

THE TECHNIQUES AND WAYS OF USING VIDEOS IN EL CLASSROOMS

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ANNOTATION

The article deals with the growing tendency to integrate different technologies into language teaching that exists today. Besides, the article has tackled the issues of appropriate video material selection and analysis of the activities that effectively utilizing videos in teaching.

Key words: pre- viewing, partial viewing, silent viewing, technique,

ANNOTATSIYA

Maqolada bugungi kunda mavjud bo'lgan til o'qitishga turli texnologiyalarni integratsiyalash tendentsiyasi o'sib borayotgani haqida so'z boradi. Bundan tashqari, maqolada videomateriallarni to'g'ri tanlash va o'qitishda videolardan samarali foydalanish mashqlarini tahlil qilish masalalari ko'rib chiqiladi.

Kalit so'zlar: oldindan ko'rish, qisman ko'rish, ovozsiz ko'rish, texnika,

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programmer can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

Now as the video to be used in this article has been selected, it is important to discover the ways it can be introduced to the learners. According to the Russian Methodists, working with the video includes 1) three stages (pre-textual, while-textual and post-textual tasks) or 2) five stages (preparation, receptive, analytical, reproductive and productive). At the same time Milli Fazey of Kentucky Educational Television (KET) suggests that teachers think of using a video as a three stages, including pre-viewing, viewing, and post-viewing activities. In the frame of our work we support the last three pointed stages, which can be characterized in the next way.

Before presenting the video, the teacher must engage the learners' interest in what they will be doing and prepare them to do it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the video. Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. It may involve looking at still pictures from the video and predicting language and content to be covered. Finally, pre-viewing preparation means ensuring that an operating VCR and monitor is available and that the screen is large enough for all students to easily view the film. Franzy recommends using a 20-inch screen for a class of 12 to 15 learners.

While learners view the video, the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them. The teacher is there also to press the pause, rewind, and play buttons as needed. Sometimes it is best to leave the lights on. This facilitates the teacher's observations and enables learners to take notes and to complete worksheets prepared by the teacher. The teacher can provide students with some tasks to be dealing with while watching the video which could include filling the gaps, true false statements or multiple choice statements. This would encourage students' active participation and watching of the video.

After the viewing, the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the student texts and materials that accompany the instructional videos or they are developed for authentic videos. For example, post viewing activities can include discussing in small groups the language and cultural concepts presented in the video, work on grammar and vocabulary taken from the language and structures used in the video, and then do a consensus-building and problem-solving activity and complete a project that takes them to the larger community.

There are many things that can be done with the videos in the course of teaching a language. There is a wide variety of them, out of which the most noticeable points will be examined below. This will take the form of a sketchy description of the pattern that each activity type has; thus, they could be adapted for use with any particular video

depending on availability. Moreover, the activities below are targeted at a variety of learner levels and are designed within the principles of communicative approach.

Harmer suggests a variety of viewing techniques when using films and videos in EL classrooms which include:

1. Show only the picture. Commonly referred to as “silent viewing”, this presentation techniques involves playing a video sequence with the sound turned down and having students decide what is happening and what the speakers are probably saying. The technique is appropriate for use with dramatic sequences containing visual clues about the situation or relationships among the characters.

2. Freeze framing. This is another technique which keeps students attentive while watching video by freezing the picture in the video and asking students what they think will happen next. This one is as good as the former one in terms of effectiveness and enrollment of critical/ creative thinking.

3. Partial viewing. This is one of the most unusual and original techniques which could be used during the lesson according to which most of the screen is covered with a piece of paper causing difficulty for students to watch. And, the students are asked to guess what is going on in the video by calling for discussion.

4. Picture or speech. Sometimes this technique is referred as split viewing and It presupposes students’ working in two groups half of whom watch the video and the second half faces away. The ones who face away will express their opinion about the setting of the conversation and characters while second half will correct them and check their understanding.

5. Subtitles films. Usually students with lower level have hard time with keeping up the flow of speech and understanding the video. In such cases, subtitles are provided with help students see and hear at the same time which enhance their understanding. However, most students find subtitles distracting and ask the teacher to switch it off.

6. Picture-less listening. It is listening to the audio before watching the video. However, this is not always effective as students can get bored if a video lasts for more than ten minutes.

7. Describe the speaker. This activity, which is good for reviewing descriptive adjectives with students works best with a sequence in which the voice of only one character is heard, such as a one sided telephone conversation or a monologue. The teacher distributes or writes on the blackboard a list of adjectives, some that describe the character in the sequence and some don’t.

8. Five W’s and H.(who, what, why, when, where and how) This activity works well with brief excerpts from news program documentaries in which a single presenter introduces a subject. The teacher begins by writing six question words on the board.

9. Play only the beginning. In this technique teacher only shows the beginning of the sequence, ask the class to predict what they will see and hear later in the video story.

10. Write the dialogue. Students are asked to pick a five minute part of a previously watched video and write the script for it which should be completely different from the original one. Students will work in pairs and different variations of scripts for the video is compared and performed in the classroom.

In our opinion is more effective result in teaching EL gives DVD as multimedia tool. Its technical characteristics were described by M.U.Novikov . By the help of DVD we can manage the temp of the speech, that help for semantization of acoustic image of the lexical units, grammar constructions and to avoid the meaning mistakes. For example: 1) Listen the phrases/sentences in the slow temp and choose the phrases and sentences which link with the plot of the film. 2) Listen the phrases/sentences in the slow temp and choose the adequate translation to them. 3) Watch the fragment of the film in the slow than in normal regime. Extend the dialogue with suitable replicas.

DVD can be used in many ways to cause effective learning of a foreign language. While working with video materials certain steps should be taken into consideration as pre-, while- and post- video stages application of which can bring effective usage of video. Besides, above mentioned techniques are recent trends in using the medium in EFL classrooms. And they can be used in different stages of the lesson depending on their type. With a little practice, teachers usually find video easy to use, and the resulting motivation and language learning outcomes are usually satisfying. The researcher used most of the techniques mentioned above and followed the stages of pre-, while- and post- stages of video viewing.

To reach successful and effective results with teaching language through video, the learners and the teachers should perform their tasks perfectly. Moreover they should be informed of the new methods and techniques in FLT. To do this, seminars can be organized. A group of teachers and experts should prepare video cassettes, which will enable the schools to obtain them easily. These cassettes should be modern, interesting and in parallel with the syllabus. In a word, it can be concluded that the use of technology is nowadays inevitable in the classroom. When used appropriately, video is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing.

In conclusion, it must be mentioned that videos can prove especially effective within the growing modern trend of the communicative approach, which aims to create a 'real-life' environment during the process of learning foreign languages. The function of videos in providing such authenticity is mainly that of modeling. Once the video

hasn't been created for education-only purposes, it captures a situation of real-life interaction, allowing the learners to get immersed into it as spectators. If the model then is successfully repeated, the communicative competence of the learners increases. The effect is boosted if the activities designed for accompanying the video are properly selected.

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