THE MAIN CHARACTERISTICS OF VIDEO MATERIALS TO DEVELOP STUDENTS' SPOKEN PRODUCTION

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Annotation: This article deals with audiovisual teaching aids in general and video materials in particular. Particular attention is paid to the advantages and disadvantages of their use in the learning process. It also provides several classifications of audiovisual teaching aids, specifies the place of video materials in the classifications below.

Annotatsiya: Ushbu maqolada audiovisual o'qitish vositalari va xususan video materiallar haqida gap boradi. Ulardan o'quv jarayonida foydalanishning afzalliklari va kamchiliklariga alohida e'tibor beriladi.

Аннотация: В данной статье рассматриваются аудиовизуальные средства обучения в целом и видеоматериалы в частности. Особое внимание уделено преимуществам и недостаткам их использования в учебном процессе. Также приводится несколько классификаций аудиовизуальных средств обучения, уточняется место видеоматериалов в приведенных ниже классификациях.

Key words: foreign language, audiovisual teaching aids, video materials, communicative competence, classification of audiovisual teaching aids, learning cone.

Tayanch so'zlar: chet tili, audiovisual o'qitish vositalari, videomateriallar, kommunikativ kompetensiya, audiovisual o'qitish vositalarining tasnifi, o'quv konusi.

Ключевые слова: иностранный язык, аудиовизуальные средства обучения, видеоматериалы, коммуникативная компетенция, классификация аудиовизуальных средств обучения, конус обучения.

Learning aids play a key role in teaching foreign languages, but they can have both positive and negative impact on foreign language teaching as teachers often either abuse or use them incorrectly. So, for example, video is often used by the teacher as a means of control, and not as an effective teaching tool. Learning aids can reinforce spoken and written words with specific images and thus provide rich, easy-to-read images that are the foundation of learning. Their interconnected use contributes to increasing the effectiveness of training.

In order to highlight the advantages of using various teaching aids, the teacher must know the types of teaching aids, their role in the process of teaching and learning a foreign language, as well as methods for evaluating them. Learning aids complement teacher learning, rather than taking its place. Separately, they cannot realize the tasks of learning, and the teacher remains the backbone of the entire educational process.

Using teaching aids, the teacher must first clearly define the subject and objectives of training, and only then select the appropriate material. We can distinguish the following advantages of using various audiovisual teaching aids, which include video materials, with their effective use:

- contribute to increasing the interest and motivation of students, help to involve them in the educational process;

- the use of audiovisual means leads to an increase in vocabulary, helps in explaining some concepts, which, in turn, leads to successful learning;

- video provides a clear picture. So the acquired material may not be understood by students in the absence of a visual image, display. The teacher must take into account the needs of all students and select different teaching methods. In achieving this goal, the use of audiovisual teaching aids and video in particular helps;

– contribute to productive learning;

– make the learning process continuous;

– provide a better understanding and perception of the material;

– contribute to continuous mental activity in the learning process;

– the use of video helps to create a positive atmosphere during the session, so that they can freely discuss various topics with each other while watching the video or listening;

– help to overcome language barriers. Now consider several classifications of teaching aids.

In a broad sense, all technical teaching aids can be divided into three groups:

– projector (projected aids) and non-projector (non-projected aids);

– audio (radio, audio recordings, player, etc.), visual (pictures, diagrams, diagrams, photographs, posters, maps, graphs, etc.), audiovisual (sound film, film projector, television, video broadcasts, LCD projector);

– hardware and software.

Since video materials belong to the subgroup of audiovisual teaching aids, we will dwell on it in more detail. Audiovisual teaching aids are effective and include stimulating material, they help students to master a foreign language (in our case, English) and teachers to teach it. There are many definitions of audiovisual teaching aids. So, for example, according to the "New Dictionary of Methodological Terms and Concepts" by E.G. Azimov and A.N. Shchukin, these include "film, television and filmstrips with sound", which "are an effective source of improving the quality of education due to the brightness, expressiveness and informative value of visual and auditory images that recreate situations of communication and the surrounding reality" [1, p. 22]. According to Edgar Dale, "audiovisual learning tools are those tools that help to communicate between people or groups of people in various learning situations" [3, p.534].

In the "Pedagogical Dictionary" K. Goode gives the following definition of audiovisual teaching aids - "these are the means by which you can stimulate the learning process through the auditory and visual channels at the same time" [4, p.18]. Thus, audiovisual learning tools include, but are not limited to, audio and visual materials used by the teacher to stimulate the learning process and create a more relaxed atmosphere in the classroom, and also help develop skills in four types of speech activity: listening, reading, speaking and writing. Researchers distinguish several classifications of audiovisual teaching aids.

Let's consider some of them. The most common is the following classification:

1) projector (overhead projector, slides, filmstrips, films);

2) non-projector (books, texts, magazines, handouts, study guide, chalk and blackboard, charts and graphics);

3) electronic materials (video, computers, internet, audio, radio).

In the New Dictionary of Methodological Terms and Concepts, audiovisual teaching aids are divided into visual (visual) aids (videograms) - drawings, tables, diagrams, reproductions of paintings, banners, filmstrips, transparencies; auditory (auditory) teaching aids (phonograms) - gramophone records, tape recordings, radio broadcasts; proper audiovisual (visual-auditory) means (video phonograms) - film, television and filmstrips with sound, computer programs [1, p.22]. Also of note is Edgar Dale's schematic cone of learning. E. Dale, who is considered the founder of research in the field of learning theories and the use of audiovisual materials in education, in his book "Audio-visual methods in teaching" proposed the so-called "cone of experience", which focuses on visual learning. In his work, Dale expanded on the idea of J. Dewey about the continuity of learning through experience. This diagram represents the sequence of learning experiences from the concrete to the abstract. Later, he added three ways of learning to the scheme: learning in the process of activity (Learning by doing), learning through observation (Learning through observation), learning through symbols (Learning through abstractions). At the top of the cone we see verbal symbols, i.e. words followed by visual symbols and together they provide learning through symbols. At the base of the cone is purposeful experience, which is part of the learning-by-doing group, which also includes imitation of real experience and acting out situations. At the center of the cone is a group of tools representing learning through observation. It includes: a visual demonstration, a study tour, visiting an exhibition, watching educational programs, watching feature films, as well as listening to audio recordings [3, p.534].

Some teachers may experience limitations when planning a lesson using audiovisual teaching aids or, for example, video materials (their availability), while others have problems during their direct use in class (some technical problems).

So, T. Gordon identified several problems that can complicate the learning process. She paid special attention to two problems: the reliability and availability of audiovisual teaching aids. First, hardware or software can break down during class, which can lead

to loss of interest on the part of students, embarrassment on the part of the teacher, and loss of valuable time. In this regard, it is recommended to have an additional lesson plan without the use of audiovisual teaching aids, which will help to avoid a stressful situation and continue the lesson. Secondly, integration problems may arise, for example, video materials, due to their unavailability or lack of necessary equipment for some reason [4,p.179-181]. In any case, the advantages of using video materials, as with other audiovisual teaching aids, outweigh the disadvantages and problems that may arise during the lesson and in its preparation. Next, we will focus on video materials as a learning tool. Like other teaching aids, they are widely used in the teaching of foreign languages. Video materials are used in the formation of foreign language communicative competence to motivate to learn a foreign language through the context, to study the culture of the country of the language being studied, including non-verbal information, as well as to encourage discussion of any material.

To make lessons with video materials more effective, it is recommended to watch the video and complete tasks on it in parts, fragments, and not work with the whole video, because after 6-10 minutes of watching, attention begins to dissipate, concentration is lost. It is also important, before starting to work with video materials, to clearly identify the goals of viewing in order to focus students on the content of the video and provide them with an assignment or set of exercises before, during and after viewing. So pre-viewing exercises are aimed at activating background knowledge, which contributes to a better understanding and assimilation of information in a foreign language. Post-viewing exercises focus on the content and language of the video, and may include questions on content, interpretation, summarization, discussion, and role-playing.

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