

## THE MAIN ROLE OF AUTHENTIC VIDEO MATERIALS IN TEACHING

*Panjiyeva Sevara student of Uzbek State World  
Languages University scientific advisor: Ass. prof.  
Saidova M.S.*

**Abstract:** The problems of learning foreign language material, including hearing and speaking, are discussed in this article, as well as the desires, objectives, and role of actual video, which involves the development of integrated talents. The research also provides the criteria for selecting curriculum-relevant video. Authentic videos, on the other hand, have a bigger impact as the language skills of higher-level learners grow.

**Keywords:** *foreign language, listening, vocabulary, grammar, pre-viewing, communicative competence, didactic tools, video materials*

Undergraduates are taught how to speak in such situations utilizing real-life video resources. Genuine materials expose students to a wide range of articulations, phonetic shifts, sounds, speaking rates, and pitches, which is especially useful in inspiring undergraduates to pay attention to real-life verbal communication settings. These materials are particularly appealing because they incorporate a number of medial elements while also catering to a wide range of talents.

Authentic films not only educate students about the culture of the language they are learning, but they also stimulate their interest and encourage them to learn. Although there is a lot of study in the international literature on the impact of various types of authentic material on language development, there is very little research on the relationship between the development of foreign language knowledge and the usage of authentic material.

The goal of this study is to see how realistic video material affects B1 students' English language development.

Therefore, the paper aims to explore the possibilities of using authentic video material to improve learners' professional communication in English. The realization of this goal involves solving the following tasks:

- 1) to show the peculiarities of using authentic video material, its advantages, disadvantages and challenges;
- 2) justify the criteria for selecting the authentic video, resources and types of video materials that can be used in teaching at B1 level;
- 3) to outline the most important work steps with authentic video material and to point out their special features.

By working with authentic video material, different goals can be achieved depending on the task of the class. These goals include: expanding vocabulary (introducing new words and phrases or summarizing previously learned words and phrases); Development of listening comprehension (learning to understand the language of native speakers); Grammar study (presentation of new material or summary of already learned grammar material); pronunciation work (pronunciation of certain sounds, imitation of intonation); Introduction to the communicative situation and expansion of the professional knowledge of the students etc.

Video is a powerful tool in today's classroom. It provides a strong context in which to teach English. Sense brings the outside world into the classroom and reality into the classroom. Video also offers all the paralinguistic features of language that only audio can offer. The success of teaching a foreign language via video depends on preparing students to perceive a video.

While teaching speech perception by ear, it is first necessary to develop listening skills and speech comprehension with the support of native speakers. And in this case, it is the authentic audio-video texts that allow students to hear the language of native speakers, reflecting the living reality and peculiarities of national culture.

We now have access to video greater than ever. Information applications, advertisements, comedy, documentaries, dramas and academic lectures are available in virtual form over the internet. Maximum of these resources had been no longer initially

created as study room materials. So it serves an actual communicative reason. A few materials are authentic sources appropriate for language teaching. Genuine fabric not at the beginning made for ELT functions but tailored to diverse grades.(Ivanovskaya I.P., Nefyodov O.V.2015. 139-146p)

When coaching speech belief via ear, it's far first important to expand listening abilities and speech comprehension with the help of local speakers. And in this case, it is the real audio-video texts that allow college students to hear the language of local speakers, reflecting the dwelling truth and peculiarities of country wide way of life. Principally, genuine fabric wakens the scholars' cognitive hobby, their willingness to talk and accordingly contributes to the inducement to research a overseas language. While the learner perceives a overseas language, he begins to comprehend that every one his efforts to research a foreign language were now not in van. Consequently, the main task of the teacher at the level of running with genuine fabric is pick out audio or video cloth that is exciting, informative, understandable, corresponds to the contemporary truth of a overseas-language society, and creates favorable conditions for handling new areas records might behavior of local speakers to help them turn out to be familiar with the way people stay and their lifestyle. (Elukhina N.V 2000. 2529p)

**To conclude**, the video serves as a good dynamic visibility to practice speaking in another language and to create situations of such communication in the classroom. The students dramatize the dialogue heard on the screen and act it out in roles. The videos can be very useful when teaching English as a foreign language. In order to use video as effectively as possible in the process of foreign language teaching, the advantages of this training tool must be highlighted: availability of video; the possibility of a more active creative activity of the teacher; use of different operating modes; video materials can be easily used for different types of work: individual work, pair work, group, collective.

## References

1. Woottipong, K. (2014). Effect of using video materials in the teaching of

- listening skills for university students. *International Journal of Linguistics*, 6(4), 200-212.
2. Polat, M. and Erişti, B. (2018). Development of a foreign language listening anxiety scale. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*, 13(11), 1113- 1138.
  3. Ivanovskaya I.P., Nefyodov O.V. Teaching foreign languages to nonlinguistic students in non-authentic environment. *Prioritety mirovoj nauki: jeksperiment i nauchnaja diskussija Materialy VIII mezhdunarodnoj nauchnoj konferencii*. Nauchno-izdatel'skij centr «Otkrytie». North Charleston, SC, USA, 2015, pp. 139-146.
  4. Nefyodov O.V., Baryshnikov N.V. *Racional'naja metodika obuchenija inostrannym jazykam [Rational methodology of teaching foreign languages]*. Pyatigorsk. 2016. 124 p.
  5. [Http:// UzDaily.com](http://UzDaily.com) ,2021, 6May
  6. Юнусов, Анваржон Шухратович, and Мадина Хабибуллаевна Далиева. "Паремиологическая картина мира и пословичные концепты." *NovaInfo. Ru* 122 (2021): 72-73.
  7. Далиева, Мадина Хабибуллаевна. "Классификация сленга в нестандартных вариантах." *NovaInfo. Ru* 1.95 (2018): 52-55.
  8. Dalieva, Madina. "THE INFLUENCE OF CULTURAL AND HISTORICAL FACTORS ON THE TERM CONCEPTUALIZATION OF THE SCIENTIFIC AND LINGUISTIC PICTURE OF THE WORLD." *Open Access Repository* 9.11 (2023): 11-14.
  9. Dalieva, M. Kh. "ISSUES ON STUDYING CONCEPTUAL MEANING OF A WORD IN A LITERARY TEXT." *Thematic Journal of Applied Sciences* 3.4 (2023).