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# **ИННОВАЦИОННАЯ ПАРАДИГМА РАЗВИТИЯ СОВРЕМЕННЫХ ГУМАНИТАРНЫХ И ОБЩЕСТВЕННЫХ НАУК**

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**NEW FORMS OF WORK WITH MULTIMEDIA RESOURCES IN TEACHING A  
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*Mazhit Zura, Umerbayeva Ramziya Faatovna*

## NEW FORMS OF WORK WITH MULTIMEDIA RESOURCES IN TEACHING A FOREIGN LANGUAGE AT SCHOOL

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**Abstract:** This article is about multimedia resources in foreign language teaching at school. The modern stage of technology development is characterized by the transition to the use of information and communication technologies. This, in turn, include a wide range of digital technologies used to create, transmit and distribute information and services. In English lessons, multimedia can help you solve a number of didactic tasks: to develop reading skills and skills using materials from the global network; to improve the writing skills of schoolchildren; to enlarge the vocabulary of students; to form a motivation for learning English.

**Key words:** multimedia, foreign language teaching, technology, motivation.

Modern multimedia technologies have taken a strong place in the process of teaching a foreign language. It is known that the main purpose of teaching foreign languages is the formation and development of the communicative culture of students, teaching practical mastery of a foreign language.

The Law of the Republic of Kazakhstan "About education" sets as an urgent task the disclosure of spiritual and intellectual capabilities of the individual, the formation of solid foundations of scientific knowledge by creating favorable conditions for the disclosure of the creative potential of each individual. The most important factor affecting the implementation of this task is the training based on the cognitive interest of students [1].

This article focuses on the use of authentic video materials that effectively form or support students' interest and motivation to learn a foreign language. When using video clips in teaching a foreign language, it is necessary to remember that various types of speech activity – listening, speaking, reading, writing-are the leading component of the content of training.

According to its didactic capabilities, the video allows you to practice all four types of speech activity, it creates additional conditions for the implementation of all components of communicative competence as a learning goal. The inclusion of authentic video materials in the process of forming foreign language skills creates prerequisites for the implementation of training on the material of sounding speech of native speakers, functioning in natural conditions of communication. Thus, the "presence effect" and "participation effect" are born. This is mainly due to the following reasons: the information contained in the video mostly arouses the interest of students, which stimulates their speech activity; when viewing the video material and when discussing it or performing various tasks, the student can apply previously acquired knowledge, skills and abilities in the process of foreign language communication [2].

The video should not last more than 10 minutes. Students are offered an authentic context. After viewing the documentary, they can see not only the culture of different people, but also their way of life.

The video must be short enough to focus on new words, and you must learn the vocabulary in advance so that students can listen to the new vocabulary in context while watching the video. After viewing, you can create a debate using a new vocabulary. For homework, you are given the task to write a short article on the same or similar topic.

Using a clip makes the session more emotional and effective. Their use allows developing students' speech activity. The video clip makes it possible to convey information to students in a simple visual form. This helps maintain attention to the repetition of educational material and ensures effective perception. The advantages of video films are their informative richness, concentration of language resources, emotional impact on students, and others.

The effectiveness of using videos depends on the effective organization of classes. At the same time, we can say that the use of video clips for teaching listening has its positive and negative sides.

On the one hand, a video recording is more emotional than an audio recording – students not only hear, but also see the speakers, their facial expressions and gestures, as well as get information about the context of what is happening - the place of action, the age of the participants, etc.

On the other hand, all these factors distract the student from their own speech, and they can get carried away with what is happening on the screen, instead of focusing on listening.

Therefore, especially at the initial stage, students should get a clear task before viewing, on which they will need to focus.

Below are the tasks that have been tested in classes with students.

#### *Fill in the video pass*

The teacher selects an excerpt that clearly shows the storyline. Records its beginning and end. Explains to the class that two passages will be shown. The students' task is to write a story that connects these passages. Students watch the first excerpt. Students (in groups) discuss the situation and characters. Then the students watch the second excerpt. Compare two passages — place, events, character relationships, and so on. Each group composes a story connecting these two events. A representative of each group reads out their own version. Students compare the credibility and other advantages of the story. Students watch the entire passage, then compare their stories with the original.

The teacher selects an excerpt from a feature film in which 3-5 participants conduct a conversation. It is better that students are familiar with the characters. The teacher prepares two lists of the names of the characters and their replicas in an arbitrary order. Each student must have their own copy. If it is impossible to make copies, we write the lists on the Board. The teacher explains to the students that the passage will be shown without sound. And their task will be to arrange the replicas in order, as well as to figure out who is saying what.

The teacher shows a *video clip* without sound.

Students work in pairs, restoring the sequence of replicas and who they belong to. Then the teacher shows the passage with sound, and students check the correctness of their work.

#### *Predictions*

The teacher prepares a video fragment from a play, movie, or TV show. This video clip makes it possible to understand how events will develop further. Students create a continuation of the script.

#### *Short news*

The teacher selects an excerpt of the program with various news items. A copy of the sign is prepared for each student. Students are given signs. We need to make sure that everyone understands what is written in the left column.

Then students are asked to look at the news program, come up with the most appropriate headline for each news item and fill out a sign. The teacher shows video news. Students fill out a sign in the form of individual work. Then the teacher shows the news again, pausing so that everyone can give their own headline. The class discusses the appropriateness of this choice. The teacher hands out placards to students and checks whether it is clear what kind of information is required to fill out the placard.

#### *News*

The teacher selects a piece of news about some famous people. Makes copies of the sign for all students. He hands out signs and explains to the class that an excerpt from a news broadcast about several famous people will be shown. The students' task is to determine what they were called in the passage. Students watch the passage one or more times. Then fill in the table. Everyone compares the results.

#### *Reconstruction*

The teacher selects an excerpt with a clear storyline in advance. Movies without sound are very good for this purpose. The teacher explains to the class that an excerpt will be shown in which a certain event occurs (for example, a robbery).

The students' task is to memorize as many details as possible and then present them in chronological order. Students view the passage. Students work in groups, discussing what they see and writing it down in the correct order. A representative of each group reads their own list. The class decides which list is the most correct and complete. Students view the passage again, and the teacher pauses to clarify the details.

You can also stop the image and ask students to tell you what will happen after that. The use of video in a foreign language lesson and in extracurricular activities opens up unique opportunities for teachers and students to form socio-cultural competence as one of the components of communicative competence in general.

In addition to the content side of communication, the video contains visual information about the place of the event, appearance and non-verbal behavior of participants in a particular situation.

To really effectively use the video in the lesson, you need to make sure that:

1. The content of the video materials used corresponds to the level of general and language readiness of students.
2. The duration of the video fragment used does not exceed the actual capabilities of the lesson or stage of the lesson.
3. Video fragment situations provide interesting opportunities for the development of language, speech, and socio-cultural competence of students.
4. The context has a certain degree of novelty or surprise.
5. The text of the video is accompanied by clear instructions aimed at solving a specific educational task, understandable to students and justified by the logic of the lesson.[3]

In the structure of video classes for teaching oral speech, there are four stages:

- 1) preparatory-the stage of preliminary removal of language and linguistic-cultural difficulties;
- 2) perception of a video film-development of information perception skills;
- 3) monitoring the understanding of the main content;
- 4) development of language skills and oral speech skills.[4]

The fourth stage can be preceded by repeated viewing of the fragment.

To solve each of the tasks, students must know not only the General content of the video, but also remember the details, as well as be able to evaluate events, give a description of the actors, using words and expressions from the speech accompaniment of the video.

In conclusion, we can say that the effectiveness of using video materials in teaching foreign language speech is obvious. First of all, it depends not only on the correct definition of their place in the structure of the lesson, but also on how efficiently the lesson itself is organized, how the training opportunities of the video are coordinated with the set training tasks. It should be emphasized that viewing videos should not be quantitative, but qualitative in nature, for which it is necessary to develop a special methodology aimed at developing a full-fledged ability to perceive language and socio-cultural material.

Thus, the use of authentic video materials in teaching a foreign language allows you to develop students' foreign language communicative competence and other equally important skills, increase motivation to learn a foreign language and future profession.

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