case should be the synchronization of the subtitle track with the audio track and full lexical correspondence of English speech in the audio and written versions. The simultaneous inclusion of two sensory systems in the process of information perception creates additional associations when memorizing new words or entire linguistic constructions of the English language [4, p. 184].

Thus, if we consider films in English as a teaching tool, we need to be selective depending on the goals and level of the students. The correct selection by the teacher of a particular category of film as a teaching material will make the lesson not only interesting, but also much more effective. A lesson that includes interesting fragments will always be more dynamic and more effective, since several types of human perception systems are included in the work at once. Furthermore, 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 mastering the educational material, the foreign language teacher should use non-standard forms of work, include new techniques and methods of teaching foreign languages in the teaching process, and turn to new technical teaching aids.

LITERATURE REVIEW

The State Educational Standard for Foreign Languages provides as the goal of teaching the mastery of foreign language communication at least at the level of elementary communicative competence in speaking, listening, writing, and advanced communicative competence in reading. This approach to teaching a foreign language necessitates prompt and at the same time very high-quality preparation for the functioning of its linguistic means. The level of formation of communicative competencies directly depends on the quality of mastery, including the lexical side of speech activity [2, p. 10]. Vocabulary in the system of language means is the most important a component of speech activity: listening and speaking, reading and writing. This determines its important place in every foreign language lesson, the formation and improvement of lexical skills is constantly in the field of vision of the teacher. The lexical units of the language, along with the grammatical ones, are the initial and necessary building material with the help of which speech activity is carried out, and, therefore, constitute one of the main components of the content of teaching a foreign language [3, p. 252].

METHODOLOGY

It is advisable not to provoke situations of failure by regulating style, content and time. We can study some approaches in sufficient detail in the

works of E.I. Passova. The most common approaches are as in the following: 1. Aspect approach. The language is divided into three aspects: vocabulary, grammar and phonetics, which are studied separately. The difficulty in using this approach lies in the impossibility of combining the studied sections as a whole; 2. The structured approach involves doing a number of training exercises for setting new vocabulary into already mastered grammatical structures. However, we assume that the disadvantage of this approach is that it does not provide an opportunity to develop the skill of free communication; 3. Transformational approach includes exercises to change the order of words or grammatical forms in accordance with the assignment. This approach can be used only in special cases, for instance, in the grammatical aspect, since it is not effective in other aspects; 4. Aspect-structural approach, in addition to memorizing certain lexical units, grammar requires memorization of speech patterns. This approach deprives teaching of a communicative focus; 5. Situational and thematic approach involves working out lexical materials in real life situations. Difficulties arise due to the deterioration of the grammatical correctness of speech; 6. Subject approach includes the use of literary texts. This approach has more advantages than disadvantages. Analysis of artistic sources allows you to study grammatical structure, new vocabulary, and practice speaking and listening skills. The approaches presented earlier, at this stage in the development of the theory and methodology of teaching a foreign language, are more of a theoretical value than a practical one. Even with a variety of approaches, now teachers are inclined to use the three most optimal, taking into account the development of society and international relations, approach to teaching foreign languages: personality-oriented, socio-cultural and communication-oriented approaches [2, p. 8].

Using video into the learning process changes the nature of the traditional lesson, making it more lively and interesting. Also, the use of video in the classroom helps to expand the general outlook of students, enrich their language stock and regional knowledge. Furthermore, it should be noted that video is not only another source of information. The use of a video film contributes to the development of various aspects of the mental activity of students, and above all, attention and memory. There is an atmosphere in classroom watching joint cognitive activity. In these conditions, even an inattentive student becomes attentive, because in order to understand the content of the film, students need to make some effort. Thus, involuntary attention turns into voluntary, and the intensity of attention affects the memorization process. The use of various channels of information flow has a positive effect on



the strength of capturing regional and linguistic material [4].

RESULTS AND DISCUSSION

Video films have strong emotional impact on students, influences the formation of a personal attitude to what they see. Also, an advantage of the video is the immediacy of the image of reality, the special manner of communication between the presenter and the audience, the use of close-ups, 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 most close to natural. Unlike audio or printed text that can have a high informative, educational, educational and developmental value, video text has the advantage that it combines various aspects of the act of speech interaction. In addition to the content side of communication, video text contains visual information about the place of the event, the appearance and non-verbal behavior of communication participants in a specific situation, often due to the specifics of age, gender and psychological characteristics personalities of speakers [5, p. 31].

During the classes, we can offer a video sequence to memorize new words or a new topic in English. Better memorization will be facilitated by showing animals in natural conditions or in a reserve where they are in their natural habitat. This will help students memorize the material faster. For the task describe *the picture*, you can use the *pause* function - to stop the video so that the students can better see the details. By offering listening videos, the teacher should remember that this method works both negatively and positively. In the video, students observe facial expressions and gestures, watch the actions of the speakers, and analyze the emotional coloring of the conversation. They get information about the context from what they see on the screen. Additionally, the combination of these factors can distract the child from the most important task - listening. Therefore, before turning on the video, students need to clearly articulate the task and direct them to complete it. Moreover, Project work, research will offer a video necessary to consolidate the material covered or a cycle of lessons, where a specific topic is considered. This will help to interest the child, help him to take a break from the monotonous presentation of the material. Also, using video materials to find information related to language learning. Such tasks are needed to consolidate, highlight and memorize language material: grammar, phonetics, vocabulary. The content of the exercise is important here - the effectiveness of the lesson depends on it. The

simplest tasks are enough: watch the video, choose the foreign equivalent to the words you heard and, conversely, choose the Russian translation for the foreign language word, insert the missing words, name all the adjectives that were heard paired with a specific noun, write down the verbs in the form in which they sounded on the video, with what intonation they spoke on the screen. Currently, many educators offer audiences to watch videos. In most cases, these videos are educational films, feature films or cartoons, few people share their experience of using documentaries in English lessons. We have developed a set of vocabulary exercises for the students. For this complex, we suggest one of the films of the documentary educational video course *England and the English people*. In it students can learn about the originality the English region, the relationship between England and the world, get acquainted with the peculiarities of the national character of the British, as well as the traditions and originality of the English way of life. Learn what it means to be English and what a traveler needs to know before take a trip to this amazing country. Knowledge of the national culture and traditions of the people, speaking the language you are learning is a prerequisite for successful learning. After all, every word and phrase has been formed for many years. And it is precisely on the basis of the mentality, customs and traditions of the people that English sounds in English, and Karakalpak. Therefore, the language and culture are considered to be inseparable.

CONCLUSION

Thus, using videos in the classroom helps to solve the following problems: 1) Increased motivation for learning; 2) Intensification of training; 3) Activation of students; 4) Independent work of students; 5) Improving the quality of students' knowledge. There is a huge amount of video materials that can be used in teaching English as a foreign language. It can be commercials or interviews with famous people, cartoons or a plot from world blockbusters, fragments of news and TV shows. In the scientific and methodological literature, there is no strict classification of video materials. On the technical side, a distinction can be made between video recording, such as materials recorded on information carrier, and those that are directly broadcast on the air. Thanks to modern technologies and the Internet, almost any information can be found on the global network and recorded on a carrier [2, p. 10]. Currently, the use and application of video resources is becoming a very popular and effective technique in teaching English to students in higher educational institutions. In order to use the video in a lesson, you need to make sure that: 1) The content of the video materials used corresponds to the level of



general and language readiness of students; 2) The duration of the video fragment used does not exceed the real possibilities of the lesson or lesson stage; 3) Situations of the video clip provide interesting opportunities for the development of linguistic, speech, socio-cultural competence of students; 4) The context has a certain degree of novelty, or surprises; 5) The text of the video is accompanied by clear instructions aimed at solving a specific educational problem, understandable to students and justified by the logic of the lesson [4, p. 184].

However, sometimes teachers complain that while watching a video, students are distracted from the lesson, behave badly, and perceive the beginning of watching as a signal for entertainment. Therefore, situations might be different, but more often such situations arise when the teacher: 1) does not consider real interests and capabilities of students when choosing a video clip; 2) does not clearly explain the purpose of the assignment and how its implementation will be assessed or will affect the course of further work; 3) fails to think over differentiated tasks for their successful implementation; 4) uses video for the first time; 5) is not sure of the necessity and effectiveness of such assignment. Also, educational tasks that can be solved using the video: 1) Repetition of vocabulary and vocabulary expansion. In order to do this, take a video fragment of up to 1 minute, which contains materials on a lexical topic: objects, dialogues, actions. It is desirable that the video sequence is accompanied by music and dubbed in English. You can take a video clip with text in your native language by turning off the sound; 2) The class is divided into pairs or small groups, and assignments are given to each. They can be repeated, they do not have to be radically different; 3) Students watch videos showing objects and phenomena. Then they discuss what they saw among themselves. To make things easier, they can use a dictionary or ask a teacher with questions; 4) For example: What is this person's profession? Name this animal. Where are the items in red? 5) Then the students give answers to the teacher's questions. At the same time, the teacher says that the video will be shown again so that the students can find their mistakes; 6) Everyone watches the video a second time and analyzes their mistakes.

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