THE EFFECTIVENESS OF USING AN AUTHENTIC VIDEO MATERIAL IN DEVELOPING PRAGMATIC COMPETENCE OF EFL

Ganieva S., an English teacher

Tashkent city, TSULL named after A.Navai

Albert Einstein told: "I never teach my pupils, I only attempt to provide the conditions in which they can learn." This quotation is true about any kind of teaching, especially, foreign languages nowadays, though he was a scientist of theoretical physics. Because a helpful teacher should use not only his knowledge but any means of teaching instruments. One of the most popular and modern instrument is an authentic video material. Any kind of professional teacher of English language as foreign language, is aware of the different types of learning styles of his students. The types of students' learning styles are the followings:

1. Visual learners

Visual learners are those, who tend to learn better by seeing and observing pictures, diagrams, written directions. Students who learn through sight understand information better when it's presented in a visual way.

2. Auditory learners

 Auditory learners who preferlistening to reading or writing while they try to learn something. These are the students who like to read out aloud to themselves, they speak up in class bravely and are good at expressing their ideas verbally, using body language.

3. Kinesthetic learners

Kinesthetic learners or "tactile" learners learn through experiencing or doing things. Such types of learners are fond of acting out in role plays or using their hands to touch and handle in order to understand concepts.

4. Reading/writing learners

According to the VARK Modalities theory developed by Fleming and Mills in 1992, reading/writing this type of learners prefer to learn through written words. They obtain new information by writing, reading articles on the internet, writing in diaries, looking up words in the dictionary.

Teaching a foreign language using a video material is not only fruitful for visual learners, but also for the rest types as well. Because one of the main points in the lesson planning and conducting is how to motivate learners. It is hypothesized that video materialcan be used as authentic material input and as a motivational tool[1]. While watching a video related to the topic of a lesson, students have an opportunity to get acquainted with a social context, scenes from real life of the country they learn. It is a good example of imitating the sounds in order to make the listeners pronunciation better close to native speakers, paying attention to the intonation in the statements types.

Video is a powerful tool in today's classroom. It provides strong context through which to teach English.[2] It is obvious, that students are interested in using of the expressions or words in practice by native speakers. As in pragmatic situation they will have to make use of them in a real life.

And according to Iman Abbas, an author of the article, "The Power of Video Materials in EFL Classroom from thePerspectives of Teachers and Students", he states, "that it is rather a matter of makingdecisions and options in order to present materials that go in alignment with goals andobjectives and serve to satisfy students' needs"[3]. By demonstrating an interesting video teachers can arouse their students' interests which promote to be engaged in the process of lesson. One should keep in mind, that learning a foreign language may be a challenge for most studentsbecause of differences in the form and structure between one's mother tongue and a foreign one. As a philologist, I can give some examples of these

[1] Lumturie Bajramia,*, Merita Ismailia,The Role of Video Materials in EFL Classrooms.International Conference on Teaching and Learning English as an Additional Language

[2] Petrenko L.A.,Philippov M.N.,USING VIDEO MATERIALS IN TEACHING FOREIGN LANGUAGE.

[3]Iman Abbas, The Power of Video Materials in EFL Classroom from the
Perspectives of Teachers and Students. Journal of Applied Linguistics and Language Research,

differences. Providing that, there are approximately 7,5 languages in the world, all of them have their own genealogical, morphological and grammatical structures. English belongs to Indo-European family. And according to morphological classification, it is a flectional-analytical one, which is rich in grammatical inflections with a strict word order rule. If you teach Russian students, you should understand the differences between Russian and English language background. For example, Russian has also a lot of flections, but the word order is not as strict as English one. Russian is considered as a flectional synthetic language, it is in Slavonic family of languages. Uzbek language unlike Russian and English ones, has an agglutinative feature, it belongs to Turkic family of languages. It means, that it is rich in grammatical structures. In Uzbek there are separate grammatical inflections.

English	Russian	Uzbek	Chinese	Arabic
Indo-European, German branch	Indo-European, Slavonic branch	Turkic language, Karluk branch	Tibet language	Afroasiatic language family
Flectional Analytical	Flectional Synthetic	Agglutinative	Analytical	Semitic languages
Strict Word Order	A lot of inflections			
		Uzbek is null subject, agglutinative and has no articles and no noun classes (gender or otherwise). The word order is subject–object–verb (SOV). Words are usually oxytones (i.e. the last syllable is stressed), but certain endings and suffixal particles are not stressed.	(which depends on syntax, word order and sentence structure)	Grammatical structures have inflections

It is important to know all the distinctive features of languages being a language teacher. Theterm "video" (from Lat. Video - watch, see) means a wide

range of technologies for recording, processing, transmission, storageand reproducing visual and audiovisual material onmonitors. When they say "video" in everyday life, they usually meanvideo material, a television signal or a movie recorded on a physical medium (video cassette, video disc, etc.).Video materials used in the process of teaching, which are considered as one of the types of technical training tools that provide the function of transmitting information, as well as receiving feedback in the process of its perception and assimilation with the aim of further development of students of certain skills and competencies inEnglish lessons. The implementation of video into the learning process changes the nature of the traditional lesson, making it more lively and interesting, and helps to expand the general horizons of students,enrichment of their linguistic knowledge and regional geographic knowledge as well.Meeting the principles of developmental learning, video helpsalso teach all 4 types of communicative activity (reading, speaking, listening, writing), form linguistic competence (through language and speech exercises), create communicational situationsand provide direct perception and studyculture and history of the country of the language being studied.It should be noted, that the video is not only the source of information. Using of a video promotes the development of various aspects of mental activity of students, influencing totally on attention and memory.During the demonstration of a video material students contemplate information in collaboration. In these conditions, even an inattentive student becomes attentive, because students need to understand the contents of the film by making some effort. Because any video material has an emotional effect on students, in consequence, effecting on formation of personal viewpoint about the watched.Video text, as T. P. Leontyeva emphasizes, "has the advantage of combining various aspects of a speech actinteractions. In addition to the content side of communication, the video text contains visual information about the scene of the event,appearance and non-verbal behavior of participants in communication ina specific situation, often due to the specifics of age, gender and psychological characteristics of the speaker's personality".

It has an important role in the whole study of a foreign language, to practice or to implement it in a real life situation. The Wikipedia definition of pragmatics is the following:

"Pragmatics is a subfield of linguistics and semiotics that studies the ways in which context contributes to meaning.The word pragmatics derives via Latin pragmaticus from the Greek πραγματικός (pragmatikos), meaning amongst others "fit for action", which comes from πρᾶγμα (pragma) "deed, act" (in modern Greek πράγμα/pragma "an object,a thing that can be perceived by the senses"),in turn from the verb πράσσω (prassō) "to do, to act, to pass over, to practise, to achieve."[https://en.wikipedia.org/wiki/Pragmatics]

The use of authentic videos in the learning processof foreign language provides immersion in real communication of native speakers'language, demonstrates all the specifics of this communication, includingemotional coloring, natural rate of speech, connotativevocabulary, realities, facial expressions, gestures.Using of authentic footagedisplay of speech actions in a real environment with the presence of a cultural component of the language, which contributes to significant progress in the plan of teaching oral speech [Kachalov, 2005: 221].

Authentic video materialsallow you to organize a dialogue of cultures:native and foreign. Students observe how native speakers expresstheir position on any phenomena that occur in allcultures, but manifest themselves differently in them [Kachalov, 2005: 221].It should be noted that the use of authentic video materials in English lesson involves a thorough and painstaking work by teachers preceding the introduction of these materials into the educational process. Soas along with the advantages there are some negative aspectsthe use of authentic video materials in the process of learning Englishlanguage. They may contain redundantinsignificant lexical units, complex linguistic structures that can cause some difficulties for teachers if they teach students with low level of English knowledge as a foreign language.

Taking all above mentioned, one can conclude, that teaching materials played an essential role in EFL teaching and learning. Providing EFL learners with a variety of activities and opportunities to integrate the four linguistic skills is essential to rise their interest in learning the second language to communicate. Thus, authentic footage has a hugepotential for the formation of sociolinguistic competence of studentswhen teaching a foreign language. These materials contain information aboutdifferent areas of life and areas of activity in the country of the language being studied,create the illusion of being in it and carry additional information about itsculture, making communication authentic.

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