



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.01761.4

USE OF VIDEO MATERIALS IN TEACHING ENGLISH LANGUAGE FOR PRIMARY SCHOOL CHILDREN

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ABSTRACT

The article presents a hypothetical examination of the convenience of utilizing video materials by an English instructor in arrange to extend the communicative competence of more youthful understudies. It was found that for the arrangement of communicative and sociocultural competence in English, the utilize of as it were those methods that are shown within the instructive program isn't sufficient, and to realize the most elevated quality result, it is fundamental to utilize extra learning strategies, counting video materials. One of the foremost common is the British Board for kids - a location created by the British Chamber. The stage highlights numerous free online recreations, melodies, stories and amusement for kids. The communicative competence incorporates the taking after components: linguistic, phonetic, sociolinguistic, digressive and sociocultural. The utilize of video materials as extra implies of instructing FL opens up wide openings for dynamic work within the prepare of shaping discourse abilities and capacities, as well as socio-cultural competence.

KEYWORDS: *Video Materials, Communicative Competence, Socio-Cultural Competence, English, Video Materials, Junior School Children.*

INTRODUCTION

Cutting edge approaches to the think about of a outside dialect (FL) include the utilize of not as it were instructing helps suggested by agents of the instruction framework, but the utilize of extra strategies, for case, recreations, journeys, instructive and methodological complexes, sound and video materials [3 p. 55-64].

It should be emphasized that the use of additional methods and means of teaching has a positive effect on increasing communicative and sociocultural competence, which is a prerequisite for free communication with foreign citizens not only in Russia, but also outside of it [7 p. 58-61].

Recordings utilized by the instructor amid the instructive prepare can serve as a boost for the learning prepare, as well as be a great way to form a more loose environment within the classroom. Recordings moreover offer assistance understudies create abilities in four sorts of discourse exercises: tuning in, perusing, talking and composing.

Communicative competence takes place only when the teacher has formed a base of linguistic and linguistic competence, and involves a conscious selection of linguistic means for interaction in accordance with the speech situation, as well as adequate perception of oral and written speech and high-quality reproduction of its content in the required volume, while creating their own coherent statements of different genre and stylistic affiliation [1, p. 22-31].

MAIN PART

The communicative competence incorporates the taking after components: linguistic, phonetic, sociolinguistic, digressive and sociocultural. The last mentioned is information of the social characteristics of a local speaker, their propensities, conventions, standards of behavior and behavior, and the capacity to get it and adequately utilize them within the prepare of communication, whereas remaining a carrier of another culture; the arrangement of socio-cultural competence includes the integration of the person within the framework of world and national societies.

The most complete definition of this competence belongs to I.L. Bim and sounds as follows: "Sociocultural competence is an introduction to the culture, traditions and realities of the countries of the foreign language being studied within the framework of topics, spheres and situations of communication that correspond to the experience, interests, psychological characteristics and students at different stages of learning" [1, p. 33-42].

It ought to be famous that the capacity to carry out one's discourse interaction in understanding with information of the national and social characteristics of the nation of the target dialect, as well as the rules of discourse and non-speech behavior in commonplace communication circumstances may be a prerequisite for high-quality interaction between agents of distinctive nations [6, p. 28-31]. In this manner, in arrange to organize the arrangement of communicative competence in junior schoolchildren by a educator, it is essential to incorporate video materials within the preparing course that clearly reflect the pith of interaction between individuals in other nations. Bona fide video materials can offer assistance with this.

For a clear definition of the part of the IY video materials by more youthful schoolchildren, it is essential to uncover its concept. The term "video" implies a wide extend of innovations for recording, handling and replicating visual and varying media fabric on screens [2, p. 72]. It ought to be emphasized that the video materials utilized in educating schoolchildren indeed at the beginning organize ought to be made by its carriers [4, p. 44]. In common, the utilize of video materials in remote dialect lessons gives:

- increasing motivation;
- creating a comfortable learning environment;

- intensifying learning;
- increasing student activity;
- conditions for independent work of students

A properly selected and adapted authentic video material plays an important role, because authenticity is understood as a characteristic of the natural language environment, which is a condition for isolation from native speakers and immersion in a foreign language [7, p. eighteen]. When selecting videos for English lessons, you must be guided by the following principles and criteria:

- 1) compliance with age characteristics and level of language proficiency;
- 2) relevance of the selected topic ;
- 3) variety of lexical material for use in speech;
- 4) aesthetic and moral value;
- 5) compliance with the purpose of the lesson;
- 6) authenticity;
- 7) high-quality image and sound range;
- 8) saturation of regional information;
- 9) taking into account the interests of students.

Uncovering the benefits of utilizing video materials in English lessons in rudimentary school, it is vital to distinguish online assets that contain these materials. One of the foremost common is the British Board for kids - a location created by the British Chamber. The stage highlights numerous free online recreations, melodies, stories and amusement for kids. For guardians, there are articles on supporting children in learning English, recordings on utilizing English at domestic. Preliminary and preparing errands are joined to each sound and video fabric. The location is loaded with scholarly fabric that tells around individuals and occasions from the history of Extraordinary Britain.

Numerous creators of educating strategies exhort beginning learning with these sorts of starting assignments, when the understudy not as it were listens the address itself or the setting of the task, but too sees the speaker. The utilize of video materials within the lesson moreover makes a difference to completely create phonetic, lexical and linguistic fabric. In expansion, video writings give certain data for thought, which, in turn, serves as a basis for the understudy to make and create abilities in talking and composing.

G. M. Kodzhaspirova and K. V. Petrova highlight the following features of the presentation of educational material using video:

1. The material is presented by means of art, characterized by the presence of a figurative model of introduction. The presence of a clear and visible plot is the main characteristic of this particular feature of the presentation of the material. The use of video material creates the "effect of complicity, empathy with the heroes", allowing you to recreate, in the classroom, the conditions of real motivated communication.

2. The dynamism and emotionality of the introduction of the material increase the density of communication, increase the level of efficiency of all educational activities, contribute to the best memorization of information, increasing the likelihood of future reproduction of this content.
3. Video information has a high degree of authority and an authenticity factor, which generates a high level of trust in the perceived information on the part of the trainees.

Both domestic and foreign authors distinguish three stages of work on them in the method of using video materials:

- pre-demonstration stage (introductory conversation, removal of difficulties, presentation of the installation);
- demonstration stage (film perception);
- post-demonstration stage (control of understanding of the listened text).

In the past, the ability to listen to foreign speech was minimized and was usually limited to the speech of the teacher. Thanks to technical progress, teaching tools are also being improved, making it possible to watch and listen to recordings of foreign oral speech performed by native speakers themselves.

For illustration, observing the video "Robin Hood" will present understudies to the verifiable character Robin Hood and his gallant deeds. As a preliminary assignment, understudies have to be presented to new lexicon, tune in to words, interface them with pictures. After seeing, understudies can reconstruct the story within the rectify grouping, fill within the holes within the sentences with the right words. In conclusion, you'll be able play a scene with the children, compare Robin Hood with the Russian character Ilya Muromets. The video gives an opportunity for learning socio-cultural data: territorial data, foundation lexicon, connotative lexicon, substances of life, etc., as well as instructive and amusement fabric and increments inspiration for learning English.

Viewing and further work with the video "Christmas" will acquaint students with the peculiarities of celebrating Christmas and preparing for it. Before watching, students need to be given an assignment, a list of questions or unfinished sentences, as well as to make out unfamiliar words that they will encounter when watching. The teacher can distribute flashcards of the song to them and sing it in chorus as they review it. As a project work, students can be invited to compare the custom of celebrating Christmas in Russia and in the UK in different parameters: date, preparation, food, traditions, etc., as well as make a story about their own favorite Christmas tradition.

CONCLUSION

The work done will make it conceivable to create a full-fledged common understanding of understudies approximately a distinctive culture. Thus, the video materials of the British Chamber site are prudent to utilize when instructing more youthful understudies, since its regional and social centrality is apparent.

There are, of course, numerous non-standard shapes of teacher's work that actuate the consideration, and subsequently the intrigued of schoolchildren in a outside dialect. But working with video materials in outside dialect lessons cannot and ought to not be ineffectual for

understudies. Eventually, the utilize of video materials in remote dialect lessons is “one of the conceivable outcomes for the arrangement of a ‘phonetically curiously identity’, able and willing to take an interest in communication at the intercultural level” [2, p.].

Based on a hypothetical examination of the convenience of utilizing video materials by a instructor within the handle of conducting a preparing lesson, one can make the conclusion that the utilize of teaching helps alone isn't sufficient for the arrangement of the communicative competence of a more youthful understudy. The utilize of video materials as extra implies of instructing FL opens up wide openings for dynamic work within the prepare of shaping discourse abilities and capacities, as well as socio-cultural competence.

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