

## Video Materials as a Means of Developing Speaking Ability at English Lessons

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### Abstract

The modern system of teaching a foreign language is characterized by the fact that practical knowledge of a foreign language has become the need of every educated person in connection with the requirements of society. A foreign language has a beneficial effect on the general level of culture of people, contributes to the development of communication.

The formation of communicative competence is the main and leading goal of teaching a foreign language. Today this is especially true. Oral communication, whose role has now become particularly significant, is impossible without a well-developed speaking ability. For competent foreign language communication, you need to know the grammar rules, constantly replenish your vocabulary, have knowledge of the phonetic features of the language, an understanding of the traditions and culture of the language being studied, and, of course, develop speaking skills. According to the state standard of teaching a foreign language for a basic level, for successful communication, a student must learn to conduct a dialogue using value judgments in situations of official and unofficial communication. Talk about himself, his plans; participate in the discussion of problems in connection with read / heard foreign language text, observing the rules of speech etiquette; talk about your surroundings, reason in the framework of the studied topics and problems; be able to present a sociocultural portrait of one's country of the language being studied. [12]

Achieving this goal is impossible without the use of modern technologies in the learning process, including technical teaching aids, such as video. Despite the sufficient equipment of schools with various equipment, teachers often do not use it in the classroom, primarily because modern educational and methodological kits rarely contain video courses, and there is not enough time to select additional material. Some believe that the use of video in the classroom is unnecessary, "dampens" children, and spends time in the classroom. However, we see video materials as one of the means that increase the activity of students in the lesson and generate their desire to express themselves, to express their opinion on what they saw. Thus, students will develop speaking skills and communication skills in a foreign language, namely it is the main goal of teaching a foreign language. The insufficient development of the methodology for the use of video materials in English classes has determined the relevance of this work.

**Keywords:** video applications, development of speaking skills, age characteristics of students, secondary school students, guidelines

### **Materials and methods**

The aim of this work is to identify the impact of the use of video materials in English lessons in the development of students' speaking skills.

To achieve this goal it is required to solve the following tasks:

1. To analyze the concept of “speaking”, consider speaking as a type of speech activity
2. To analyze the age characteristics of high school students and their consideration in teaching speaking.
3. Define the concept of “video materials”, analyze their role in the development of speaking skills in students.
4. Develop guidelines for the use of video materials.

### **Results and discussion**

The main purpose of teaching a foreign language at school in accordance with the requirements of society for a modern person is the formation of a secondary language personality that can successfully carry out social interaction with native speakers of a different culture. Achieving this goal is impossible without the formation of students' school speaking skills.

Speaking - the expression of their thoughts and the transmission of other people's opinions orally in their native or foreign language. [4]. Speaking has many attributes of activity, i.e. has its own subject and result. (The subject is thought, the result is an oral statement). The process of speaking is accompanied by auditory control. These actions are at the level of conscious activity.

Speaking as a speech activity has specific features as:

- 1) Motivation. A person, as a rule, speaks because he has a motive for this. The basis of communicative motivation is the need for two types:
  - the need for communication as such, characteristic of man as a social being;
  - the need to commit this particular speech act, the need to "intervene" in this speech situation.

The first type can be called general communicative motivation, the second is situational motivation, the level of which is determined by the way we train, i.e. how we create speech situations, how we use material, techniques, etc.

- 2) Activity. Speaking is always an active process, because it shows the attitude of speakers to the surrounding reality, not only when a person speaks, but also when he listens to the interlocutor (internal activity). It is activity that provides the initiatory speech behavior of the interlocutor, which is so important for achieving the goal of communication.

- 3) Focus. Any statement pursues any purpose: to convince the interlocutor, support, anger, etc. Such goals can be called communicative tasks. Behind each of the communicative tasks that arise in individual speech situations, there is a common goal of speaking as an activity: impact on the interlocutor in the sense of changing his behavior (speech or non-speech).

- 4) Communication with the activity. Speaking is largely dependent on the general activity of a person. Firstly, the substantive aspect of speaking is completely determined by the spheres of human activity. Secondly, the need, say, to convince someone arises only if the

situation that caused such a task is a consequence or the subject of events in which the interlocutor is involved.

5) Communication with the communicative function of thinking. Cognitive activity is aimed at committing a speech act, subordinate to it.

6) Communication with the person. Speaking is largely due to the components of the personality. The personality is always individual, and manifests itself in communication. The development of speaking should occur in conditions of maximum connection of all spheres of consciousness, all components of the personality, which is what the communicative method strives for.

7) Situation. It manifests itself in the correlation of speech units with the main components of the communication process. So, any speech unit uttered by one interlocutor can influence the further course of communication development if, in a sense, it “fits” with the context of the activity of another interlocutor.

This speech unit can change the communicative task and affect motivation. When a speech unit is unable to “advance” a speech situation, it is non-situational, does not cause a reaction of the interlocutor.

8) Heuristic. Speech activity cannot be fully memorized and predicted. Such unpredictability is heuristic. Communication situations are constantly changing, their options are numerous, and the speaker must be prepared for activity in such constantly changing conditions.

9) Independence.

10) Temp.

For the implementation of speaking, certain conditions (prerequisites) are necessary. There are at least five such conditions. [6]

1. The presence of a speech situation, which is potentially an incentive to speak.

2. The presence of knowledge about the volume of speech (about the components of the situation) that “feeds” the speaker’s thought determines what he says.

3. The attitude to the object of speech, which depends on the past experience of the subject, his system of views, feelings, i.e. from human consciousness. This explains the motive of speaking, i.e. why this subject makes a given speech act.

4. The presence of the goal of communicating your thoughts, i.e. why a person speaks in a given situation. The goal may not be actualized at the moment of speaking, but it is always there; otherwise, speech is deprived of a communicative orientation.

5. The availability of means of expressing one’s thoughts and feelings means of expressing one’s attitude and realizing the goal of a speech act.

So, speaking is a productive type of speech activity through which (together with listening) oral verbal communication is carried out. The content of speaking is the expression of thoughts verbally.

As you know, “any speech activity is determined by the situation, i.e. the conditions (circumstances, purpose, etc.) in which this statement is made.” [11]. The situation as the basis of verbal communication is a combination of speech and non-speech conditions necessary and sufficient to perform a speech action. When learning to speak a foreign language at school, the teacher constantly has to create such speech situations in order to motivate students to actively communicate.

The selection and classification of real-life speech situations for solving a number of methodological problems led to the need to consider them from the point of view of various types of speech behavior. Accordingly, standard (or stable) and variable (or variable) situations are highlighted. In standard situations, human behavior (verbal and non-verbal) is strictly regulated. In variable speech situations, the form of speech is not so closely related to the content, but is due to the social and personal relationships of the interlocutors, their general educational level, degree of acquaintance, etc.

The educational process cannot lead students through all possible real-life communication situations, and therefore, speech skills should be developed based on exercises in the context of educational speech situations that simulate real speech communication.

The educational speech situation is designed to meet the needs of students in verbal communication and should be a combination of living conditions that encourage the expression of thoughts and the use of certain speech material. [10]. In the educational process, it should serve:

- 1) the unit of content of instruction;
- 2) the method of organizing the material in the lesson, in a textbook or study guide;
- 3) the criteria for the organization of the system (or series) of exercises.

It differs from the natural situation:

- 1) a certain refinement of the circumstances of the reality surrounding us;
- 2) the presence of a verbal stimulus;
- 3) the possibility of multiple playback.

Of great importance for teaching unprepared spoken language are systematically and deliberately created problem situations that contribute to the emergence of the motive and needs of the utterance, the activation of mental activity.

The creation of a problematic situation is determined by the types of speech activity (in this particular case, speaking), information sources and the nature of verbal and non-verbal supports, specific teaching methods.

Verbal situations are used to teach dialogic and monologic speech and have a variety of tasks: from simple transformations to independent speech messages.

Verbal-visual situations involve the use of drawings, frames of filmstrips, thematic wall paintings with the simultaneous perception of sounding and visible text, meaningful (plan, replicas under the pictures) or formal (keywords, samples, phrases) supports.

Graphic situations have no substantive or formal support. The direction of thought is created here with the help of a verbally formulated task. [8]

The term "video" (from Latin video - I watch, see) understand a wide range of technologies for recording, processing, transmission, storage and playback of visual and audiovisual material on monitors. When they say "video" in everyday life, they usually mean video material, a television signal or a movie recorded on physical media (video tape, videodisc, etc.). [12]

In our work, video materials are understood as one of the types of technical training tools that provides the function of transmitting information, as well as receiving feedback in the process of its perception and assimilation with the aim of further developing students' particular skills in English lessons (including skills speaking). The videos used in English

lessons must be authentic, i.e. created by native speakers, while they often may not be educational in nature, not be related to the learning process.

The use of videos in English lessons contributes to the individualization of learning and the development of motivation of speech activity of students. The specificity of video materials as a means of teaching English in high school provides communication with real subjects that stimulate almost genuine communication: students seem to become participants in all situations played out with their help, play certain roles, and solve "real", life problems. The effect of participation in the daily life of the country of the language being created is created not only contributes to the learning of a natural, living language, but also serves as a powerful incentive to increase student motivation. When using films in a foreign language lesson, two types of motivation develop: self-motivation, when the film is interesting in itself, and motivation, which is achieved by the student being shown that he can understand the language he is learning. This brings satisfaction and gives confidence in one's own strengths and a desire for further improvement. It is necessary to strive to ensure that students receive satisfaction from the film precisely through an understanding of the language, and not only through an interesting and entertaining plot. [7]

Another strength of the video is the power of impression and emotional impact on students. Therefore, the main attention should be directed to the formation of students' personal attitude to what they see. Successful achievement of such a goal is possible only with a systematic display of videos and with a methodically organized demonstration.

The use of video contributes to the development of various types of mental activity, primarily attention and memory. While watching in the classroom there is an atmosphere of joint cognitive activity. Under these conditions, even an inattentive student becomes attentive. In order to understand the content of the film, students need to make some efforts. So involuntary attention turn into arbitrary. And the intensity of attention affects the process of memorization. The use of various channels of information (auditory, visual, motor perception) has a positive effect on the durability of imprinting regional and linguistic material.

Using video in the lesson helps to solve the following problems:

- increase the motivation of learning;
- creation of a comfortable learning environment;
- promotes the intensification of training;
- increases the activity of students;
- creates conditions for independent work of students.

Responding to the principles of developmental learning, video also helps to teach all 4 types of speech activity (reading, speaking, listening, writing), form linguistic abilities (through language and speech exercises), create communication situations and provide direct perception and study of the culture and history of the country of the language being studied. [2]

Using a video in a foreign language lesson should always be more than a symbolic trip to the cinema or watching a TV show. While watching a video, the teacher comments on individual moments, and then students share their impressions of what they see. You can use various films - regional, documentary, educational. A wide opportunity for organizing

discussions is represented by the artistic adaptation of works, which makes it easier for students to perceive them.

Thus, the psychological characteristics of the impact of instructional films on students (the ability to control the attention of each student and group audience, influence the amount of long-term memory and increase the strength of memorization, have an emotional effect on students and increase learning motivation) contribute to the intensification of the educational process and create favorable conditions for the formation of communicative (linguistic and sociocultural) competence of schoolchildren.

The selection of videos for teaching foreign languages is not a matter of observing strict rules or limiting the choice. Instead, he engages in the selection of programs that correspond to the type of tasks and activities of students in accordance with the material viewed.

Since the criteria presented by us are useful as guidelines to ensure that the video material matches the training program, it is worth starting with a brief overview of the two main types of actions used when watching a video. These activities or tasks can be classified into two main types: [5]

- actions that work with the language produced directly by the video material;
- activities involving language produced by students about the video material.

The first type of activity tends to focus on tasks that help students understand the language that they will hear in the video.

The second type uses video as a stimulus for discussion and writing. In other words, the video can be used as a “vehicle” to introduce students to the language; as an incentive to activate and develop students' speaking skills. Both types of actions can be used in conjunction, which often happens.

The followings are factors that contribute to understanding the language contained in the video prepared for viewing in the lesson. [1]

*The degree of visual support.*

Visual support is an element that helps in understanding oral messages. Using video in the process of teaching a foreign language, it is important to select scenes with a high degree of visual support. To check the degree of visual support in a video or excerpts from it, you must first view it with the sound turned off to understand how clear the plot is directly from the video. Keep in mind that camera performance can sometimes increase visual support. Surveying a location can also help understanding by establishing a specific context that matches a particular scene, which in turn makes the language more predictable for students.

*Clarity of picture and sound.*

Most students in the learning process are hindered by the poor sound quality of the film. In addition, non-linguistic elements (music, background noise) can distract students. From a technical point of view, it is less likely that the visual element will be so obscure that it will impede the understanding of the film. This is only possible if this film is a poor-quality copy of another tape.

If we return to the criterion of clarity of sound, then everything depends on what needs to be obtained as a result of demonstration of the video material: to present the language material or to allow students to independently identify it. For example, presenting linguistic material, you can give students a list of vocabulary, phrases, and idioms presented in the video material, so that, for example, they raise their hand when they hear a certain idiom. A

video with good sound quality should be selected for this assignment, as students focus on what they have suggested. No matter what the task is given, the quality of the image and sound is the key to a successful understanding of the material viewed.

*"Density" of the tongue.*

Another important factor in the selection of video programs is language density - the amount of language spoken during the scene chosen for demonstration. The amount of spoken language in the scene shown can vary greatly: a five-minute video exposure can contain only four or five lines of dialogue, when another scene of the same length can be very "chatty".

*Clarity of speech.*

Clarity of speech, speech standards, and emphasis are factors that determine how difficult video exposure will be for students to grasp. Some actors are known for speaking often not clearly, not exactly. Emphasis may also hinder understanding. Video materials intended for teaching English often do not contain accents, but their use is not always possible or advisable during lessons.

*Language content.*

An important factor in the use of video is the linguistic points (specific grammatical structures, language functions, or colloquial expressions) presented in the scene. One way to locate specific linguistic points in genuine material is to find a situation that most accurately contains one of these points and shows its use in context.

*Language level.*

The level of difficulty of the language in the video program is also an important factor in the selection of material for the lesson.

There are at least two ways to use videos that contain language that is too difficult for the student level. First of all, do not show the whole program; There are always individual scenes that can be used independently. Secondly, after watching a complex story, you can give students an easy task.

Thus, the choice of video is determined not only by the language level of students, but also by the tasks for the proposed video.

*Interest.*

The tastes of the students are different: what is interesting to some, to others may seem boring. Films based on human relations or relatively universal problems or topics are very popular. The success of films of such genres as horror, action films or mysticism is subordinated to the individual taste of students and is not so attractive for use in the learning process. News and documentaries can be successful, as most students have some degree of interest in current affairs. But it is worth remembering that news programs have a particularly high degree of language density and may lack visual support, especially when only the speaker's face speaks to the audience. Talk shows tend to be interesting, perhaps because they deal with human relationships. For the age we studied, cartoons were the most interesting.

*The length of the sequence.*

Many proponents of training using video material advocate the use of short shutter speeds: some recommend using shutter speeds less than 5 minutes long; others offer videos from 30 seconds to 12 minutes in length. Using relatively short excerpts from films allows

students to complete assignments for the material they have watched. 5 to 10 minutes of video viewing can easily provide enough time to work in the classroom, using video as an incentive that engages in the learning process before or after viewing.

*Sequence independence.*

The use of a relatively short sequence of scenes often entails a selection of excerpts from films, television dramas, documentaries, which can be used regardless of the main context of the film.

Excerpts sometimes have a good effect of stimulating participation in the English language outside the school, as many students, after observing some excerpts, may have an interest in watching the whole video on their own or thinking through the end of the fragment shown in the lesson.

Of course, this is a very difficult task for the teacher to choose the video material for the English lesson, since it is almost impossible to take into account all of the above criteria for selecting videos. But we can single out the basic requirements for the video material that will ensure the achievement of the goal of its demonstration: it must be of high quality, appropriate to the level of knowledge of students and the topic of the lesson, and arousing interest among students.

For the best work with video material, the teacher needs:

- Be well acquainted with the record (content, duration, order, etc.).
- Always check the recording before the start of the lesson: quality, recording format.
- Pre-check the playing device: the player itself, channel, settings.
- Always try to work with rewind.
- Be sure that you understand the settings of the playing device.
- Check volume, tone and visibility from different angles of the class.
- Think over a lesson plan
- Use additional material (pictures, handouts) while working with video.
- Do not play the recording without an introductory word and an explanation to the students of their assignment.
- Do not say anything while students watch the video, ensure complete silence in the classroom.
- Do not play the recording for a long period of time without pauses. [3]

### **Conclusions**

After analyzing all the materials located above, we can draw the following conclusions. Speaking is a productive type of speech activity due to which verbal communication is carried out. The content of speaking is the expression of thoughts verbally. Obviously, any speech activity should be determined by the situation, so when teaching a foreign language, the teacher needs to create speech situations in order to motivate students to actively communicate.

Learning to speak is done through dialogue and monologue. The use of video materials in teaching oral foreign language speech is advisable for enhancing students' speech activity, creating situations for their communication and improving skills in using foreign language vocabulary in speech. Video materials can be used to study a wide variety of topics - about



the personality, human environment, nature and history, traditions and interesting features of foreign-speaking countries, as well as for developing monologic and dialogical speech skills.

Based on the foregoing, it can be argued that as a means of developing speaking skills, video material is quite effective. In addition, the use of video in the lessons helps to improve the quality of pronunciation, a better understanding of foreign speech directly from the source, and motivation for learning.

As mentioned earlier, you can develop speaking skills by introducing new vocabulary, thanks to creative assignments, role-playing games, when students express their opinions, points of view, attitude to what they have seen or formulated verbally. All this was taken into account when developing tasks for the video fragment that we selected. These tasks were used at all stages of working with video materials.

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