Incorporating Authentic Materials into Content-Based Language Learning Classroom

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ABSTRACT

The article discusses the methods of organizing educational process in the subject area of foreign languages with the involvement of authentic audiovisual teaching aids. The purpose of the research is to study the effectiveness of using this didactic tool in the process of improving the language skills of students. The article analyses the relevance of using video materials in English lessons, considers the main classifications, provides requirements for the selection of educational material, characterizes the features of work in accordance with a certain level of education, and analyzes the pedagogical value of this teaching aid.

KEYWORDS: English, methods, authentic materials, modern teaching methods, information and communication technologies.

In the context of modern world trends towards globalization and interethnic cooperation, English has acquired the status of an international language. It is the main language of economics, politics, sports, education, art, tourism and science. A modern person must master it, at least at a basic level, in order to successfully navigate in the new multicultural world. These circumstances dictate the need to form new goals for teaching a foreign language, namely: communicative and sociocultural development of the student's personality, preparing him for the implementation of intercultural communication; teaching schoolchildren the technology of learning foreign languages, developing their self-educational potential to meet personal interests in various areas of communication and fields of knowledge; teaching the culture of office work in a foreign language. The teacher's task is to activate the student's cognitive activity in the process of teaching foreign languages, to provide conditions for practical language acquisition [1].

But the implementation of these goals and objectives is problematic outside the cultural and linguistic context of the country of the language being studied. Therefore, authentic video materials containing both original language information and various cultural information make it possible to simulate communicative situations in the lesson that are as close as possible to real ones, which makes it possible to most effectively form the necessary skills and abilities of students [2].

A large number of both local and foreign scientists have been studying the problem of using authentic video materials in foreign language lessons. The theoretical basis of this study was the work of Zimnyaya I.A.,
Klimova G.S. and Sultonova A.Kh., Turdiev B.K. [3]. The main research methods used were: analysis of pedagogical, methodological and special literature; method of description, analytical generalization and classification.

Video materials are technical teaching aids aimed at ensuring the transfer of information, as well as receiving feedback in the process of its perception and assimilation by students in order to further develop certain skills and abilities in the classroom. One of the main selection criteria for video materials used in teaching English is authenticity. This concept was included in the methodology of teaching foreign languages along with the spread of a communicative approach focused on the maximum approximation of the educational process to the conditions of natural communication. Thus, authentic materials are materials from original sources, characterized by the naturalness of grammatical forms and lexical content, the situational adequacy of the language means used.

The relevance of the use of authentic video materials in the process of teaching a foreign language is due to their functionality, focus on practical use in real life conditions. With their help, it becomes possible to artificially create the conditions of a natural language environment in the classroom, which is one of the main factors for the successful mastering of language skills and abilities. It should also be noted that the inclusion of video materials in a traditional lesson makes it more diverse and interesting, which, in turn, helps to expand the general outlook of students, enrich their vocabulary and deepen cultural knowledge. The effect created at the same time of participation in the everyday life of the country of the language being studied makes it possible to provide conditions for teaching a natural, living language, significantly increasing the motivation of students in the classroom. In addition to all of the above, the use of this didactic tool guarantees a higher degree of assimilation of the studied material by students due to the impact on various types of memory, such as visual, auditory, emotional and motor. Therefore, video materials allow you to effectively train the perception of oral speech in a cultural context and transfer the studied material from short-term memory to long-term memory.

There are several approaches to video classification based on different criteria. Based on the genre and thematic orientation, authentic video materials can be divided into 3 groups:

1) entertainment programs (dramatic works, talk shows, sports TV programs);
2) programs based on the transmission of factual information (documentary video, television discussions);
3) short programs (shorties), lasting from 10 seconds to 15 minutes (news, weather forecast, results of sports competitions, advertisements, etc.).

Depending on the purpose of creation, the following types of video materials are distinguished:

1) intended for teaching a foreign language (video courses and other educational films);
2) authentic, focused on native speakers (feature films, live broadcasts of TV programs, etc.).

Authentic video materials are distinguished by many variations of the language, including regional accents, common and special vocabulary, idioms in a real context, which provides ample opportunities in the field of studying a foreign culture. However, for the perception and understanding of these videos, students need good language training.

Quite popular is the classification of educational films proposed by the Western methodologist Turdiev B.K., who singled out the following types of video materials:
1) direct teaching video (directly teaching the language), where the presenter demonstrates samples of certain language structures;

2) resource videos (acting as an additional source for language learning), in which students can get information about how the language is used in various situations [3].

The process of teaching a language at school especially needs to ensure the visibility of didactic material. In order to interest schoolchildren, to diversify the educational process in educational organizations, teachers use various modern information technologies [4], use audiovisual means to turn an abstract language into a living means of communication, to make the lesson active and interesting. There are a number of situations in the learning process where video can be especially helpful:

- representation of the complete language context;
- demonstration of the communicative side of the language through the study of non-verbal means of communication;
- training listening skills in a natural context;
- modeling situations of verbal communication;
- improving the skills of description and retelling;
- vocabulary enrichment;
- stimulating communication or discussion.

The organization of foreign language lessons with the involvement of video materials requires compliance with certain criteria for the selection of didactic material:

- the language used must be modern and meet the requirements and norms of the literary language;
- the presence of natural pauses between statements;
- the text should not be overloaded with verbal and non-verbal means of communication unknown to students.

A lesson using authentic video materials includes the following steps:

1) Pre-demo stage:

At this stage, a preliminary discussion is organized, during which vocabulary close to the subject of the film is repeated, and students' interest in the topic is stimulated. It is possible to use creative types of work that provide students with the opportunity to predict the content of the video, suggest its name, simulate problem situations related to the topic under discussion.

2) Demo stage:

It includes checking the assumptions of students expressed before viewing and tasks aimed at searching, isolating, fixing, transforming certain language material in the process of re-viewing the video material segmentally or in its entirety. Working with individual passages contributes to the formation of elements of a communicative culture and the development of basic text deciphering skills.
3) Post-demonstration stage:

At this stage, the original video material is used as the basis for the development of productive skills in oral or written speech, the effectiveness of the use of guidelines proposed at the first stage in the process of watching the video is checked.

The use of video materials at different levels of education has a number of specific features. At the level of basic general education, the formation of a basic level of language proficiency is being completed, which means that students can already quickly build phrases and navigate in simple texts. Therefore, in addition to exercises, where the main role is played by the sound track, it becomes possible to involve video materials aimed at familiarizing with the socio-cultural phenomena of the countries of the language being studied. For this task, films of various themes are suitable, aimed at getting acquainted with culturally significant objects and monuments, personalities of prominent figures of the country, as well as excerpts from feature films and documentaries that are useful in terms of interpreting various types of non-verbal communication.

The use of video materials in the lessons plays a significant role in teaching a foreign language, creating favorable conditions for the development of auditory skills and abilities, as well as stimulating oral communication of students.

The requirements for foreign language proficiency at the level of secondary general education require a serious selection of didactic video materials. It is necessary to take into account a number of factors, such as the language training of students, the relevance of the issues raised in the videos, as well as the possibility of using their content for further discussion. These can be both feature films and TV series, the action of which takes place in the country of the language being studied, as well as educational television films. Particular attention should be paid to the analysis of verbal and non-verbal behavior of speakers depending on the situation: how communication partners address each other in situations of official / informal communication, request information, formulate requests, greet, say goodbye, start and end a conversation. In general, work with authentic video materials during an English lesson at this level is characterized by the use of forecasting, building an internal monologue, writing reviews, organizing debates, etc. Especially important for the level of education is the presentation of English not only as part of the educational process, but also as a means of communication in real life.

Authentic video materials can be effectively used in teaching various types of speech activity, as well as in order to develop certain language skills of students.

Firstly, audiovisual aids help to form and improve auditory pronunciation skills, since while watching, students memorize phonetic norms on a subconscious level, and also focus on pronunciation norms of the English language, regional accents and dialects [5].

Secondly, the visual part helps the development of lexical skills both at the stage of introducing new lexical units, and when repeating previously studied ones.

Watching the video fragment, the student hears the word, understands in what context it is used and what it means, considers possible ways of interacting with it.

Thirdly, the use of video clips in English lessons contributes to the development of speaking skills. Thanks to the systematic immersion in the language environment, the student perceives the speech of native speakers visually and by ear, adopting certain lexical units into his active vocabulary and subconsciously reproducing the heard speech constructions. There is also an involuntary copying of the intonations, tones and accents of
the speakers. In addition, the improvement of speaking skills is facilitated by the performance of various oral tasks to consolidate at the post-viewing stage of working with video clips [4].

Summing up, it should be noted that watching authentic video materials in English lessons allows students to establish a correspondence between visual and sound images in the context of certain situations. Therefore, the use of this didactic tool ensures the integration of knowledge, skills and abilities acquired in the classroom into real life. Taking into account the fact that the successful development of language skills requires a mechanism that stimulates the student's visual and auditory centers to act, influencing the process of assimilation and memorization of information, we can assert that video materials fully meet these requirements.

Thus, we come to the conclusion that the use of authentic video materials has a positive impact on the process of teaching English at school, contributing to a significant increase in the cognitive interest of students and their general level of language skills. Attracting authentic video materials in the course of organizing the educational process is an effective means of improving the quality of education due to the brightness, expressiveness of visual and auditory images recreating situations of communication and introducing and information saturation of students with the country of the language being studied.

References

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