

Ways of Using Audiovisual Materials in the Process of Teaching a Foreign Language

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Abstract: This article analyzes the effective methods of "Formation of socio-cultural competence of academic lyceum students using authentic video materials in foreign language teaching". Learning a foreign (non-native) language is challenging for any language learner. In order to overcome such difficulties, at first, the issues of formation of communicative competence of language learners were considered. Also, in the process of language teaching, the audio and video materials provided by the teacher to language learners of different ages were sorted step by step. Video materials are important in language teaching. The ability of students to learn the language increases by remembering the thoughts, psycho-emotional state, facial expressions, and gestures of the speaker in the audio and video materials. In the process of using such materials, a language learner may not fully understand the speaker from the video material, but can guess or partially understand the speaker's speech from his gestures and facial expressions. Through such materials, the language learner gradually develops the ability to learn the language. According to the results of the study, compared to the information provided only by voice, the information presented with the help of audio videos helps language learners to understand the reality as a whole. Audiovisual, thematically adapted to the audience of language learners it is possible to increase their communicative competence with the help of materials.

Keywords: authentic video materials; communicative competence; method; technology; foreign language; teaching methodology.

In subsequent years, as a result of progress in various spheres of society, the role of foreign languages is strengthened, and the demand for them is growing. It's no secret that the main requirement of the labor market of the leading countries of the world are personnel who are able to communicate fluently in a foreign language, possess computer technology, rich in innovative ideas and have a unique style. Such requirements form the main basis of the reforms related to education carried out in our country. Decree of the President of the Republic of Uzbekistan No. Adopted by the Oliy Majlis of the Republic of Uzbekistan "law on education", "national training program" and article 1875 "measures to further improve the system of learning foreign languages" showed that the study of foreign languages is a matter of national importance.

"The main purpose of teaching a foreign language at all stages of education in the Republic of Uzbekistan is to form the communicative competence of students in a foreign language to carry out activities in everyday, scientific and professional spheres in a multicultural world."

The concept of competence is interpreted differently in most foreign and domestic literature by representatives of different industries, depending on the orientation of their field. But the basis of this term is considered as a single content, that is, as the embodiment of such concepts as knowledge, skills and abilities of a person and the ability to correctly apply them in various situations. It follows from this that the communicative competence of a foreign language is the ability to apply existing knowledge, skills and abilities of a foreign language in the process of communication.

The state educational standard of the Republic of Uzbekistan as a component of the communicative competence of a foreign language includes linguistic, sociolinguistic, pragmatic competencies, which serve as the basis for the evolution of communicative competence. Sociolinguist D., who studied the use of language in social relations.. Hymes coined the term "communicative competence" to expand the influence of language. According to his definition, a person with communicative competence in a foreign language should not only know grammatical constructions, but also be able to apply the language in accordance with the norms of language use

and certain social conditions. In our opinion, language education based on communication skills should be a priority area of foreign language teaching methodology for the acquisition of such knowledge by a student, the formation of skills and abilities. Language education based on communication instead analyzes not only what needs to be taught to a student in the process of learning a foreign language, but also how to teach it.

Communicative language learning () or in the communicative approach to the language J. Harmer, by definition, believes that language is not only occupied with certain grammatical norms and the volume of vocabulary, but also should pay great attention to the role of language in its application. Also in CLT, language learners prepare for communication in life situations, they are required to successfully complete communicative tasks in the process of communication. And at the same time, the methodology of teaching a foreign language based on communication considers the language learner not only as a satisfactory result of learning to communicate in accordance with the requirements of modern language learning, but also additionally informs the student about various means of language teaching. eat from the culture of the language being studied. Ya. According to the teachings of Passov, the ultimate goal in education is the spiritual strength of the student as a person and this is the development of the ability to educate – to form a morally responsible and social role model.

Therefore, today's requirement requires not only the ability to translate, write, read or communicate in a foreign language, but also the ability to correctly apply the language being studied in certain situations, relying on socio-cultural units. When a student studies teaching methods that directly affect the formation of the communicative competence of a foreign language and its development, we see the benefits of language learning based on viability in the main part of the analyzed literature. Scientist Ter-Minasova, who conducted fruitful research in the field of methods of teaching foreign languages, argues that modern language learners now consider language not as a scientific theoretical phenomenon, but as a vital need. It goes without saying that the approach and the flow of views on learning a foreign language support a teaching method based on real examples. Many Facebook scientists argue that in this regard, it is worth paying attention to improving a foreign language based on numerous means of teaching a foreign language – radio broadcasts, the social network Facebook (Facebook). But radio, social networks, real texts or various ICT programs serve as tools that help students develop linguistic, sociolinguistic, pragmatic competencies.

Currently, despite the certainty and possibilities, I use authentic video materials in practice, there are special problems that are primarily related to the study of the following authentic video materials. At the same time, it is important to choose the material and adapt it to the topic so that it corresponds to the age, level of knowledge and audience of language learners (in which area it is oriented). The studied sources on the topic show that the sorting of authentic video materials in Tashkent will be carried out on the basis of principles arising from the purpose and state of the lesson. Conclusion, independent sorting of video materials for the purpose of analyzing socio-cultural competence in educational institutions of the Russian language is promoted by the practice of criteria of socio-cultural competence, G. in the definition of G. Yuglin, the principles of communicative competence are highlighted as the main norm. American scientists Susan Stemplisky and Barry Tomalin stated that when sorting authentic video material, it is necessary to provide more information about its Tashkent part. kidlaydilar.Biz taking into account the opinion of the above-mentioned scientists, we will analyze the following programs for sorting authentic video materials:

- compliance of authentic video material with educational goals;
- freshness and conciseness of information in authentic video material;
- compliance of authentic educational video material with the level of foreign language proficiency;
- the life of the selected authentic video content.

Practical application of authentic video materials the second distinctive aspect is the significance of the studied language, the variety of words, the speed of speech, the richness of typical lexical units.¹

In these conditions, the teacher develops machines in which the use of the material is organized into a certain system, taking into account the capabilities of students; working on gardening exercises in the name of authentic video materials, taking into account the three main stages of video materials. A guide for studying audio-video materials is available (preview, preview, post-preview):

- boss before demonstration (boss before using authentic video material);
- Namangan stage (the stage of application of authentic video material);
- the press after the demonstration (the press after the application of authentic video material).

Effective training based on the above method leads to the specified result

the requirement for a development teacher to organize a lesson based on the recommendations for exercises in accordance with the task of each stage. At the same time, the first stage of language learning is focused on preparing for a video presentation and includes such important tasks as motivating students, interest, familiarity with the subject, activation of existing knowledge. Teacher before the video show:

- discussion of the topic in the keyword service, which will help to highlight the topic of the video material;
- demonstration of the provided video material initially without sound (giving language learners the opportunity to guess what is being discussed, or to vote freely);
- select the method of loading initially only the audio format of the displayed video material (audio format of the video material, definition of the video plot) to ensure the fulfillment of the above tasks.

At the second stage, the video is given a certain brevity, and instead of using a lexical unit borrowed from the name of the video to get information about the development of the main events, you can give disguises on which you can focus.

At the final stage, tasks are given to understand the presented video material and use exercises aimed at developing written and oral speech based on the material, or to continue the thoughts presented in the video material. J. Harmer (Harmer J.) on the description of the technology of using video materials:

- you will see video footage (silent viewing);
 - filling in the information part of the video (Freeze Frame),
- In this case, the requirement is to make an estimate of the duration of the sheet;
- partial vision (partial vision), in which the video is displayed by covering the main part of the screen with a cloth or paper;
 - image or sound (image or speech), (half of those who have passed the lesson are listening to a video screen with an inverted screen);
 - the ways of using such a video in a foreign language, first of all, arouse the interest and motivation of students.

Conclusion

Thus, authentic video materials adapted for the audience of language learners on the topic allow students to understand the necessary information through sight-listening and gestures, as well as fully understand the cultural characteristics of the demonstrated plate, on the basis of which a purposeful set of exercises (dialogues, discussions, monologues for speech development) serves to increase the communicative competence of language learners.

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