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## HOW TO USE OF VIDEO FILMS IN THE CLASSROOM

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### ABSTRACT

*The need of increasing interest in the subject and to broaden horizons of learners, we use video films in teaching foreign languages. While watching videos in a foreign language, students make a conversation and hot discussions over the film. Additionally, they listen to the speech of native speakers and learn the history, culture, and geography of the country as well.*

**KEYWORDS:** *Motivation, Video Material, Subtitles, Listening Skills*

### INTRODUCTION

One of the main tasks of teaching a foreign language is the development of students' speaking skills. Mastering this type of activity is associated with great difficulties due to the complexity of the very process of generating a speech utterance. To create motivation for communication in a foreign language in educational conditions, it is necessary to use the situation, and need them to speak. In order to increase interest in the subject, as well as broaden horizons, it is advisable to show video films. In the process of watching videos in a foreign language, such conditions are created when students are encouraged to make a conversation and a discussion.

In addition, they listen to the speech of a native speaker and learn with the history, culture, and geography of the country. Taking into account the duration of a feature film, which is an average of 1.5 hours, the enormous language material, the difficulty of understanding its form and content, the use of the entire feature film is ineffective.

### MATERIALS AND METHODS

It is more productive to work with passages containing dialogues and monologues as models of speech-behavioral acts.

➤ the use of subtitles in different languages;

- combination of languages using sound and subtitles;
- instant access to any fragment of the film;
- slowing down the pace of video and audio playback;
- acceleration of the pace of video and audio playback.

It should be noted that the use of a video film in the lesson is one of the important forms of teaching a foreign language as the video sequence complements the audio and contains such important non-verbal information as facial expressions, articulation, gestures, etc. communications. This is due to the fact that spontaneous speech is largely mediated by external factors that affect both the topic of the conversation and the linguistic means used by the communicants. The study of listening processes shows that even when listening to a text twice without visual support, the level of understanding is significantly lower than when unambiguously perceiving a video document.

One of the main characteristics that affect the success of listening is the rate of speech, directly affects the amount of audited information. Thus, the lower the rate of speech, the easier it is to understand it; the higher, the more difficult it is. In the process of using authentic video and audio documents, as a rule, there are no problems with understanding the general meaning. The difficulty lies in the completeness and accuracy of understanding the audio text. To ensure the most complete understanding of the audited document, it is recommended to reproduce it repeatedly (5 or 6 times, if necessary) in order to master all its elements. It is also recommended to carry out pre-text work, which in practice means that the teacher eliminates grammatical, lexical and phonetic difficulties before listening to or viewing the document, in order to relieve language difficulties.

The most important criterion in the study of a foreign language is considered to be the listening comprehension of a foreign language authentic colloquial speech, that is, speech characteristic of native speakers. Unlike audio or printed text, which can have a high informative, educational, educational and developmental value, video text has the advantage that it combines various aspects of the act of speech interaction. In addition to the content side of communication, the video text contains visual information about the place of the event, the appearance and non-verbal behavior of the participants in communication in a particular situation, often due to the specifics of the age, gender and psychological characteristics of the personality of the speakers. The visual range allows you to better understand and consolidate both factual information and purely linguistic features of speech in a specific context.

Video materials provide almost unlimited opportunities for analysis based on comparing and contrasting cultural realities and characteristics of human behavior in various situations of intercultural communication (provided that the selected video texts provide the necessary basis for such a comparison). It is also obvious that the video can have a strong emotional impact on teachers, serve as a stimulus and reinforcement to create additional motivation in further educational, search and creative activities.

The conditions of real communication in a foreign language presuppose the use of all the wealth of the native language, including all the features of an informal conversational style, by a foreign language partner, taking into account the fact that each person has his own individual manner of

speech. Thus, communication with a foreign language interlocutor occurs due to the possession of the foreign language learners in a complex of speech, grammatical, phonetic, lexical skills and abilities of various levels. It should be kept in mind that at the productive and receptive levels, it is necessary to master the auditory skills to perfection.

The effectiveness of using a video film in teaching speech depends not only on the precise definition of its place in the teaching system, but also on how rationally the structure of the video lesson is organized, how the educational capabilities of the video film are coordinated with the learning objectives. In the structure of a video lesson for teaching oral speech, four stages can be distinguished:

- ✓ preparatory - the stage of preliminary removal of language and linguistic regional difficulties;
- ✓ video perception - the development of information perception skills;
- ✓ control of understanding of the main content;
- ✓ development of language skills and oral skills

To solve each of the tasks, students must know not only the general content of the video, but also remember the details, as well as be able to evaluate events, characterize the characters, using words and expressions from the speech accompaniment of the video.

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. During viewing in the audience (classroom), an atmosphere of joint cognitive activity arises. Under these conditions, even an inattentive student becomes attentive. In order to understand the content of the film, students need to make some effort. And the intensity of attention affects the memorization process. The use of various channels of information flow (auditory, visual, motor perception) has a positive effect on the strength of capturing regional and linguistic material.

## CONCLUSION

Summarizing the above, it can be argued that educational video courses and animations open up ample opportunities for active work in the process of developing speech skills and abilities of students and make the educational process of mastering a foreign language attractive for students at all stages of learning.

The use of video in a foreign language lesson and in extracurricular activities opens up a number of unique opportunities for the teacher and students in terms of mastering a foreign language culture, especially in terms of the formation of socio-cultural competence as one of the components of communicative competence in general.

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