

USING AUTHENTIC VIDEOS FOR YOUNG LEARNERS WHILE TEACHING FOREIGN LANGUAGE

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Abstract

This article discusses how using real videos for young learners in foreign language teaching is a highly effective way to engage students, improve their listening skills and teach them to use real-world languages, and how real videos can be used effectively.

Key words: student, learning, textbook, course, real-world language, identify key vocabulary, grammar structures, resut, report, classroom.

In a rapidly globalizing world, proficiency in foreign languages has become increasingly essential. Moreover, nurturing critical thinking skills from an early age is crucial for cognitive development. Addressing these dual needs, educators are turning to digital technologies to revolutionize language learning, enhancing both linguistic proficiency and critical thinking abilities among children.

According to Uzbekistan educational standards the formation of critical thinking is one of the most important universal competencies. This shows that educators have fully realized the importance of developing critical thinking for many years of educational practice, but in the question of how to develop critical thinking, in particular when teaching a foreign language, researchers still have a long way to go. This article to a certain extent to improve the performance mechanisms of the tasks specified in the documents the modern approach to education of the Republic of Uzbekistan. Today our president Sh.M. Mirziyoyev is paying a lot of attention to language learning for us young people. Including the decree of the President of the Republic of Uzbekistan "On measures to popularize the study of foreign languages in the Republic of Uzbekistan, to bring its activities to a qualitatively new level" dated 19.04.2021 and the Decree of the Cabinet of Ministers of the Republic of Uzbekistan "Foreign Language in the Republic of Uzbekistan" According to the

decision of 19.01.2022 on the popularization of language learning, all our attention is focused on language learning .¹

Many English classes come with a textbook or curriculum for instructors to follow. This can be helpful when designing a course, determining learning outcomes, and assessing students. It also makes it easy for teachers to plan lessons and introduce concepts to students in a logical sequence. There are many potential benefits to using prescribed curricula or materials to teach. However, these resources are not provided by every institution and even when they are, they often lack an authentic context in which students can practice English. In cases where these resources are not provided for a course, or where instructors wish to expose students to highly engaging opportunities to practice English, using authentic materials is an excellent option.

One description of authentic materials says that their purpose is to communicate meaning and information and that they are produced for real communication rather than to teach language (Thomas, 2014). Authentic materials for the English language classroom are often free and very easy to find online or perhaps in certain locations in your communities. Here are some examples:

TV shows, news segments, documentaries, movie clips and trailers, online videos, and commercials. Radio broadcasts, songs, and podcasts ,photographs, artwork, signs, postcards, maps, and advertisement, magazines, letters and emails, news articles, brochures, websites, blogs, and social media posts ,recipes, food labels, bus and train schedules, menus, and price tags and product descriptions. This month in the Teacher's Corner, we will discuss different types of authentic materials and the benefits and challenges of using them. We will also explore teaching strategies to use with these materials in the English language classroom. Activities will focus on activating and building students' background knowledge, increasing vocabulary, supporting comprehension, and including summative tasks.

The use of authentic materials in the language classroom has been widely considered to be beneficial to the language learners in different aspects. Efforts have been made in investigating the advantages that the authenticity of language materials may bring and positive results have been reported. Harmer (1994) states that authentic materials can provide great benefits to learners in the production and acquisition of

¹ The decree of the President of the Republic of Uzbekistan "On measures to popularize the study of foreign languages in the Republic of Uzbekistan, to bring its activities to a qualitatively new level" 04/19/2021



language with a boost in their confidence in real-life use. Additionally, Peacock (1997) claims that learners' levels of on-task behavior, concentration and involvement can be increased by using authentic materials greater than employing artificial ones. Placing too much emphasis on the characteristic of authenticity in choosing teaching materials, some researchers and teachers, however, tend to take the authority of native speakers in the production of the selected materials for granted.

Using authentic videos for young learners while teaching foreign language can be a highly effective way to engage students, improve their listening comprehension, and expose them to real-world language usage. Here's how to use authentic videos effectively:

- **Choose Age-Appropriate Videos:** Select videos that are appropriate for the age and language level of your students. Consider the length, topic, and language complexity of the videos.
- **Preview the Videos:** Before showing the videos to your students, preview them to identify key vocabulary, grammar structures, and cultural references. This will help you prepare activities and discussion questions.
- **Set a Purpose for Viewing:** Clearly explain to your students the purpose of watching the video, such as understanding a story, learning new vocabulary, or practicing listening skills.
- **Use Before, During, and After Activities:** Before watching the video, engage students in a warm-up activity to activate prior knowledge and build anticipation. During the video, pause at strategic points to check for understanding and discuss key concepts. After viewing, lead a discussion or activity that reinforces the target language and concepts.
- **Use Visual Aids and Context Clues:** Encourage students to pay attention to visual cues, body language, and context to infer meaning. Provide visuals or transcripts if necessary to support comprehension.
- **Encourage Active Listening:** Ask students to listen for specific information, such as characters, events, or details. Encourage them to take notes or draw pictures to enhance their focus and recall.
- **Repeat and Review:** Repeat key phrases or sentences from the video to reinforce pronunciation and comprehension. Review the video or specific segments multiple times to improve retention.



- **Encourage Interaction:** Facilitate discussions or role-playing activities based on the video content. Encourage students to share their reactions, opinions, and questions.
- **Use Video Editing Tools:** If necessary, use video editing tools to shorten or segment the videos, add subtitles, or create interactive quizzes.
- **Integrate Culture:** Use authentic videos to expose students to the target language culture. Discuss cultural references, traditions, or perspectives presented in the videos.

By following these tips, you can effectively use authentic videos to create engaging and meaningful foreign language learning experiences for young learners.

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