



USING A VIDEO FILM AS A METHOD TO INCREASE MOTIVATION IN FOREIGN LANGUAGE LESSONS

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Annotation

In our time - the time of developing technologies - the study of a foreign language has become perhaps the most interesting for students. A huge variety of techniques has appeared in the arsenal of the teacher in connection with the emergence and improvement of technical means. This is a great opportunity not only to facilitate the process of learning a foreign language, but also to increase the motivation of students, turn a foreign language lesson into an interesting and informative lesson. The relevance of our research lies in the fact that in our time the requirements for a school graduate are much higher than those that were 10-15 years ago. One of them is knowledge of a foreign language at a conversational level. The teacher's task is to teach students spoken English, given that this subject is given an average of two hours per week, starting with grade 1. The role of a foreign language is extremely important, knowledge of the language is almost the first requirement for employment in our country.

Keywords: Use of video films, development of skills, activation of speech-thinking activity, internal psychological characteristics, a source of activity.

The use of video films in a foreign language lesson brings variety to the educational process, promotes the activation of students, and increases interest in the subject. The video is an effective means of developing oral speech skills, and, undoubtedly, helps to consolidate the past lexical, grammatical and phonetic material, expand the lexical stock, helps prepare students to understand the speech of different people, and create a natural language environment in the lesson. Research by Edgar Dale showed that people remember 20% of what they hear, 30% of what they see, 50% of what they hear and see, and 70% of what they say and write about. [1, p. 89-95]

The main purpose of the videos is to activate the speech-and-thinking activity of students in the process of mastering the language material by modeling the corresponding speech situations. The use of video in the lesson contributes to the solution of the following tasks:



- increasing the motivation for learning;
- creating a comfortable learning environment;
- contributes to the intensification of learning;
- increases the activity of trainees; - creates conditions for independent work of students.

In keeping with the principles of developmental learning, video also helps teach all 4 types of speech activity (reading, speaking, listening, writing), form linguistic abilities (through language and speech exercises), create communication situations and provide direct perception and study of the culture, history of the country of the target language.

Within the framework of the stated topic, we solve the following tasks:

- study the scientific literature on the topic of research;
- to characterize the technology of working with video film and video recording;
- analyze examples of educational videos.

To achieve this goal, we use the following methods:

- analysis of theoretical literature within the stated topic;
- a descriptive method.

Despite the active use of video materials in the process of learning foreign languages, their diversity, the presence of a large number of video courses in foreign languages, the method of working with video materials has not yet been sufficiently developed. Modern psychologists and educators agree that the quality of the performance of the activity and its result depend, first of all, on the motivation and needs of the individual, his motivation, it is motivation that causes purposeful activity that determines the choice of means and techniques, ordering to achieve goals. Motivation is therefore a "triggering mechanism" of any human activity, as I.A. Zimnyaya says, whether it is work, communication or understanding [2, p.5].

Motivation is an internal psychological characteristic of a person, which finds expression in external manifestations, in a person's attitude to the world around him, in various types of activity. Educational and cognitive motivation is an activity-based approach to learning, the realization of the desire to study well. Any cognitive activity of students, along with operational components (knowledge, abilities, skills), includes motivational ones (motive, interest, attitude).

Motivation is a source of activity and orientation of the personality towards objects and phenomena of reality, as a result of which activity arises. Nourishes and motivates tangible, real, milestone and ultimate success.



If there is no success, then motivation fades, and this negatively affects the performance of the activity. Among the various motives of the student, a special place is occupied by a cognitive motive, which is one of the most specific.

Currently, the formation of cognitive motivation is necessary, since it gives students a special personal meaning, due to which the study of a subject acquires an independent value for it. Cognitive motivation is based on a disinterested thirst for knowledge, an irrepressible desire to learn everything new and new. With this motivation, the student copes with difficulties with great ease. It should be recognized that the psychological patterns of development of the motivational sphere in general and cognitive motivation in particular have been clearly insufficiently studied. Questions about the patterns of the formation of cognitive motivation, about the ratio of internal and external factors of its development, about the methodology of its formation remain unexplored.

Iskrin C.A. identifies five types of motivation:

1. Target motivation - what is needed for this activity is well absorbed, what it is aimed at and with the help of what it is carried out;
2. Motivation for success - if the subject is successful, then it is studied with redoubled interest. Motivation in the study of foreign languages increases significantly if the prospects for the use of knowledge are realized not only in the lesson, but also in extracurricular activities;
3. Cultural motivation - the language quickly reacts to all social changes in the life of a particular country. It reflects the mores and customs of the country. All this is of great value for understanding the social nature of language;
4. Aesthetic motivation helps to make language learning a pleasure;
5. Instrumental motivation takes into account the students' temperament and enables each student to express themselves in their favorite form of work [3, p.95].

The formation of motivation is the creation of such conditions under which internal impulses (motives, goals, emotions) for learning appear; awareness by their student and further self-development by him of his motivational sphere. At the same time, the teacher does not act as a simple observer of how the motivational sphere of students develops, he stimulates its development with a system of psychologically thought-out techniques. The motive that encourages learning is not one, but a number of motives of various properties, which can be divided into the following groups:

- educational and cognitive (interest in learning, desire to acquire knowledge, cognitive need, curiosity, etc.);



- directly motivating (brightness, novelty, amusement, fear of punishment, etc.);
- promising-motivating (responsibility, sense of duty, etc.).

Numerous studies show that in order to form a full-fledged educational motivation in students, it is necessary to carry out purposeful work. Educational and cognitive motives, which occupy a special place among the groups represented, are formed only in the course of active development of educational activity.

There are forms of work that serve to stimulate the cognitive activity of students, the formation of motivation for learning, such as:

- Didactic games and exercises;
- Person-centered approach to teaching and upbringing;
- Extracurricular activities in subjects;
- Creative work of students in various subjects;
- Conducting subject Olympiads;
- The use of various pedagogical technologies (problem learning, game forms, developmental tasks, etc.);
- integration of learning (conducting integrated lessons)

Regarding motivation as the most important spring of the process of mastering a foreign language, ensuring its effectiveness, it is necessary to keep in mind the following: motivation is a side of the student's subjective world, it is determined by his own motives and preferences, the needs he perceives. Hence all the difficulties of calling motivation from the outside. The teacher can only indirectly influence it, creating the prerequisites and forming the foundations on the basis of which students have a personal interest in work. The teacher will succeed in this the better, the more he succeeds in taking the place of the student, reincarnating into him. In this case, he will be able not only to recognize the motives of the student's activity, but also to evoke, develop and correct them from within.

A prerequisite for such mental reincarnation is a good knowledge of your students. The teacher must also imagine the entire arsenal of motivational tools, all types and subtypes of motivation and their reserves. Then it will be possible to accurately correlate the content of the educational process throughout its entire course with the corresponding types of motivation, i.e. to create a persistent accompanying motivation that forms progress in mastering a foreign language [4, p.310].

The successful start of learning a foreign language contributes to the creation of high motivation for learning foreign languages.



The success of teaching and the attitude of students to the subject largely depends on how interesting and emotionally the teacher conducts the lessons. Much attention is paid to the issue of increasing motivation, maintaining and developing students' interest in the subject “foreign language”, both in psychology and in the methodology of teaching this subject. How to motivate students to learn a foreign language? This question is especially relevant. Each student has a certain level of positive motivation that can be relied on and reserves for its development.

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