

THE USE OF AUTHENTIC VIDEO MATERIALS FOR THE FORMATION OF PROJECT ACTIVITY SKILLS IN ENGLISH LESSONS IN SCHOOLS

Gafforov Sanat Ismatovich

*English language teacher of
Samarkand State Institute of foreign languages*

Abstract: The article discusses the possibility of using authentic video materials for the formation of project activity skills in English lessons in schools. The classification and requirements for the method of projects are revealed. The possibility of using video materials for the development of listening skills and step-by-step work with them is also being explored.

Key words: project activity; project method; authenticity; authentic videos.

Nowadays the project method is one of the most preferred areas in education, as this method is rapidly gaining popularity due to a reasonable and expedient combination of theoretical knowledge and the use of this knowledge in practice in solving the set goals and objectives. Students learn to consciously approach the choice and implementation of certain educational tasks, identify possible difficulties and apply the knowledge gained in practice. These skills are the main characteristic for understanding that we are considering the project method [1, p. 133].

The use of the project method in the educational process gives students the opportunity to consciously achieve the set results. To create a project, students need to form a certain a set of activities of the implementation which is supervised by the teacher.

The project solves the problem that the group, couple or one student initially identified for themselves. The complex and consistent application of the techniques of the project method allows students to independently set goals, organize and control their activities. We also distinguish between the definitions of “project activity” and “project method”, these concepts are not synonymous. The project method includes various techniques in the educational process for a certain range of learning tasks, which is not considered as an integral structure for the implementation of education, while project activity is a didactic system. If the project method is central in the learning process, then the concept of “project learning” is applied [2].

The method of projects, including various modern technologies, allows to provide student-centered learning. It originated in the 16th century in the architectural workshops of Italy and includes a long and fairly productive history of the development of the project method.

At the beginning of the 20th century, the American philosopher and teacher J. Dewey and his student V.Kh. Kilpatrick made a significant contribution to the development of the project method, which is one of the leading methods of our time. The emergence of learning by the "method of projects" entails the idea of a personal direction in philosophy and education. The main idea laid down by J. Dewey and V.Kh. Kilpatrick, can be defined as an orientation towards the conscious participation of the student in the process of acquiring knowledge, focused on the personal needs and interests of the student. An important element in teaching using the project method is the interest of the student, the benefits of the knowledge gained and the significance of the problem being solved for the student. Children study educational material, enriching and expanding their life experience [3].

To identify the requirements for the project method, it is necessary to understand that organizing training using this method is quite difficult and it is not enough to have a teacher, a student (a group of students) and educational material. For the assimilation of knowledge using the project method, it is important to organize the cognitive activity of students in a special way [4, p. 43]:

- It is obligatory to have a socially significant research, informational, practical problem.

- The implementation of the project begins with the construction of future steps for problem solving.

- Requires research work on the part of students for each project. A characteristic feature of the project activity is the study of information, which is then processed, understood and presented to the project team members.

- The result of the project is the product.

There are several classifications of the project method, among them the most common are the classifications of E.S. Polat, L.V. Kiseleva and E.S. Evdokimova. E.S. Polat, since in her works she singles out the most developed typology of projects in accordance with their characteristics [5, p. 103].

Table 1. Classification of the project method

Classification by :	Types:
By dominant activity	Research, creative, role-playing, informational;
By subject area	Mono projects; interdisciplinary projects affecting 2-3 educational areas;
By the nature of coordination	Open coordination; hidden coordination;
By the nature of contacts (among participants of the same class school,	Among the participants of the same class school, city, teaching region, country, different countries of the world;

city, teaching region, country, different countries of the world)	
By number of participants	Individual, pair, group and collective.

The introduction of new technologies into the educational process increases the educational potential of a foreign language. The use of technology attracting experience and creativity, displays the learning process and education by means of a foreign language beyond the school framework. With full we can say with confidence that the project activity creates conditions in which the process of teaching a foreign language approaches the process natural language acquisition in an authentic language context.

Authentic video materials used in practical classes increase students' motivation and interest in solving problems of the project method.

"Authenticity" brings the learning process closer to the situation of natural communication, since the student has the opportunity to hear the speech of native speakers, in which national characteristics are found. In the methodology, this concept appeared with the popularization of the communicative approach [6].

Traditionally, authentic material is considered to be material that was not created for educational purposes, but belongs to the entertainment or education of native speakers.

But with a properly organized lesson by a teacher, authentic video materials have great potential for solving educational and educational problems. Work with video material is built by the teacher in three stages: preparatory, text or demonstration (direct work with video material) and after text (after demonstration). The use of authentic video materials improves the quality of learning and interest in this process, serves as both a source of knowledge acquisition and a means of their control, consolidation, repetition, generalization, that is, it performs all didactic functions [7].

Thus, the main task of the teacher at the stage of working with authentic material is the competent selection of video material that would be interesting, informative and understandable. In addition, it should correspond to the modern reality of a foreign-speaking society and create favorable conditions for students to master new regional information, the speech behavior of native speakers, to facilitate their acquaintance with the life of the people, their culture [8].

Project activities based on video materials contribute to listening skills, and focusing on the development listening skills during the implementation of the project, we can say that it is with listening, the mastery of oral speech begins, the success of which depends largely on how well the speech hearing of the person himself is developed, his ability to distinguish perceived sounds [9, p. 71 - 79].

In order to determine the nature of project coordination, one should focus more on the readiness of children to work with the project method. Their age and competence features. For the middle stage of training, the option will definitely be preferable open coordination, as this will allow you to maintain greater control over the course of the project and minimize the random consequences of individual decisions of students, which in turn will allow you to save greater representativeness of the experiment. By subject matter area, the best choice would be a mono project, as this will allow you to focus work within a specific language practice. For similar reasons, the group nature of the project will be more preferable; in addition, this type of project implementation increases educational and cognitive motivation. Also, the project will be implemented among students of the same class, since this nature of the participants' contacts is the most accessible and least problematic, which makes it optimal for conducting a pedagogical experiment during student practice.

The most relevant for the implementation of the project in the framework of learning English, and providing the greatest opportunities for interaction with authentic video materials, are the following 2 types of projects:

1. Creative group mono -project with an open character of coordination.
2. Information group mono -project with an open character of coordination.

The main advantage of the creative type is the variety of forms of work on the basis of which it can be realized. Possibility to build all activities within the project around an arbitrarily chosen form.

The information project is characterized by a wide range of possible results, as well as a set of acceptable forms of work and, in addition, provides more opportunities to maintain the motivation of project participants.

Having decided on the type of project and having found out that project activities in English lessons, based on video materials, can contribute to the effective development of listening skills, you can move on to choosing a way to test the development of listening skills. The simplest form of monitoring the development of listening skills is the task to indicate true and false statements regarding the content of the video material being watched; choose one correct option from several offered. This form of control is the fastest way to check understanding while developing listening skills.

Conclusion, it should be noted that the use of authentic video materials in the lesson provides an excellent opportunity to develop skills listening for students. Including authentic materials in the design activities of students, it becomes possible to attract the attention of students and diversify the educational process.

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