PEDAGOGIKA

UDK:327.881.111.1 **DOI: 10.56292/SJFSU/vol29_iss2/a25**

TALABALAR KOMMUNIKATIV KOMPETENTSIYANI TAKOMILLASHTIRISH VIDEOMATERIALLARI

ВИДЕОМАТЕРИАЛЫ СОВЕРШЕНСТВОВАНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ

VIDEOMATERIALS IN DEVELOPING COMMUNICATIVE COMPETENCE OF STUDENTS

Djalilova Nilufar Dilshodovna[1]

[1]**Djalilova Nilufar Dilshodovna** – Tashkent Pediatric Medical Institute, teacher

Annotatsiya

Darsda videofilmlardan foydalanish talabalarning kommunikativ kompetensiyasini takomillashtirishda juda samaralidir. Tadqiqot maqsadi talabalarning kommunikativ kompetentsiyasini rivojlantirishda autentik video materiallardan foydalanish masalalarini tahlil qilishdir. Tadqiqot davomida analiz, sintez, deduksiya va boshqa nazariy tadqiqot usullardan foydalanildi. Dars davomida ingliz tili o'rganishda autentik filmlarni tomosha qilish orqali talabalarning kommunikativ kompetentsiyasini (gapirish va tinglash) rivojlantirishida samara beradi. Videomateriallardan foydalanish o'quv jarayonini rivojlantirishga yordam beradi. Bu bo'lajak mutaxassislarning kasbiy malakasini shakllantirishda foydali bo'ladi.

Аннотация

Использование видео на уроке очень эффективно в формировании коммуникативной компетенции учащихся. Цель исследования - проанализировать вопросы использования аутентичных видеоматериалов в развитии коммуникативной компетенции студентов. Применялись такие методы научного исследования, как анализ, синтез, дедукция и другие теоретические методы исследования. Исследовательская работа включает в себя развитие коммуникативной компетенции студентов (говорение и аудирование) посредством просмотра аутентичных фильмов. Использование видеоматериала способствует развитию учебного процесса. Это будет полезно в формировании профессиональной компетентности будущих специалистов.

Abstract

The use of video in the classroom is very effective in the formation of communicative competence of students. The purpose of the study is to analyse the issues of using authentic video materials in developing students' communicative competence. The methods of scientific research as analysis, synthesis, deduction and other theoretical research methods were applied. The research work comprises the developing students' communicative competence (speaking skills and listening skills) through watching authentic films. Using video material facilitates for developing of learning process. It will be helpful in formation of professional competence of future specialists.

Kalit so'zlar: *videomateriallar, kommunikativ kompetentsiya, autentik material, chet tillarini bilish, chet tilini o'rgatish, zamonaviy texnologiyalar, o'zlashtirish ko'nikmalari, o'qitish metodikasi, chet tilidagi muloqot.*

Ключевые слова: *видеоматериалы, коммуникативная компетенция, аутентичный материал, владение иностранными языками, обучение иностранному языку, современные технологии, методы обучения, иноязычное общение.*

Key words: *video materials, communicative competence, authentic material, acquiring foreign languages, foreign language teaching, modern technologies, methods of teaching, foreign language communication.*

INTRODUCTION

Practical knowledge of a foreign language has become a need every educated person in connection with the requirements of society. A foreign language has a beneficial effect on the general level culture of people, promotes the development of communication.

The formation of communicative competence is the main goal of teaching a foreign language. Using videos associated to the learning process in the English classroom also contributes to the formation and developing of communicative competence.

According to UNESCO, a person remembers 12% of what he hears and 25% of what he sees, and with audiovisual perception, up to 65% of information is absorbed. Therefore, the involvement of all the senses leads to an exceptional increase in the degree of assimilation of the material compared to traditional methods [5]. Every teacher knows how to bring a lesson to life using video. Using video materials is the most intensive form of training. So, what is video materials?

Educational video materials (training video) is a modern, effective form of presentation of educational content, indispensable in the context of e-learning (with full-time, blended or distance

education). Training videos are a collection of training videos that correspond to the lecture and practical course and allow you to organize various forms of training work in an interactive format.

Video materials not only present students with live speech native speakers, but they also immerse them in a situation in which they get acquainted with the language of facial expressions and gestures, the style of relationships and the realities of the country of the language being studied. Additionally, using videos allows to tasks for understanding, give students tasks for the interpretation of facial expressions and gestures ("body language"), to recognize the style of relationships, etc. so that in a real situation students did not make gross mistakes when communicating with representatives of the country of the language being studied.

Using videos in the lesson presents the language in a living context. It connects the lesson with the real world and shows the language in action. It is a way of enriching teacher's existing arsenal materials. Video can help overcome cultural language learning barrier among other things.

The advantages of using video materials are the following:

- They bring brightness and entertainment, which allows you to attract the attention of students;
- Visibility and broadening of horizons: the ability to show what does not fit into the format of the lesson in the classroom;
- The development of universal "soft" skills that will be useful to learners in everyday life (the ability to look and listen at the same time, to concentrate on a specific educational task, to develop mindfulness.

MATERIALS AND METHODS

Various scientists investigated the current topic in their research works. As Professor T. Gordon in his "Pedagogical Dictionary" gives the following definition of the concept of 'video materials' - "these are the means by which you can stimulate the learning process through the auditory and visual channels at the same time" [5, p. 18], i.e. video materials consist of visual and audio components.

According to I. M. Andreasyan, the use of video materials in a foreign language lesson has a rather strong response and impact on the emotional background of students, and also influences the formation of a student's personal attitude to what he sees on the screen [1, p. 19].

N.P. Kamenetskaya, M.V. Myatova [4], L.P. Petrova, J. Halliday [6] believe that the use of video materials in the process of teaching foreign languages can significantly increase the effectiveness of a teacher's teaching activity, since video materials represent they are samples of authentic language communication. They create an atmosphere of real language communication, make the process of mastering foreign language material more lively, interesting, problematic, convincing and emotional, which contributes to the development of intercultural communication skills.

Arina T. A. notes the importance of authentic video materials that involve students in foreign language communication. The researcher draws attention to the fact that in order to teach a foreign language through a video plot successfully, it is necessary to match the topic of the lesson, the requirements of the work program and the level of knowledge and skills of students [5].

RESULTS AND DISCUSSION

Improving the effectiveness of teaching English is due to the skillful combination of various teaching methods and techniques. The use of some techniques from the technology of critical thinking in the educational process allows teachers to engage students in interactive activities in English lessons, to develop their creative potential so that they can apply their knowledge in later life and easily adapt to the outside world. The formation and development of the communicative competence of students is of great significance in the modern methodology of teaching a foreign language. It is very difficult to form a foreign language competence without being in the country of the language being studied. Therefore, the teacher faces the task of finding new forms and methods of teaching, new types of visualization that optimize educational activities. Currently, the use of video materials in the learning process foreign language has become widespread. The teacher uses video materials in a foreign language lesson: while explaining a new topic; to consolidate the studied material; to control the learning process and for revising, generalization, systematization of language material.

While working with any video material, we divided it into 3 stages:

Pre-	While	Post
Before the watching video. In this stage we introduce students to the emotional and semantic atmosphere of the film, creating motivation for watching it For this, the following exercises can be used: teacher tells about the video and the problems raised by him; students' guess what will video be about.	During viewing (checking students' understanding of the content, the theme of the film, activating the students' verbal and cogitative activity. Types of exercises: freeze frame (stopping the film); "silent viewing" (showing part of the film without sound, students must guess what the characters are talking about); guessing further course of events; task "to complete the script".	After watching the video (organization of the speech creative activity of students). There are types of exercises: discussion of the video as a whole; exercise to restore the missed replica of the dialogue from the video, to answer the questions according to the gist etc.

The use of video support in the classroom improves the quality of knowledge, as it allows you to use the following types of communication activities: listening, speaking, reading and writing (when doing exercises). The use of video is justified psychologically: it is through the organs of sight and hearing that a person receives the bulk of information about the world around him. This moment, we can mention the significance of the proverb “It is better to see once than hear a hundred times”.

It should be noted that the use of a video film in a lesson is not only the use of 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. While watching in the audience, there is an atmosphere of joint cognitive activity.

Using video materials in foreign language lessons is a strong incentive to learn foreign languages. Students get the opportunity to apply and expand their knowledge on unfamiliar authentic material. When students realize that they are able to understand a foreign language authentic speech, their self-esteem and motivation to study the subject increase. It is also important to note that video is a very important technique for improving the quality of students' knowledge and encourages them to apply their knowledge in practice.

During the research, we tried to analyse using video materials in teaching English to future doctors, formation of students’ communicative competence in the period of mastering the language. Undoubtedly, the formation of professional foreign language communicative competence is to form the ability and readiness of medical students to carry out interpersonal and professional communication with native speakers in the professional sphere.

Using video in a foreign language lesson opens up a number of unique opportunities for teachers and students in terms of mastering not only the language, but also foreign culture. Unlike audio or printed text, which, of course, can have a high informative, educational, educational and developmental value, video text has the advantage that, in addition to the content side of communication, it also contains visual information. The visual range allows learners to better understand and consolidate both information and linguistic features of speech in a specific context. Finally, the visual support of the foreign-language sound range sounding from the screen helps to more complete and accurate understanding of its meaning. This form of learning activity not only activates the attention and memory of students, broadens their horizons, but also contributes to the development and improvement of listening and speaking skills.

The video method belongs to the group of visual methods. It includes teaching and educating functions, which is due to the high efficiency of the impact of visual images. Information presented in a visual form is the most accessible for perception, assimilated easier and faster. In addition, the use of video in the classroom helps to meet the needs, desires and interests of students.

When using the visual method (demonstration of video material), a number of conditions must be observed:

Firstly, the video material used must correspond to the level of knowledge of students. Visibility should be used in moderation and should be shown gradually and only at the appropriate moment of the lesson;

Secondly, observation should be organized in such a way that all students can clearly see the video material being shown;

Thirdly, think through the explanations given in detail during the demonstration of the video material;

Finally, video material you demonstrate should be exactly consistent with the educational material and correspond to the topic being studied.

CONCLUSION

The use of video in English lessons today is an integral part of the learning process stimulating the developing of students' communicative competence. Its usage contributes not only increasing interest in learning a language, but also broaden one's horizons students. Watching videos, associated to authentic material is more comfortable and enjoyable as it contributes to better assimilation and memorization of the material.

To sum up we can consider that using videos in the process of teaching foreign languages helps to solve many tasks:

1. While working on a video clip, you can use all four types of communication activities: listening, speaking, reading and writing. Viewing authentic video materials helps to create speech samples that serve as a reference for speech activity and, thus, contribute to the development of speaking skills. The focus is on listening comprehension, the most difficult aspect in learning a foreign language.

2. The use of video in English lessons allows students to develop language conjecture and broaden their horizons.

3. Video serves as an incentive to learn foreign languages. Students get the opportunity to apply and expand their knowledge on unfamiliar authentic material. When students realize that they are able to understand a foreign language authentic speech, their self-esteem and motivation to study the subject increase.

4. The use of video materials in the classroom increases the activity of students. While working with video, learners get a lot of useful information that is very helpful during subsequent work at the post-demonstration stage. Video support creates conditions for independent work of students.

Formation and developing communicative competence of students is a complicated process. Using video materials stimulates its mechanism of work.

In conclusion, I want to emphasize that educational video resources open up wide opportunities for active work in the speech skills forming process and abilities of students and make the educational process of mastering a foreign language attractive to students. Teacher should organize interactive lesson in order to stimulate students' speaking and listening skills, to create English atmosphere using videomaterials and innovative technologies. The use of video materials improves the quality of learning in foreign language lessons, allows students to visualize the life, traditions, and language realities of English-speaking countries and develops students' speech activity.

REFERENCES

1. Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. C. Richards and R. W. Schmidt (Eds), Language and Communication, (pp. 2–27). London: Longman.(//Kommunikativ kompetentsiyadan kommunikativ til pedagogikasigacha//От коммуникативной компетенции к коммуникативной языковой педагогике)

2. Djalilova, N., Akhmedova, A., (2020). From the Experience of Applying Innovative Technologies in Teaching Speaking Skills of Medical Students at the English Language Lessons // Bulletin of Science and Practice, №4.422-427.(//Ingliz tili darslarida tibbiyot oliygohi talabalariga gapirish ko'nikmalarini o'qitishda innovative texnologiyalardan foydalanish//Из истории применения инновационных технологий в обучении говорению студентов медиков на уроке английского языка)

3. Timoshenko, A. S. The use of video materials in foreign language lessons / A. S. Timoshenko. - Text: direct // Young scientist. - 2020. - No. 26 (316). - S. 317-319. (//Chet til darslarida videomateriallardan foydalanish//Использование видеоматериалов на уроке иностранного языка)

4. Зимняя И.А., И.А.Мазаева, М.Д. Лаптева. Коммуникативная компетентность, речевая деятельность, вербальное общение.Москва, 2020. (//Kommunikativ kompetentlik, nutq faoliyati, verbal muloqot// Communicative competence, speech activity, verbal communication)

6. Ларина Т. А. Использование аутентичного видео материала в обучении иностранному языку// Современное гуманитарное научное знание: мульти дисциплинарный подход. Материалы Международной научно-практической конференции. 2019. С. 85 - 88. (///Chet til o‘qitishda autentik videomaterialdan foydalanish// Using authentic video materials in teaching foreign language)

5. Нецветаева В. О. Использование видеоматериалов при дистанционном проведении занятий по иностранному языку в вузе // Вестник педагогических наук, 2021, №2. С. 96-98. (///Oliy o‘quv yurtida masofaviy ta’limda videomateriallardan foydalanish//Using video materials in teaching foreign language in distance learning at universities)

6. Пассов Е.И.Коммуникативный метод обучения иноязычному говорению. М.:Просвещение, 1991, 128 с. (// Chet til o‘qitishda kommunikativ metod// Communicative approach of teaching foreign language speaking)

7. Томин В.В., Бочкарева Т.С., Формирование иноязычной компетенции студентов в информационном поле кросс культурного взаимодействия. Современные исследования социальных проблем. ЭНЖ. №6. 2015.(Madaniyatlararo aloqalarda chet til o‘rganish kompetentsiaysining shakllanishi// Formation of foreign language competence in cross-cultural interactions)

8. https://scipress.ru/pedagogy/articles/k-voprosu-ob-ispolzovanii-video-materialov-na-zanyatiyakh-po-inostrannomu-yazyku-v-vuze.html

9. https://nitforyou.com/tipologiauchvideo/