

Chet tilini autentik materiallar orqali o'rganish

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Annatatsiya. Ushbu maqolada ingliz tilini chet tili sifatida o'rgatishda videomateriallardan foydalanishning ayrim jihatlari ko'rib chiqiladi. Amaliy mashg'ulotlarning har bir bosqichida talabalar tomonidan chet tilidagi nutqni muvaffaqiyatli idrok etishni ta'minlaydigan muhim vazifalar majmuasi mavjud bo'lib, bu ularning chet tilini o'rganishga bo'lgan motivatsiyasini oshiradi. Video material qiziqish uyg'otadi, namuna bo'lib, o'rganilayotgan tilning lingvistik va madaniy xususiyatlari to'g'risida talabalarning bilimlarini kengaytiradi, shuningdek, keyingi muhokama uchun samarali material beradi. Chet tilini o'rgatishda videofilmlardan foydalanish o'qituvchi va o'quvchilarga til va xorijiy madaniyatni o'zlashtirishda katta imkoniyatlar ochadi. Video resurslar audio va bosma ma'lumotlardan ustun turadi.

Kalit so'zlar: video materiallar, muhokama, trening, idrok, motivatsiya, topshiriqlat, chet ellik talabalar

Teaching a foreign language using authentic materials

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Annotation. The article deals with some aspect of using video in teaching English as a foreign language. At each stage of practice there's a variety of tasks, ensuring the successful perception of foreign speech by students that increase their motivation to learn a foreign language. Video material stimulates interest, is a role model, expands students' knowledge of the linguistic and cultural features of the language being studied, and also provides effective material for the subsequent discussion. Using video in teaching a foreign language opens up ample opportunities for the teacher and students in mastering the language and foreign culture. Video resources have an advantage over audio and printed information.

Key words: video materials, discussion, training, perception, motivation, assignments, foreign students.

Обучение иностранному языку с помощью аутентичных материалов

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Аннотация. В данной статье рассматриваются некоторые аспекты использования видео материалов в обучении английскому языку как иностранному. На каждом этапе

практического обучения имеется значительный набор заданий, обеспечивающих успешное восприятие иноязычной речи студентами, что повышает их мотивацию к изучению иностранного языка. Видео материал стимулируют интерес, является образцом для подражания, расширяет познания учащихся о лингвострановедческих особенностях изучаемого языка, а также предоставляет эффективный материал для последующей дискуссии. Использование видео в обучении иностранному языку открывает широкие возможности для преподавателя и обучающихся в овладении языком и иноязычной культурой. Видео ресурсы имеют преимущество перед аудио и печатной информацией.

Ключевые слова: видео материалы, дискуссия, обучение, восприятие, мотивация, задания, иностранные студенты

Authentic materials provide real-life examples of language used in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives. There are some positive characteristics of using video in the process of learning foreign languages: the class does not require dimming, and therefore, the contact of teacher with learners is continuous; video provides the possibility of using different modes of operation, e.g. freeze frame, using only video track (with audio track turned off) etc.; videos can easily be used for different types of work: individual, pair, group, collective; video equipment allows to split movie into desired number of clips, depending on the objectives of individual needs and characteristics of learners to continue working with each clip separately.

The ideas of our work are based on an interdisciplinary approach that focuses on the integration of knowledge and achievements of different sciences. The basic methodological ideas and synergistic approaches promoted integrated knowledge of the control laws, theoretical synthesis of the optimal models of technologization of pedagogical leadership and cognitive processes. Audiovisual technologies are based on systemic, synergetic, personality-oriented, integrated and technological approaches. A systematic approach means considering audiovisual technologies as systems of actions, a student's personality as a system of components of personality sphere etc. A synergetic approach allows the consideration of the education process as nonlinear and self-developing. Personal orientation of audiovisual technology means that the teacher has to take into account students' individual characteristics. The integrated approach allows presentation of audiovisual technology as an integration of studying and teaching forms, activities, methods, tutorials, forms of educational information content and representation. The technological approach means the representation of an educational process as a sequence of pedagogical operations defined by education process logic

When teaching the perception of speech by ear, it is necessary, first of all, to develop aural skills and speech hearing with the support of native speakers. And in this case, it is the authentic audio video texts that allow the students to hear the speech of the native speakers, which reflects the living reality, the peculiarities of the national culture.

The simplest form of control is the task of specifying correct and incorrect statements, choosing one correct variant from several proposed. This form of control is the quickest way to test understanding when developing listening skills; however, it does not develop the ability to speak. Answers to the questions asked before the survey allows you to organize a conversation on the content of the scanned fragment, and at a more advanced stage – the discussion, especially when the questions are of a problem nature (Allan, 1983).

Arrangement of frames in the order of their appearance in the film allows not only check the attention of students, but they give support for oral utterances. Personnel illustrate the development of the plot and serve as a good basis for retelling. A more complicated task can be given to justify the choice, why one frame does not precede another. An even more complicated version is a method of introducing "jamming". When among the frames of this video fragment there is a frame from the

"alien" film. Students are asked to explain why this shot could not be part of the video they watched.

The video serves as a good dynamic visibility for the practice of speaking in another language and creating situations of such communication in the classroom. Students dramatize the dialogue heard from the screen, playing it by roles. Here it is possible not only to accurately reproduce what has been heard and seen, but also to re-think the text, its new interpretation. Such a task can be more feasible than sounding or duplicating a film in your native language. If the student's level of knowledge allows correctly and accurately reproduce the scripted text, speaking on behalf of the video's heroes when viewed with the sound turned off, then such an exercise can cause both great interest on the part of the students and also have a big impact on increasing the level of their language competence (Elukhina, 1987).

Video courses. A video course represents a single whole including the tasks and educational problems, created by authors of the video course. The teacher has to follow the structure of educational processes offered by the authors of a video course. A video course is a developed technology aimed at realization of certain goals.

Video films. Use of video films promotes realization of the requirement of a communicative technique to present the process of language-mastering by comprehension of live culture speaking another language; an individualization of training and development of motivation of speech activity of students. Another advantage of video films is their emotional influence on students. Therefore, special attention should be given to the process of formation of the personal relation to the materials used in training process. It is the main objective of the personality focused training paradigm. Successful achievement of this purpose is possible firstly at regular display of video films, and secondly, at their methodically organized demonstration. The use of video films helps to develop various kinds of student's activity, and also their attention and memory.

The ideas of our work are based on an interdisciplinary approach that focuses on the integration of knowledge and achievements of different sciences. The basic methodological ideas and synergistic approaches promoted integrated knowledge of the control laws, theoretical synthesis of the optimal models of technologization of pedagogical leadership and cognitive processes. Audiovisual technologies are based on systemic, synergetic, personality-oriented, integrated and technological approaches. A systematic approach means considering audiovisual technologies as systems of actions, a student's personality as a system of components of personality sphere etc. (Gal'skova & Gez, 2004). A synergetic approach allows the consideration of the education process as nonlinear and self-developing. Personal orientation of audiovisual technology means that the teacher has to take into account students' individual characteristics. The integrated approach allows presentation of audiovisual technology as an integration of studying and teaching forms, activities, methods, tutorials, forms of educational information content and representation.

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In conclusion, our study is probably a first example of the audiovisual technologies application as a system to teach foreign language in high school. Compared to the control group who were exposed to a passive learning process (i.e., study materials only), the amount of knowledge acquired

was shown to be significantly higher in the residents who participated in the active learning based on audiovisual technologies. The residents were also satisfied with both the content and format of the training techniques. Overall, this study demonstrates that the audiovisual technologies can contribute to the effective teaching of a foreign language, as part of a high school base humanitarian education program.

We briefly discussed the problem of using video in training process. Successively, we focused our attention on different types and forms of video information: video films, video information and self-made video. Moreover, this study allowed us to underline the main features of different types of video used in foreign language training process. The experience of teaching with video meets expectations and clearly confirms the application and the use of video in education. Our goal for the future is greater use and further development of audiovisual technologies in foreign language training. Further development of the humanistic environment and its effective co- existence with existing traditional tutorials requires different approaches and collaboration. Our past experiences and current trends in audiovisual technologies clearly determine and will determine our future directions and activities in this area. The current situation in foreign language teaching should prompt us to conduct more researches on audiovisual technologies, developing new algorithms and tasks to increase the effectiveness of foreign language teaching (Gez, 1981).

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