

THE EFFECT OF TEACHING MEDIA AND VOCABULARY MASTERY ON STUDENTS' SPEAKING SKILL

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ABSTRACT

The article discusses the need to improve the communication skills of foreign language students. The author analyzes the use of video material in foreign language classes as one of the most effective methods for learning foreign languages. The article proves the need to use video material and vocabulary mastery in the classroom.

Keywords: *communication skills, learning foreign languages, training, video material, listening, speaking, vocabulary.*

АННОТАЦИЯ

В статье рассматривается необходимость совершенствования коммуникативных навыков студентов, изучающих иностранный язык. Автор анализирует использование видеоматериала на занятиях иностранным языком как один из наиболее эффективных методов изучения иностранных языков. В статье доказывается необходимость использования видеоматериала и освоения лексики на занятиях.

Ключевые слова: *коммуникативные навыки, изучение иностранных языков, обучение, видеоматериал, аудирование, говорение, словарный запас.*

INTRODUCTION

Preparing for classes aimed at training specific skills such as speaking, writing and listening requires additional effort from the foreign language teacher, but it is definitely worth it. Exercises like: fill in the blanks, find true and false statements do not engage students enough. Meaningful and interesting material engages students in learning foreign languages with great enthusiasm.

Properly selected material and its variability allow students to learn foreign languages with interest. Communicative tasks motivate not only students, but also the teacher, they allow them to more successfully achieve learning results.

One of the modern and well-known ways to create a meaningful context for learning English is the use of media material, which can be presented in various forms (visual, audio and printed forms). Media materials can be integrated into

language lessons using selections from radio programs, TV shows, newspapers and various thematic video files.

MATERIALS AND METHODS

English language teachers in ESL/EFL programs claim that the use of video materials such as *The Simpsons*, *The Big Bang Theory* and other famous American and British TV series, as well as radio programs, is well received by students and allows them to more successfully master knowledge. They are also an excellent resource for teachers trying to focus on more interesting classroom contexts [4].

Incorporating video into the context of a lesson creates a visually appealing and interactive classroom environment. Using such material forces the teacher to be more creative in preparing for such classes. According to British EFL teachers, visual effect is essential, otherwise the context may remain abstract for language learners [1].

Video material can be divided into several groups; this division of the material will depend on the duration of the video, level of language proficiency, and the topic being studied.

RESULTS AND DISCUSSION

The first group includes an educational video; it is very effective in the classroom, because its duration varies from 1 minute to 6 minutes and depends on the level of knowledge of the students; moreover, it trains grammatical structures and thematic vocabulary. Always relates to the topic of educational material and is supported by grammatical stops and a set of necessary vocabulary. This type of video is simple and effective to use in the classroom. Educational films are created and used in the world famous ESL publications Cambridge, Oxford, Macmillan.

The second group includes full-length feature films and documentaries, as well as TV series in a foreign language lasting from 40 to 90 minutes [1]. This video source requires special attention and preparation on the part of the teacher. Moreover, they must be selected in accordance with the given topic and audience, where the minimum threshold of student knowledge will correspond to the average (Pre-intermediate, Intermediate) level according to the international knowledge scale. This video material requires additional thematic discussion before and after viewing, study of vocabulary and more complex grammatical structures, otherwise such a video can be tedious for the audience if the topic is not worked out in advance. Moreover, viewing is best done outside of class time.

The third group includes authentic videos and self-videos. These videos are very useful in the classroom and have a wide range of topics: cooking tips, fashion trends, news and people's opinions on various topics. This type of video material requires

special preparation for the teacher - searching for the video, adapting it to the lesson and lexical and grammatical support. These video files can be found on the Internet on popular sites such as YouTube. Examples of such materials include Jamie Oliver cooking advice, popular online video blogs, interviews, etc. etc. They can be adapted to students with any level of knowledge and selected according to the topic of study [2].

An equally important part of this group will be self-videos filmed by both the teacher and the students. This type of video is very useful because it helps in practice to learn and apply the vocabulary and grammatical structures being studied. The best use of such videos is to reinforce material; Students can create videos on various topics: presenting the weather forecast, habitat, their wardrobe and much more. Recording a video allows you to relax, learn the material, and, most importantly, hear and see yourself from the outside, learn not to be afraid of the audience when speaking a foreign language and not think about what it looks like.

In addition to the different types of video materials, there are different ways to work with them in class. So the British linguist J. Harmer [4] identifies several techniques for using films and other video materials:

- *“silent viewing”*, when the video sequence is played without sound, and students must supplement it with their speech;
- *“freezing a fragment”* - students must predict further events;
- *“partial viewing”* - the screen is partially covered by a sheet of paper so that students can see only a small part of the picture, this allows them to be more focused on the context;
- *“listening without a picture”* - before watching the video, students are asked to listen to it without watching. British ESL teacher Sh. Yassai claims that this technique awakens students' interest, helps them focus on speech patterns, students can listen and guess the origin of the sounds they hear, and the interest caused by listening forces them to actively participate in the discussion [5].

The idea of using video material is important for teaching students skills such as speaking, listening, grammar, writing, and also increases vocabulary.

The video can be used to teach Active and Passive voice grammatical structures, infinite verb forms, figures of speech, etc. The *“fragment freezing”* technique is well suited for this. The teacher, having stopped the frame, can ask questions using the grammatical structures being studied, for example: *“What is she doing?”*, *“What is he going to do?”*, *“What will happen next?”* and etc. In one of the “Face to face” courses from Cambridge publishing house, a video is used on the topic, which not only shows how to correctly use the phrases “So do I”, “Neither do I” in English

speech, but also immediately offers students record your voice with the submitted video sequence for training, the acquired structure [4].

The use of video material is an integral part for learning vocabulary and expanding vocabulary. A suitable technique is “listening without images”, you can record the sounds of a noisy street, public transport, kitchen utensils etc., and students will try to guess the objects, then comparing them with the video. Moreover, creating your own video requires special preparation from students, selection and consolidation of learned vocabulary.

Using videos is equally important for improving your writing skills. The videos watched not only provide topics for thought, but also help develop students' imagination. The use of “Partial viewing” and “listening without images” techniques can be used to practice writing when the teacher asks them to write a story, a fairy tale, or a reflection on what they heard, which helps students develop written language.

Moreover, watching films and various video fragments forces students to participate in discussions, express opinions on what they see, discuss with others and be able to interact, which dramatically improves oral speaking skills, especially if the video is correctly selected by the teacher.

CONCLUSION

To summarize, it should be noted that suitable training materials are not that difficult to find. An effective lesson does not necessarily require the use of expensive equipment; it is necessary to break up routine classes and captivate students, and the use of video material is an accessible and effective method of teaching foreign languages.

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