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TEACHING MODAL VERBS THROUGH DISCUSSING AUTHENTIC VIDEO MATERIALS

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ANNOTATION

This article is dedicated teaching modal verbs through discussing authentic video materials and focus on the fulfillment of the homework tasks. Particular attention is paid to the improvement of our class organization for helping our students to achieve a communicative competence.

KEY WORDS: *communicative competence, authentic, improvement, class organization, video materials*

Аннотация: Данная статья посвящена обучению модальным глаголам через обсуждение аутентичных видеоматериалов и акцентирует внимание на выполнении домашних заданий. Особое внимание уделяется улучшению организации нашего класса, чтобы помочь нашим студентам достичь коммуникативной компетенции.

Ключевыеслова:коммуникативнаякомпетентность,аутентичность, совершенствование, организация занятия, видео материалы.

Annotatsiya: Ushbu maqola haqiqiy video materiallarni muhokama qilish orqali modal fe'llarni o'rgatish va uy vazifasini bajarishga qaratilgan. Talabalarimizning kommunikativ kompetentsiyaga erishishiga yordam berish uchun sinfimizni tashkil etishni takomillashtirishga alohida e'tibor qaratilmoqda.

Kalit so'zlar: kommunikativ kompetentsiya, autentik, takomillashtirish, sinfni tashkil etish, video materiallar

The point of this article devotes the understanding of the CLT approach the author and the reflections on English dialect educating encounter which investigates the CLT approach. [1] The work gives opportunities for the author to integrate her current knowledge and beliefs of teaching the language and learning with modern research, practice, and theory. Basically, the work explores new ways of communicating via language, language teaching, language assessment, lesson design, classroom observation, and feedback – key areas in the professional lives of language teachers. [2] Each homework task is meant to give information the author understands of new knowledge, sources, and skills to their own teaching ways.

When we conduct the lessons with the same level students and if their attitudes toward each others are very friendly and helpful it is not so challenging for the teacher. [3] The group which I want to involve in my research paper has the qualities which were mentioned above. Even though they weren't good at speaking I always used to take parts in all tasks and activities. [4] They didn't feel shy and fear to speak likewise other students mostly face to such problems. The subject which I conducted with them was "Integrated skills" and the topic was "Describing house". My students at university who are studying for their bachelor's degree are usually with different academic backgrounds and mixed ability students in terms of language skills. In order to satisfy the needs of modern language learners we teachers have to be very inquisitive, resourceful and well aware of modern trends in language teaching. [5] As it is known for many years Grammar translation method dominated in our ELT context which means teaching focuses were mainly linguistic awareness and competence of learners through teacher centered pedagogy. Being far away from criticism of traditional methods of language teaching I realized the urgent need for transferring to modern ways of teaching according to the

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educational context and its specifications. [6] I have chosen a subject which I teach at university called "Communicative vocabulary" as a target to analyze during my project work tasks. I teach this university course to second year students and have gained so far certain achievements and as well as faced some challenges. While participating this teachers' professional development course I started to realize the reasons and influential factors which my achievements and challenges rooted from. [7] The positive sides of my activity as a language teacher have been that I could create a "safe zone" for my learners to communicate and promoted their interaction throughout the procedure while the negatives were related to preparing my learners for successful communication in the target language when in the real situation. [8] I used to focus on teaching planned amount of vocabulary with the help of examples definitions even in context, however, I realized now, that competences shouldn't be or cannot be developed in isolation or by segregated way, vice versa language is also social event which should be taught in relation with real world situations and conditions. As a target lesson for my project work I have chosen one class when I taught students job related vocabulary where my learners were exposed to work on poster presentation on job interviewing specifications. [9] As I mentioned above during the lesson I made a great effort to make the process as communicative and student centered as possible where I had some challenges to teach appropriate tips which can be useful in Uzbek cultural context and interlink into my objectives pragmatic and sociolinguistic competences. [10] However, now we are aware of the importance of teaching grammar in an integrated way with multi focuses. The explanation of the phrase Linguistic or grammatical competence – is the ability to be able to apply grammatical, syntactical, lexical, semantic and stylistic rules to oral and written utterances. Linguistic competence is important since it explains how utterances and sentences are structured – structural conceptualization of language. However, these rules are not enough to accomplish a communicative goal since non-linguistic factors play a role in constructing social meanings. [11]

There have been many approaches for the teaching of English in Uzbekistan. Integration hasn't been in the target in teaching languages during foreign language lessons. For example, we studied such subjects like Analytical reading, home reading, grammar, phonetics and others during our university study. [12] At these lessons we used almost in all cases grammar translation methods. We learned new words, retold meaning of the story or translated newspaper articles from English into Uzbek or vice versa. In phonetic and grammar lessons we learned only grammar rules. [13]

The target lesson of mine could be enriched best with focusing on the vocabulary investigating activities by exposing learners to work on the words and phrases as parts of speech and learning their functions from the perspective of syntax such as what specific words they are learning are nouns, verbs, adjectives, adverbs. [14] Another linguistic input could be through identifying synonyms, antonyms and homonyms of the chosen words and phrases for the lesson. According to the poster presentations that students worked on teaching modal verbs or positive and negative imperative sentences can be applied to highlight the linguistic focus of the lesson. Investigating vocabulary from the point of linguistic awareness has had a priority for a long time, now realizing the urgent need for integrating linguistic awareness into communication competences which is the achievement of ELT system of our community.[15]

Post-method is specified as the development of a unique set of classroom practices by teachers themselves, tailored to their own identities, beliefs and teaching styles and, most importantly, designed to suit the specific contexts in which they teach. While methods involve the presence of theorizers constructing knowledge-oriented theories, post-method involves practitioners doing, eventually, the same thing: constructing their own classroom-oriented teaching theories on principled grounds. The obvious conclusion could be then that offering trainee teachers a set of infallible techniques and successful all-purpose- all-contexts procedures or „teaching-formula for all will be of little or no help for them

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