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USING VIDEO RESOURCES AS A MEANS OF FORMING COMMUNICATIVE COMPETENCE IN ENGLISH LESSONS

Abstract: This article analyzes the use of video resources as a means of forming communicative competence in English lessons.

Keywords: communicative competence; video-resources

Currently, the problem of teaching a foreign language at school is serious. A foreign language teacher aims to form a person who will be able to participate in cross-cultural communication.

Learning foreign languages, in particular English, implies not only the formation of General educational ideas, but also the development of personality and motivation of students. As you know, the main goal of learning foreign languages at school is to develop students ' foreign language communicative competence, i.e. the ability and readiness to carry out foreign language interpersonal and intercultural communication with native speakers. Mastering communicative and intercultural competence is impossible without the practice of communication, and the use of video resources as one of the types of non-traditional foreign language lessons is simply irreplaceable.

When learning a foreign language at school, the main emphasis is on the consistent development of all components of the students ' communicative competence, namely speaking, reading, listening and writing skills. Communicative competence, in turn, can be characterized as the formation of the ability to use the language to carry out speech activities in accordance with the goals, objectives, and situation of communication within a certain field of activity. The goal of forming a communicative competence is always a successful communicative act.

The following essential skills are included in the communicative competence:

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1. read and understand simple, original texts;

2. communicate verbally in standard situations of educational, labor, cultural, and household spheres;

3. verbally briefly describe yourself, the environment, retell, Express an opinion, assessment;

4. ability to write and transmit basic information.

To maintain the fruitful and successful speech activity of students, the use of non-traditional forms of conducting classes, such as the use of various video resources, is successful. This type of resource is a type of educational film, which can be defined as an audio-visual learning tool that provides the creation of a foreign language environment and communication situations for the development of students' oral speech.

For a detailed analysis of the concept of "video resources", it is necessary to define the two main components of this concept. According to the Longman Dictionary of Contemporary English, resources are a tool that helps to achieve certain goals and is a source of information for teachers and students. Based on the same source, the concept of "video" is defined as a means of recording an image or sound using both a video tape and a digital method of storing information.

The use of video resources in the classroom contributes to the improvement of learning and the development of speech activity of students. Another advantage of video resources is the emotional power of influencing students. Special attention should be paid to the formation of students ' special attitude to the material they see.

The use of video resources contributes to the development of various aspects of mental activity of students, and above all, attention and memory. Video resources as a special type of educational film can create an atmosphere of joint cognitive activity in the classroom, as a result of which even an inattentive student becomes attentive. In order to understand and make sense of what they saw, students need to make some effort and effort. The use of video resources as a type

of teaching aid contributes to the development of cognitive interest, activates the mental and speech activity of students.

To date, video resources are presented in various ways of use:

1. using video fragments in lessons without sound. This type of activity allows students to predict the speech of the characters themselves and try to recreate their own scenario of what they saw.

2. monitoring and recording. This type of viewing is suitable for high school students, as it requires a certain knowledge of grammar and a certain vocabulary.

3. video resources as a means of forming correct pronunciation. The use of certain fragments with the speech of native speakers of the studied language allows students to form the skill of correct pronunciation.

Organizing tasks based on video resources will take place in several stages:

Exercises performed before viewing video resources. At this stage, you need to introduce the students to the lesson topic, tell them the main goals and objectives of the lesson, and prepare the class to view video resources.

Working with the video resources themselves. At this stage, students should clearly understand what they need to do and how much time they have to do it.

Working in the classroom after viewing video resources-sharing the information received and discussing what students saw, heard, and learned while working.

When using tasks of this type in your lessons you should remember the following:

Every time you use technology in the classroom, you should prepare a backup lesson plan, in case the equipment fails, the site does not work, or the electricity is cut off. Preferably, tasks will involve pair or group work, as this contributes to the development of communication skills, learning in collaboration and prevents the effect when the computer becomes an obstacle to communication in the classroom. At the same time, it should be remembered that in large groups with more than 3 people, it is inconvenient for students to work at the same computer.

In the computer classroom, you need free space, which should increase depending on the number of students working together near each computer. An ideal class should have a computer-free space for group work, discussions, or other tasks. Equipment and tables should not prevent the teacher from making eye contact with the class, working with the blackboard, or moving between groups of students.

So, summing up, we can conclude that the development of communicative competence does not occur naturally, but by creating special situations of influence. The main idea of these situations of influence is to provide socio-psychological impact on the individual. This influence has a positive effect on the formation of successful communicative competence, as well as speaking skills. Video resources are an excellent tool for developing this skill. Tasks based on video resources are interesting for students. They help to develop not only communicative competence, but also the skill of working in pairs. However, when developing a task, keep in mind that it should not just interpret what could have been done without video resources. Students will benefit if the exercise provides a real opportunity for communication and promotes interaction and collaboration.

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