



## MERITS OF UTILIZING VIDEO MATERIALS IN EDUCATING ENGLISH AS A FOREIGN LANGUAGE

**Yo'ldosheva Saodat Manofovna**

*Candidate of Pedagogical sciences, Associate Professor, Department of Pedagogy and Psychology, Uzbekistan state world languages university, Tashkent, Republic of Uzbekistan*

### ABSTRACT

*This article illustrates the necessity as well as effect of utilizing video materials in the process of teaching English as a foreign language. It is undeniably true that if one person know a language, he/she, certainly, knows about the whole nations. The correlation between the real world and the classroom motivate or inspire language learners or students to comprehend the relationship between acquiring along with practicing. That is to say that the merits of utilizing various video sources in the processes of lesson can bring both educators and students great facilitations, opportunities or else chances to achieve their ambitious purposes in educating and acquiring target foreign language successfully. So as to obtain this crucial aim, not only teachers or educators who should working hard, but students are also very active as well as comprehensively addictive to learn any foreign languages, such as English, Chinese, Japanese, it does not matter both of them should forever inspire or encourage their own innovative learning and teaching processes perceptibly. Therefore, this article can come in handy with overcoming that kinds of issues which are related to the education. Finally, it should be noted that any creativity or innovative methods, such as utilizing a wide range of video materials during the process of teaching foreign languages is thoroughly beneficial to organize the lesson perfectly and intensively.*

**KEYWORDS:** *Information and Communication technology, foreign language, video materials, innovation.*

### INTRODUCTION

"Innovation means future. If we start building our great future from today, we ought to begin it precisely based on innovative point of views, innovative methods during the forthcoming years".

*Shavkat Mirziyoyev*

Since the beginning of 21<sup>st</sup> century nearly the whole mankind's social life has altered eternally. In particular, it can be obvious from numerous decrees of the President of the Uzbekistan, namely "On measures for the further improvement of the higher education system" which was dated April 20, 2017, PQ-2909 adopted the the resolution "Integrated improvement of the higher education system for 2017-2021" that gave us perfect opportunities or chances to flourish and to improve the system

of education which is of high education[1]. It is undoubtedly true that these kinds of great opportunities to make innovations during the teaching process of English as a foreign language through enhancing, expanding use of new pedagogical technologies. Certainly, nowadays the scope of using foreign languages has widened substantially in distinctive branches: economy, science, policy, public, culture within education of Uzbekistan. Even though foreign languages which are perceptibly complicated to learn from head to toe, these very languages are extremely pivotal component of successful careers as specialists of any profiles. Therefore, young generations realize the significance learning language as well as teachers are attempting to find out easy within efficacious strategies or techniques of educating. As a matter of fact,



educating English which possesses distinctive ways and methods. Obviously, in a methodical way of teaching English that is substantially necessary to focus on these questions: "What to teach?" and "How to teach?" [2].

In current days, English is a popular language among students of Tashkent State University. It is being educated according to the several specific requirements of the students. The key point is how to educate as well as what kind of encouragement teachers can illustrate to their student. Instantaneous uptake of technology has brought numerous innovative innovations in education along with in the process of educating language. So as to suggest and create perfect classes language teachers, particularly, the vast majority of English language educators are utilizing a wide range of audio-visual means to ease the process of teaching. Additionally, textbooks as well as other fascinating colourful activities which rely on student centred, interaction and independent interaction as well as connection between certain topics and videos, for instance, various songs, films, power point presentations are widely utilized in English foreign language classrooms.

## MATERIALS AND METHODS

A large merit of utilizing the sources of videos is that they supply with authentic and original input. As a matter of fact a number of video materials, such as a wide range of funny cartoons for numerous young language learners; distinctive films for adolescence; colourful TV programs, video lessons` clips, especially, for fascinating songs in English which is provided for specific objective by native ones, of course. It is undeniably true that numerous videos can be utilized in variety of instructional as well as educating settings—in classroom, as a peculiar way of representing content what will be beneficial to reach positive consequences in both processes of acquiring and teaching English as a foreign language. Sherman (2002) represents a convincing disagreement for incorporating video materials into language classrooms which is very authentic. Furthermore, according to Sherman, she supplies various types of practical classroom activities, namely depicting how to utilize video to bring real world language along with influential culture into the classroom in modern, engaging within productive techniques or ways [3].

It is known that colourful videos enhance verbal comprehension, promote student interaction and make a conversation with other classmates,

stimulate cross cultural conscious and are adjustable for utilizing with students at any English language proficiency grade. Therefore, it will be much more efficacious educating English as a foreign language utilizing videos in lessons. It is undoubtedly true that numerous videos increase listening skills perfectly. Owing to the fact that the design of listening procedures is an essential focus, which includes choosing the content of the video or a variety of audio recording and dividing it into sections for performing in stages to language learners. [4] with the advent of advanced technologies, it can be very perceptible in almost all the spheres. Technology integration which has gone through up-to-date modernizations, innovations, as well transformed current societies that has completely altered the way people consider, live, work as well. Whilst the purpose of Information and Communication technology integration is to surge and develop the quality, cost-efficiency and accessibility of the delivery of explanation to students, it also refers to benefits from networking the acquiring societies to come across the difficulties of contemporary globalization[5].

Initial researches proved that the usage of Information and Communication technology in the process of teaching will be thoroughly helpful to enhance the process of learning, besides, maximizes the skills of students in active acquiring successfully. Occasionally most of teachers should be concentrated on the content, language along with production in order to see the aims of the process of learning. As an excellent example of them, several certain conditions need a material where the average is "transferable to real life situations, that students are bound to face" [6].

## DISCUSSION

The consolidation of Information and Communication technology in classroom is getting more significant as it supports student in improving their collaborative acquiring capabilities and improving transversal capacities that stimulate social abilities, problem solving, responsibility, self-esteem and self-reliance as well as the skill for reflection and initiative. It is obvious that the whole these very elements are core values that students require to reach in an optimistic learning/teaching environment [7]. In an identical manner, the authority of Uzbekistan has accomplished the integration of Information and Communication technology in the processes of educating and learning. Apart from them,



around every teacher of foreign languages utilizes Information and Communication technology in educating.

When teachers bring a variety of video materials into their English classrooms, students can learn directly without any artificial sources, a great amount of cultural background information along with emotive attitudes upon the learning materials[8]. For this crucial reason, most of them could employ their independence in acquiring language along with they will be promoted for learning foreign languages. whereas watching the video materials, especially, language learners, for example, students can put themselves in the vivid environment created by the video materials, besides, comprehend the pragmatics of the language used by the characters. By comparison with previous English educating which is named traditional one, such kinds of educating manner as utilizing videos during the lessons. Owing to the fact that they make a lesson the student-centred. It is clear that a large number of video materials like different types of films and cartoons which are based on specific purpose so as to help many language learners maximally; video clips which are of great support to widen students horizon significantly. That is to say that by this way students understand deeply another cultural attitude towards others. Moreover, colourful video materials, which are related to the academic ones, portray the students how mankind behave in the culture whose language they are acquiring by bringing into the classroom a variety of communicative conditions. Therefore, they will not acquire merely the target language, but also the culture of it.

## RESULT

As a result, the vast majority of educators or language teachers who are thoroughly influential because of the success of video materials in teaching process. Watching different videos in class should not just be passive activities. What is more, depicting video should not just be illustration as well as wasting time. The tasks in which the teacher should include the students ought to involve the most pivotal skills which are both productive and receptive ones. It is undoubtedly true that through utilizing the videotaped segments, the key consideration is on enhancing the language learners' fluency, certainly, in language acquisition process in a continuous day-to-day interaction with native ones. For this substantial reason, if teachers or any teachers want to implement their lessons

perfectly, they should have a creative idea what is the objective of taping the video, how beneficial to increase the students' interests or promoting their creativity. So as to integrate the whole four rudimentary abilities, it should be obvious tasks according to the selected video which will improve student's all four capabilities. Overall, one of the most efficacious productive skills which is called speaking, an overwhelming majority of language teachers could establish three ambitious goals for their educating within video materials. Initially, a basic goal should be to ease the improvement of English foreign language learners' skills of language as well as particularly, their speaking and listening skills. It should be stated that video materials provide the aids of visuality for the different listening materials that English foreign language learners who are exposed to videos may supply much more information for listeners along with they can maintain them concentration focused on the aural source. Video is a reliable acquiring means widely available in the educational institutions. Video supports the students to comprehend the explanation more than utilize a textbook as "Video leads language in the context of life in the settings of reality to the classroom"[9].

A professional teacher is a professional manager. To manage class he or she has to utilize distinctive strategies or techniques of interaction, for instance, the usage of authentic material to developing her or his students as the usage of video techniques in classroom to improve students listening and speaking skills maximally. Furthermore, teacher can consolidate also receptive skill as well. That is to say that the skills of writing, namely watching the video the student can enhance their critical and logical thinking capabilities along with writing capacities will be wider than before.

## CONCLUSION

Taking everything into account it can be concluded that if any teachers who are thoroughly skilful and experienced at teaching process not only with their own spheres, but also other academic spheres, especially, utilizing innovative technologies and video materials appropriately and pedantically. In that case, it should be restated that it will be extremely helpful and encouraged or stimulated if educator of English uses a great number of strategy or technique of educating to make his or her teaching fascinating as well as fun. Video techniques possess a great essence in the



educating process. Utilizing that method assists the teacher to explain or instruct the lessons much more informative and productive, interesting as well. As a consequence, it will portray that both students and teachers can be covered up creative ways to incorporate a variety of video materials in various classroom activities to enlarge acquiring results and supply a positive classroom atmosphere what is not less important in educating English as a foreign language. Finally, it should be noted that video can come in handy with motivating the language learners' listening, reading, writing and speaking comprehensions perceptibly. Apart from them, it can help attentiveness, motivation and critical thinking. The correlation between the classroom and real world inspire students to comprehend deeply the relationship between practicing and learning. Video which is highly accepted as more comprehensible and more powerful rather than other means of media for the second as well as foreign language students.

9. Brink D. T. "MLI-Computer Corner". London-1985, *The Modern Language Journal*, Number 69, pages-145-148.

## REFERENCES

1. Decree of the President of the Republic of Uzbekistan "On measures for the further improvement of the higher education system" which was dated April 20, 2017, PQ-2909 adopted the the resolution .
2. G. V. Rogova "Methods of teaching English". Leningrad "Prosvesheniy", 1975, p-116-119.
3. Sherman J. "Using authentic video in the language classroom". Ernst Klett Sprachen, London- 2002, Cambridge. Pages-400-410.
4. Jeremy Harmer "The Practice of English Language teaching". London -Longman, 1994, pages-45-48.
5. Albrint A "Teachers attitudes toward information and communication technologies: The case of Syrian EFL teachers. Computers & Education". England-2006, pages-455-435.
6. Campbell A. P "Using Live Journal for Authentic Communication in EFL Classes". *The Internet TESL Journal* 10(9), retrieved, Novemeber-18, pages-155-200.
7. Finger G, Trinidad S "ICTS for learning: an overview of systematic initiatives in the Australian states and territories". *Australian Educational Computing*-2002. 17(2), pages-3-14.
8. Jorge C. M., Gutierrez E. R, Garcia E. G, Jorge M. C. A & Diaz M. B. "Use of ICTs and the perception of e-learning among university students: A differential perspective according to gender and degree year group". *Interactive Educational Multimedia*, 7, pages-13-25.