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**THE USE OF AUTHENTIC VIDEO MATERIALS FOR THE
DEVELOPMENT OF LANGUAGE SKILLS OF STUDENTS OF PHYLOLOGICAL
UNIVERSITIES**

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Abstract:

As you know, through language you can express any thought using different language means. Teaching a foreign language is an essential component of the curriculum in schools and universities. Different methods and means are used in teaching English. One of the most common means is the use of video materials. With the spread of the communicative approach, the concept of "authenticity" entered the methodology of teaching a foreign language in order to bring the learning process as close as possible to natural communication. Pedagogy has come a long and tortuous path in the study of ways and methods of effective teaching foreign languages, based on the achievements of technical progress, logic, semiotics and psychology.

The video allows teacher to teach foreign language communication, taking into account various sociolinguistic factors presented with the help of visual information and in many respects determining the nature of the speech statements of the communicants, namely: their social status, the nature of relationships, spatio-temporal conditions of communication, etc. That is why a new milestone in the history of teaching has become the use of authentic audiovisual forms of teaching, combining visual and auditory perceptual components. The relevance of the topic choice is determined by changes in teaching priorities, which imply a greater use of audiovisual teaching methods. Despite the fact that it is still impossible to guarantee the absence of problems associated with their use (such as the lack of the required technical equipment, the inability of many teachers to work with modern equipment), the attractiveness of working with authentic video materials is obvious. They immerse students in a natural language environment, contribute to the intensification of learning, stimulate the speech-thinking, cognitive, creative activity of students, and allow individualizing learning.

Introduction:

At the present stage of development of society, the study of a foreign language is of particular importance. One of the most effective and creative means of teaching a foreign language is the use of video materials. We consider video material as any video production recorded on an electronic medium (or reproduced via the Internet), combining visual and sound sequences, characterized by situational adequacy of language means, natural lexical content and grammatical forms. Modern approaches to learning assert that a person is actively and willingly ready to receive information himself, interacting with his environment.

This is much more interesting than waiting for the moment when information will be transmitted directly to him. In modern learning environments, students must interact with authentic activities and materials that reflect real life. Because authentic materials include real-life challenges and complexities, they provide students with real-life experiences. In addition, students collaborate and communicate with friends, parents, or more advanced people such as teachers in school and out-of-class settings. Consequently, they continue to study both at school and outside. In foreign literature for authentic materials there is the concept of "real texts", they mean materials that are created for native speakers [18, p. 118].

Authentic materials, if they are used correctly in teaching, can improve knowledge of a foreign language, despite the fact that they are not specifically designed for teaching a foreign language [1, p. 330].

Turning to the interpretation of the concept of authentic material, we can see different approaches. Foreign scientists have widely considered this phenomenon. For example, in the approach of Ron Oliver and Janice Herrington, a new term "authentic learning" was highlighted, this term is directly related to the real life of students, and is aimed at preparing to face real situations in the world [19, p. 13].

Another approach was proposed by David Nanen and Ronald Carter, defining authentic materials, calling them ordinary texts not specially prepared for the purpose of language teaching [8, p. 178]. Supporting his position, Robert Jordan gave a similar definition of an authentic text as a text not specially developed for pedagogical purposes [21, p. 11]. Eric Jacobson proposed to call authentic materials those materials that are used in classrooms in the same way as they could be used in real life [22, p. 99].

Ferit Kilikia believes that authentic material is one whose language correlates with the real language and its use in its own community. He also added that the English presented in the classroom must be authentic and not artificially reproduced for educational purposes. As a rule, this involves the use of materials that include the language naturally occurring in communication, in the use of native speakers [24, p. 115].

According to Jerry Gebhard's definition, authentic materials include anything that is used for communication. They can be presented in the form of newspapers, magazines, television or radio programs, films, songs, advertisements [15, p. 10].

There is also the following judgment: "Authentic material is not intended for educational purposes and is not adapted to the needs of students, taking into account their level of language proficiency. It reflects the national characteristics and traditions of the construction and functioning of the text" [2, p. 34].

"Authentic" is often used synonymously with the words "documentary", "real" and "real." This concept is opposite to the concepts of "produced", "fabricated", "fake" [20, p. 7].

"Authentic texts are actually original texts written by a native speaker for native speakers ... This is the category that is usually interpreted as a semiotic space, which is a multi-level holistic formation, as a result of the reflection of a certain fragment of reality using a certain sign system." – N.V. Baryshnikov asserts [6, p. 157].

Most of the materials used in the process of teaching a foreign language must be authentic.

Therefore, it is obvious that it is impossible to completely refuse to work with inauthentic materials in foreign language classes [27, p. 149].

All authors distinguish authentic materials and, in particular, texts, into a special layer of material, not developed for pedagogical purposes and reflecting the current norms and provisions of the language, its modern stage of development. In this work, by authentic video we mean video recordings (combining visual and sound series) intended for native speakers, which contain linguistic and extra-linguistic information in the spheres of social life associated with any human activity, and show the functioning of language as a means of communication in a natural environment. Speaking about the use of video materials in teaching, it should be noted that authentic video materials arouse interest among students due to their stylistic genre education. At the same time, no other materials can give such a complete picture of the sociocultural reality of the country of the target language and demonstrate the combination of verbal and non-verbal codes of foreign language communication. Authentic content helps broaden the horizons of all students in schools, language and non-language schools.

Materials and methods:

The methodological basis of the study was the works of foreign scientists, such as R. Carter, D. Nunan, E. Jacobson and others, as well as the works of domestic authors A.A. Mirolyubova, E.I. Pasova, I.B. Smirnova, A.N. Shchukin and others. General scientific: theoretical analysis of literature on pedagogy, psychology and methods of teaching foreign languages; The practical significance of the work lies in the development of teaching materials using authentic video materials in order to develop the language skills of students. The novelty of the work lies in the development of teaching materials using video blogs in the English course.

Results and discussion:

Today, video is not considered a new technology in the process of learning English in higher education. The potential for learning with authentic videos in a communicative approach to language teaching is clear. Of all the available means, authentic video materials provide the most accurate display of speech in, since the speaker's speech is closely related to a specific linguistic situation, and its communicative element is complemented by a number of visual encoded non-linguistic characteristics (posture, facial expressions, gestures) [28, p. 92].

A teacher should always use both non-standard forms of work and include new techniques and methods of teaching foreign languages in the teaching process. It is also important to turn to new technical teaching aids. All this is necessary in order to form a stable positive motivation of students in relation to a foreign language and in order to achieve the most optimal level of assimilation of educational material [13, p. 44].

It is believed that the use of video in the classroom can increase students' motivation to learn, as it can confront them with a wide range of situations that can help them understand similar situations in real life and learn how to act in them. There are several advantages to using authentic language learning and teaching videos. First, they can provide video examples for learners on how to communicate in real life situations, showing them ordinary people and the problems learners might face in everyday conversation. Second, authentic videos can help the student focus on the language skills they really need and ignore the skills they might not need for work or study. In addition, authentic materials can reinforce learning strategies that can then be used in different situations. Self-taught learners generally have knowledge of what language learning strategies they can best use.

The visual content of videos can facilitate comprehension and understanding for language learners in an ideal visual context, making such materials effective language tools.

The videos are also said to offer a variety of methods and resources for teaching a foreign language, helping students improve their listening and communication skills.

In general, the following advantages of using authentic video can be highlighted:

1. Attracting increased attention of students to the studied language [47, p. 75];
2. Increasing motivation to learn a foreign language;
3. Providing the teacher with a huge layer of material for teaching speaking and vocabulary, developing listening skills;
4. Providing students with information about the culture of the country of the target language;
5. Immersion in the language environment of the target language, life and everyday life of the speakers of this language [12, p. 40].

Using video in the lesson contributes to the solution of the following tasks:

1. Increase the motivation for learning;
2. Creation of a comfortable learning environment;
3. Promotes the intensification of learning;
4. Increases the activity of trainees;
5. Creates conditions for independent work of students [9, p. 3].

Video clips can have a strong emotional impact on students, which in turn affects the formation of a personal attitude to what they see. Another advantage of a video clip is the immediacy of the image of reality. Special attention is paid to the special manner of communication between the presenter and the audience (in the event that it is a TV show or TV show), the use of large or long-range shots of the plan, the use of special effects, unobtrusive presentation of information, colorfulness, the presence of a musical background. When in contact with what is happening on the screen, conditions are created that are closest to natural, and the student is immersed in a natural linguistic environment, namely in a set of speech and non-speech conditions that reflect the life, history, culture and traditions of native speakers in the facts of the given language) [14, p. 165].

Authentic video materials help to form the socio-cultural competence of a student, promote memorization of material, accompany emotional assessment, and diversify educational activities with the help of visual and auditory support [25, p. 67].

Now there is a huge amount of video materials that can be viewed and used in English lessons. They can be represented by commercials, and interviews with famous people, and cartoons, stories from world films, fragments of news and television programs. In the scientific and methodological literature, there is no strict classification of video materials. However, if we take the technical side as a criterion, then we can distinguish the following types:

1. Video recording, (ie materials recorded on an information medium);
2. Materials that are directly broadcast. Thanks to modern technologies and the Internet, almost any information can be found on the global network and recorded on a carrier [16, p. 28 - 32].

A special layer of English language teaching aids is represented by educational video materials. They consist of small episodes and have additional didactic material. According to B. Tomalin, there are 2 types of educational videos:

1. Directly teaching the language;
2. Acting as an additional source for language learning.

For the educational material of the first type (directly teaching the language), teaching "straight from the screen" is characteristic, where the leader, performing the role of a teacher, demonstrates patterns of structures. The role of the teacher in this case is to improve the skills and abilities of the trainees with the help of the teacher's book and other aids. Videos of the second type (additional source for learning) contain more cognitive information that shows how the language is used at different levels. Usually they are presented as episodes unrelated in content, where the degree of complexity and speech functions are taken into account [10, p. 63].

From the point of view of methodology, an educational film (video) is an audiovisual teaching tool specially prepared in a methodological and directorial plan, designed to create natural situations of verbal communication and possessing a great power of emotional impact on students through the synthesis of the main types of visualization (visual, auditory, motor, figurative, extralinguistic, etc.) [11, p. 30 - 35].

Authentic videos offer a wider variety of language and speech patterns, including various linguistic differentiations such as regional accents, common and special vocabulary, idioms. Moreover, they are used in a real context, just as native speakers use them. They provide ample opportunities for mastering a foreign language culture. At the same time, these videos are aimed primarily at learners with good language skills and are not suitable for beginners to learn the language. For this category of students, these videos present significant difficulties associated with the speed of speech, its individual typological characteristics, dialect features, background noise, etc. Authentic video materials have various methodological features. According to the criterion of genre and thematic focus, they can be divided into 3 groups:

1. Entertainment programs (dramatic works of all kinds, shows, "music" videos, sports and entertainment programs, etc.);
2. Programs based on factual information (documentary videos, TV discussions, etc.);
3. "Short programs" lasting from 10 seconds to 10-15 minutes (news, weather forecast, sports results, advertisements, etc.) [11, p. 71 - 75].

Demonstration of videos belonging to any of the above categories is of great importance in the process of teaching foreign languages. While viewing such video materials, auditory-visual synthesis occurs, the simultaneous transmission of sound and image. This, in turn, contributes to the development of skills and abilities of listening (listening) and stimulates oral and verbal communication of trainees, which takes place in the form of expressing their own opinions, attitudes, searching for arguments, evidence. Practice shows that the student remembers what he hears and sees better than what he just hears.

Let's summarize the material presented above, highlighting 6 groups of video materials. The criterion for the first group is the channel of receipt or perception of information:

1. Authentic video materials (visual perception of information): table, graph, diagram, map, letter, printed text;
2. Authentic audio materials (audible information): audio recordings of poems, stories, songs, fairy tales, rhymes, dialogues, excursions, etc., radio broadcasts, CDs with recordings, etc. ;
3. Authentic audio and video materials (visual and auditory perception): videotapes or other digital media with recordings of TV programs and video materials, films, CD-ROMs [27, p. 150].

The criterion for the second group is the type of video material:

1. Authentic (videos created by native speakers and not intended for educational purposes);
2. Educational (artificially created video materials for solving certain educational problems);

The criterion for the third group is the nature of the information:

1. Functional materials (everyday use): signs, diagrams, maps, labels, price tags, programs, posters, instructions, announcements, advertisements, inscriptions, signs (ie, everything that carries functional information - advertises, explains, instructs, warns);
2. Informative materials: essays, curricula, lectures in a foreign language in the recording, reports, messages, interviews, tests, diagrams, comments, announcements, polls;
3. Anthroponymic materials (sources of historical information): newspapers, books, subject visualization, films, etc. [27, p. 150].

The criterion for the fourth group is the presentation means:

1. Authentic materials presented with the help of technical teaching aids: video materials (TV programs, programs, etc.), computer programs, overhead projectors with diagrams, maps,

slides, Internet resources, etc.

2. Other materials presented without the use of technical teaching aids;

The criterion of the fifth group is the purpose of using in the educational process:

1. Materials intended for teaching communication (mainly formal and informal dialogues): interviews, polls, telephone conversations, etc.

2. Materials intended for creating background knowledge (socio-cultural, linguistic and cultural, cultural): video materials, newspaper texts, maps, etc.

The criterion of the sixth group is the role in the educational process:

1. Basic materials that can form the core of the educational topic, for example, texts;

2. Additional materials: diagrams, graphs, statistical tables, etc.

3. Accompanying materials that do not need the teaching materials and are used as applied: videotapes, DVDs, CD-ROMs, texts, newspapers, magazines [27, p. 151].

In order for the process of teaching foreign languages with the help of video materials to be effective, a systematic and rational use of video in the classroom is necessary. The successful use of video is guaranteed at almost all stages of the process of learning a foreign language. The video can be used in teaching all types of speech activities, especially when teaching listening and speaking. If we turn to the development of students' language skills (lexical, listening, speaking), we will see that authentic video materials can fully contribute to their development.

Firstly, the video helps to form and improve the auditory-pronunciation skills while watching a video fragment where phonetic exercises are used, as well as while watching any other video. While watching an authentic video, phonetic norms are memorized at a subconscious level, and attention is also concentrated on differences in pronunciation norms of English and American languages, regional accents and dialects.

Secondly, the specificity of video clips is that watching a video clip makes it possible to combine visual and sound images in certain situations. The teacher can offer students a situation in which they, independently or with the help of the teacher, can find themselves in the role of active participants in the communication process. The relevance of using videos during training is that it contributes to the personal development of students, provides links between practical studies and real life, and helps to balance actual knowledge and practical skills.

Psychologists argue that it is the use of audio and video clips in the educational process that significantly improves results and much more encourages students to communicate in a foreign language.

If we concentrate on the formation of a phonetic skill, then we must take into account that it involves the restructuring of the usual articulation based on the establishment of similarities and differences in the pronunciation of sounds in the native and studied languages, the formation of phonemic hearing, as well as mastering the technique of pronouncing foreign sounds in a word, word combinations, sentences and in the speech stream in the process of speaking and reading [3, p. 40].

When watching video fragments, students see how and how words are pronounced, see articulation and assimilate it unconsciously. This happens because the viewer not only hears, but also sees how one or another word is pronounced by a native speaker, a phonemic hearing is formed. The visual part also helps the development of language guessing. The vocabulary that a person can learn when watching a video is also important. It is known that if we say that a person knows a word, then he knows its form, its meaning and use. Videos help with all of these components. A person hears a word, he understands in what context it is used, he can often see what this word means (if it means an object), and can see ways of interacting with it. It is very convenient to introduce new vocabulary or reinforce what you have already learned using video clips in general, not to mention authentic videos. The lexical and phonetic side of language learning contributes to the development of speaking skills.

A student who constantly immerses himself in the linguistic environment of the language

being studied, sees and hears what the native speakers of this language say, begins to adopt certain lexical units into his active vocabulary, subconsciously reproduces the speech constructions he has heard, copies the intonations, tones and accents of speakers. Subsequently, the speaking skill can be developed with oral assignments at the post-viewing stage of working with video clips for consolidation. Taking into account the fact that for the successful development of language skills a mechanism is required that induces the visual and auditory centers of a person to action, which in turn affect the process of assimilating and memorizing information and material, we can argue that video materials just meet such requirements. Before using authentic videos in the process of studying English by students, the teacher needs to carry out preparatory work, namely:

1. Divide the video into logically complete episodes (if it is too long);
2. Optionally, you can create scripts for episodes;
3. Define lexical units and grammatical phenomena that students must master;
4. Focus on the sociolinguistic material that must be learned from the selected fragment and determine the socio-cultural context of its use;

5. Select texts for additional reading, from which students will be able to obtain this or that information similar to the content of the video plot. The experience of teaching English has shown that an important role is played not only by the preparatory work of the teacher for the use of an authentic video in practical classes, but also by the activities of the students themselves in oral communication in a foreign language. Students watching an authentic video without pre-developed special tasks cannot have a positive effect on the formation of a foreign language communicative competence. Watching video clips is closely related to listening, uses his skills and develops them. Listening skills are based on such mental processes as listening and recognizing speech, attention, anticipation (anticipation or probabilistic forecasting), semantic guessing, segmentation of the speech stream, informative analysis based on the isolation of units of semantic information, the final synthesis, which involves various kinds of compression and interpretation of the perceived message [23, p. 91-94].

When viewing video clips, the same audio perception mechanisms are used. Visual information is also added to them, which makes the work of perceiving information easier, since the semantic guess is easier. This means that the chance of understanding the meaning of what was heard increases. This trains the skill of listening to information. Subsequently, it becomes easier to return to performing listening tasks in their pure form.

Conclusions:

The use of authentic video material in foreign language lessons is necessary and carries a number of advantages and features. The biggest advantage of using authentic video material is that video teaches all four types of speech activity (reading, speaking, listening, writing). The video fragments also have psychological characteristics of the impact on students. They are able to control the attention of each student or group, influence the volume of long-term memory or increase the strength of memorization, they can have an emotional impact on students, increase the motivation for learning. It cannot be denied that authentic video materials contribute to the intensification of the educational process and create favorable conditions for the formation of the communicative (linguistic and socio-cultural) competence of students.

Authentic video materials are as close as possible to linguistic reality and therefore their use in foreign language lessons is more than conditioned. No other materials can give the same complete picture of the sociocultural reality of the country of the target language and demonstrate the combination of verbal and non-verbal codes of foreign language communication. Video materials can be divided into six groups, highlighting the following criteria: channel of receipt or perception of information, type of video material, nature of information, presentation means, purpose of use in the educational process, role in the

educational process. After watching an authentic video, you can use various exercises. Phonetic exercises can include demonstration of articulation patterns with their subsequent reproduction, repetition of individual words, sentences, dialogue replicas, a phonetic mini-lesson in a playful way, and so on.

Teacher can also use vocabulary exercises, such as predicting words and phrases that will be uttered by the characters in the video, correlating adjectives written on the board or on a card with a particular character in the video episode. Video can be a good stimulus for both oral and written expression. Students can be offered the following types of tasks: writing an imaginary biography of one of the characters in the video episode; presentation of the video episode in the form of a letter to a friend; compilation of a sports observer based on viewing a news release and filling out a table, and others. Working with authentic video material is always a very productive and interesting type of work for students, as it involves creative notes, which increases the motivation to work in the lesson.

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