

ABOUT THE SPECIFICS OF WORKING WITH VIDEO NEWS IN THE PROCESS OF LEARNING ENGLISH

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Annotation

The use of video news in English lessons is an important component of the formation of professional competencies of various specialists. The advantages of using thematic videos in foreign language classes are described and a set of exercises is proposed to make the process of learning a foreign language conscious, motivated and more effective.

Key words: video news, formation of professional competencies, using thematic videos, perception and understanding of sounding speech

As you know, listening — perception and understanding of sounding speech — is a special type speech activity, an active creative process that contributes to the development of other types of speech activity, such as reading, speaking, writing. Listening is the basis of communication, the mastery of oral communication begins with it.

Currently, there are two ways to learn listening in the methodology. The first the path offers listening training in the process of performing special exercises, listening acts, thus, as a learning goal. Proponents of the second way point to the need to combine listening exercises with elements of speaking, reading, i.e. listening is considered here as a means of teaching other types of speech activity.

In the process of learning English, it is important to combine these two ways, developing skills and listening skills with their subsequent output into oral speech. The productive use of authentic audio and video materials allows the teacher to

maximize the use of the speech, visual and auditory channels of the trainees and activate their speech activity in the required direction.

In the process of teaching English as a specialty language at the Faculty of International Relations, work with news releases of TV channels is actively used satellite TV. Working with news is important for students for many reasons. It contributes to the development of professional competence among students, as they receive up-to-date information about the current political situation in the world, events of international importance. The language material presented in news programs is not artificially selected to illustrate a particular lesson in a textbook, but authentic, "live". It is also valuable from the point of view of language learning that the speakers have a clear and correct pronunciation, and from the point of view of grammar, vocabulary used and stylistically, their language is, one might say, an example to follow. When working with video news, students receive listening practice, supported by visual images, which undoubtedly contributes to a better perception of foreign language and memorization of the material. Students improve all basic language skills and abilities: listening, speaking, reading and writing, expand their vocabulary and improve language competence in the field of grammar and pronunciation.

A feature of news releases is their compactness and dynamism. The news block usually consists of 5-7 self-contained stories, usually 1-3 minutes long. This makes working with them convenient and allows you to organically weave them into the canvas of each individual lesson. The topics of news releases are extremely diverse, covering a wide range of events in international life, which allows us to select subjects for study, the content of which is consistent with the topics studied by students in other disciplines.

The work can be carried out both with pre-recorded news and with live news, and can be carried out in various modes: "video only", "audio only" and "audio-video". Tasks can be performed both at the interrogation, post-viewing stages, and directly while watching the news.

In some cases, pre-recorded news with various exercises prepared for them are used in the classroom. When working with news, language exercises can be performed (for example, matching, finding synonyms / antonyms, selecting definitions for keywords), conditional speech exercises (filling in gaps in sentences with words and expressions from a video, continuing a sentence based on information presented in the news, highlighting keywords while watching video material, restoration text based on keywords), speech tasks (discussion, role-playing games, statements on the problem, etc.).

As G.A.Djjumaeva interprets the concept of " specifics of working with video skills as for the successful formation of listening and speaking skills, it is necessary to carry out systematic control of audio-lingua skills, as it ensures the formation of oral and written communication skills. And allows the teacher to assess the strength of the formed listening and speaking skills of the participant.

The main content of the interrogation stage should be to strengthen motivation and formulate an attitude to primary listening, remove possible language difficulties, etc. At this stage, the following types of work can be used: introduction of new words, their explanation, illustration with examples, working with the most complex grammatical structures in sentences from the text, their recognition, differentiation, establishing the interaction of the original form (for example, the infinitive) with the actual in a particular sentence (the type-modern form of the verb). It may include working with handouts, fragments of a video, as well as live educational communication.

At the examination stage of the work, it is necessary to take into account that the proposed students' assignments should not disclose the content of the video in full; otherwise students will lose all interest in it, which will negatively affect the results of listening. Exercises should stimulate interest and desire to listen to the text. In order to develop students' speech mechanisms of probabilistic forecasting and comprehension, it is suitable, for example, the next exercise: after the sound is turned off, the teacher invites students to watch the news story for the first time

without sound, in the "video only" mode and try to determine what will be discussed, where the action of the plot takes place, etc.

Before the listening stage, the teacher needs to give students a clear setup and formulate a communicative task: how and for what purpose should they listen text, (for example, to understand the main content and answer questions or fill in a table in the listening process). Under the guidance of a teacher, students should learn to listen to the text selectively, that is, in the process of auditory perception, to find the necessary information in it and fix it in writing, to reduce and compress the information received, to be able to keep semantic pieces in mind, simultaneously forming basic skills of translation cursive writing.

Written and oral assignments give a great effect in this regard to the video, performed in the process of listening to it, for example:

- record the basic information presented in the video: time/factors, fact/event;
- choose from two options for answering the question (the questions are formulated in writing) one corresponding to the content of the text;
- rephrase the following phrases;
- finish the sentences using the information from the video;
- reproduce the news story as close as possible to the original, using the lexical material of the video (first briefly, then in detail) etc.

One of the means of controlling the understanding of what is listened to in the listening process can be serving the translation.

Tasks at the post-screening stage can be aimed at developing students' abilities to interpret, comment, analyze the information contained in the video and reproduce it to one degree or another. Among such tasks, discussion, round tables, dramatization, setting your own problematic issues on the problem raised in the text (for organizing a discussion), expressing your own opinion on the problem,

etc. are of interest. One of the interesting tasks for students who speak English the language at the Upper-Intermediate/Advanced level can be a comparative analysis of the same news story from the same source (for example, EuroNews) in English and Russian. In most cases, the same news is presented somewhat differently in different languages, both from the point of view of factual information and from the point of view of lexical content. As part of this task, it is also advisable to use translation.

As noted earlier, competent work with video news contributes to the solution complex tasks. It not only creates additional motivation to learn a language, increases the language competence of students, but also helps to increase their level of education, erudition within their specialty, which indicates the need to include this type of work in the process of teaching English.

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