THE MTNSTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES

THE FACULTY OF ENGLISH PHILOLOGY

THE CHAIR OF ENGLISH METHODIC AND PRACTICE

AKHATOVA MUNISA TAJIYEVANA
(4 Uzb 10)

THEME: **PECULIARITIES OF IMPLEMENTING MULTIMEDIA RESOURCES AT THE FLT**

Speciality- 5220100

Scientific supervisor: Porsayev U. G.

The work was discussed and
 recommended to the defense
at the meeting of the
 Chair of English teaching

Protocol № 9 on the 18 of May, 2012

Chairman: **Ph.D. Ashurov**   **Sh.S.**

Samarkand - 2012

Conclusion

INTRODUCTION

Among the problems, solved by the method of foreign language both theoretically and experimentally, communicative competence and ways of its achievements are the most actual. Mastering the communicative competence in English, not being in the area where the language is native, is very difficult.

President of Uzbekistan Islam Karimov mentioned in his greeting speech to the teachers of the Republic of Uzbekistan: "As it is known now the educational process is inconceivable without modern information and communication technologies, the Internet. For this purpose, there has been established the Centre for development of multimedia educational programs, and currently it is working on creating multimedia, electronic versions of textbooks and teaching aids, connecting all schools to the «Ziyonet», which serves to reinforce the close connection of the educational process with the scientific and technical progress, achievements national and universal development, improve the quality and v effectiveness of training[1]'.

Therefore, an important task for teachers is to create real and simulative situations to communicate in a foreign language at the lesson, using different methods and techniques for studying (role play, discussion, creative projects, etc.). No less important is the task of getting students to know the cultural values of the native speakers. For this purpose, the use of authentic materials (drawings, texts, sound recordings, etc.) is very crucial. Introduction to the life of Rnglish-speaking countries is conducted mainly through the text and illustrations for it.

It is especially important to give students a visual representation of life, traditions, and language realities of English-speaking countries. For achieving this goal can be implemented training videos, the use of which contributes to the realization of essential requirements of the communicative method.

Moreover, the use of video in the classroom contributes to individualization of learning and development of trainees' motivation to speaking. It should be noted that the use of video in the classroom is using one more source of information.

In this paper we are going to study an innovative method of teaching by implementing the video. 'The purpose of writing this graduate qualification paper is to understand how this method is effective and what its disadvantages are. Many of the sources will he analyzed: manuals on how to learn English language, tutorials ofICT, various journals and articles. Then we'll try to compare the feedbacks of those who used this technique in practice, and draw appropriate conclusion.

The **aim** of this graduate qualification paper is to investigate appropriate using of multimedia techniques at the FLT and confirm that adequate using of innovative technologies highly increases students[7] abilities and motivation in learning foreign language

The **task of the given** graduate qualification paper include using of multimedia resources at the lesson and proving its necessity in adequate teaching the lesson.

The actuality of the given term graduate qualification paper consists in insufficient research of methods and approaches ways of proper implementation the multimedia resources in the course of teaching a foreign language.

The **scientific novelty** of graduate qualification paper includes analyzing and adapting new ways and approaches in teaching foreign languages at the universities and institutes of the republic.

The **object** of the graduate qualification paper is methods and ways of implementing multimedia tools in the process of
Leaching a foreign language.

The subject of the given term paper is peculiarities of using multimedia while teaching a foreign language.

Theoretical significance of given graduate qualification paper is that there some points, accenting very crucial points on creating working atmosphere in class using modern technical aids. Taking into account some aspects of the paper, il becomes clear that this area is very vital for the teaching staff of various educational establishments and requires more researches to be done.

Practical significance is included in that some significant parts of the chapters can be added to methodological manuals and used at the experience- exchanging courses for teachers.

My graduate qualification paper consists of introduction, 3chapters, conclusion and the list of used literature.

The first chapter is about how video programs are used in teaching foreign languages. Using video promotes the development of various aspects of mental activity of students, and above all, attention and memory.

The second chapter will focus on the features of language learning in the higher educational establishments, in order to understand whether there can be an effective use of video ai this stage of study.

In the third chapter we will see how TME (Technical means of education), namely video, is used in the classroom.

In conclusion, we'll summarize the research and suggest our propositions.

CHAPTER 1. FEATURES OF THE IMPLEMENTING OF VIDEO IN TEACHING A FOREIGN LANGUAGE

At the beginning of the studying of the topic we'd like to give some definitions that will help in understanding this matter.

Teaching techniques are objects created by man, as well as the natural objects of nature, used in the educational process as carriers of educational information and tools of the teacher and students to achieve the goals of training, education and development [24,19|.

Training Facilities of Teaching (TFT) are the means of teaching, consisting of scrccn-media sound educational storage of information and equipment with the help of which the information appears. Audio-visual means (AVM) are divided into audio (auditory) - recording, tape recording, radio broadcasts; and on-screen (visual) - "silent" films, filmstrips, and others; audio-visual movies with voice,

TV shows. A special group of training devices comprise Lingual-phone (language lab), as well as teaching equipment and computers. The specificity of Audio-visual ' means is the ability to provide such educational information that cannot be known without special equipment. The main means of delivering educational information is visual, audible or audio-visual images extremely realistically modeling an object, event and process.

An important feature of AVM is their documentary basis, fixing the facts, events, scientific experiments, etc. AVMs are classified into static (filmstrips, slides, transparencies, etc.) and dynamic (movies, TV shows, videos). New perspectives of TFT, such as their combination of computers and microprocessor hardware, create conditions for the storage of large array of educational information, in-time use of it, to develop new forms of communication, teachers and students, as well as independent work of students [24,22].

1.1. EFFECTIVE USE OF INFORMATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

The use of computer technology in foreign language teaching has changed the approach to the working out of training materials for this discipline. Unlike traditional, interactive multimedia-based learning programs can more fully realize the whole range of methodological and didactic, pedagogical and psychological principles that make learning process more interesting and creative. Thus, the possibility of taking into account the levels of language training and to develop students[1] assignments of varying degrees of complexity within a single program provide a good basis for the implementation of the principle of individualization and differentiated approach to teaching. This ensures compliance with the principle feasible constraints and the availability of casks as well as an individual pace of each student is taken into account [2,20].

The implementing of new information technologies in foreign languages teaching suggests an active role of the learner in the process of learning. A new kind of cognitive activity eliminates the passive acceptance of information. It is based on intense intellectual activity that requires maximum concentration and attention, which results in the discovery of new knowledge. In turn, the creative nature of the educational-cognitive activity contributes to the development of cognitive independence of students, building skills to fill up their own knowledge, to search and navigate the flow of information [4,56].

It should also be noted that the rendering of educational material - the creation of learning environment with a clear

presentation of information, the use of color and sound, affecting the emotional and conceptual scope, contributes to a better assimilation of linguistic material. Multimedia programs at the same time stimulate a student's multiple channels of perception, it is better supported by his attention, reduce fatigue and provide the necessary relaxation |7, 53]. In turn, the combination of visual image, text and audio series offers great opportunities for integrated development of the skills of the student's voice in a foreign language.

This process becomes interactive by allowing two-way communication and dialogue with the computer when the student and the computer can ask each other questions, get answers, the computer can give correcting hints and ask for help [3,1011.

The great advantage of automated teaching systems is the ability to record, store and analyze students' responses, to provide them with assistance if necessary, to carry out a phased and cross-cutting assessment of knowledge, to determine the progress of their work, i.e. implement a more flexible system of control of learning and assessment. Moreover, the provision of programs of different kinds of keys allows the student to exercise self-control as well |6, 4].

Creating of high-quality training and monitoring programs is a complicated process, requiring large waste of lime and language of teachers, linguists and methodologists, involving active participation of experts in the field of computer technology in the given process. The result of this creative work is multimedia software which may be used in the traditional method of teaching foreign languages, as well as in distance education [14, 20].

1.2 INFORMATION TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

In recent years, the matter of use of new information technologies in high educational establishments has been increasingly raised. This is not about only new $-f$ V hardware, but also new forms and methods of teaching, a new approach to education. The main purpose of teaching foreign languages is the formation and development of the communicative culture at students, training them the practical mastery of a foreign language [14, 25J.

One of the main tasks of teachers is to create conditions for practical language learning for every student, to choose such teaching methods that would allow each student to show own activity and creativity. Another task of the teacher is to strengthen the cognitive activities of the student in learning foreign languages. Modern educational technology such as cooperative learning, project method, the use of new information technologies, the Internet - resources help to implement a learner-focused approach in teaching, provide individualized learning and differentiation, taking into account students' abilities, their level of training, aptitude, etc. Working with some computer training programs has prompted me to change my altitude to teaching a foreign language at school [16,12], [9,171.

Variety of topics, activities, colorful, fun of computer programs increased enormous interest among the students. There are CD-ROM-drives allowing you lo display information in text, audio and video. Computer assisted instruction allows you to organize the independent actions of each student When teaching listening, every student gets the opportunity to listen to foreign-language speech, in training the speaking each student can pronounce the phrases in a foreign language into the microphone, when teaching grammatical phenomena each student can perform grammar exercises, ensuring the correct answers, etc.

Existing computer training programs on foreign languages in the sales do not always meet the basic requirements of high school syllabus; they are intended mainly for private lessons, for self-study of foreign languages. And at the same time, without an experienced teacher this method of learning the language is not very effective. Of course, nowadays, there have been created computer programs that support already-existing courses in foreign languages, for example, "Reward". Training on such programs is conducted in a particular system. But not every school can now afford to buy such expensive books and CD-ROM-drive. Many higher educational establishments use in the classroom such computer programs as the Triple play plus

in English, English on holidays, English Gold, "Hello, America!", "Bridge to English", "Professor I liggins", "English for communication"," Russtel Test "" Talking Oxford Dictionary and others. Nearly to every section of the textbook material can be selected one of these programs and use a part of it in the classroom as an aid in the introduction of new lexical and grammar material, pronunciation, in teaching dialogic speech, reading and writing, as well as in testing. Students work with computer programs is not the whole lesson, but only part of it, about 10-15 minutes [25].

It will take rather long period of time to learn the computer programs of teaching English and choose the material appropriate higher educational establishments syllabus for all ages. It is not always possible to apply these programs in the higher educational establishments. But these lessons are characterized by their diversity, the increased interest of students to foreign language performance. Every student, even the weakest, shows own skills, passion competition forces him to achieve better results [8, 23].

Fears that the technique can supplant teachers are still prevalent. Some teachers are skeptical about this method: "Why to do it? There are a lot of new teaching materials, audio and video programs, yes, and nobody teaches better than the teacher does[1]'. May be they're right. But no one talks about replacing the "living teacher on electronic." As learning aids in a foreign language acquisition, computer programs have their advantages. They allow being individual approach to students who are engaged with each computer as long as necessary. Special attention should be paid to students lagging behind in their studies. Multimedia tools allow the

teacher to adjust the curriculum based on the interests and abilities of individual students. Students can use the multimedia elements in their home works, passing them in electronic form on disk or via the Internet [8, 25], [12, 18].

1.3 USE OF VIDEO FOR TRAINING A NEW TYPE OF SPECIALISTS

Over the past decade much has been said about the changing concepts of education, the development of innovative teaching methods, use of new technologies in the learning process. Currently, teachers are open to opportunities to learn the theoretical and practical disciplines using different techniques. Many schools can boast of language laboratories, multimedia classrooms, videohalls. The classes are widely used audio-visual equipment, computer technology, including Internet access, projectors of various types (overheads, digital projectors, etc.), and interactive whiteboards [17, 41].

However, the technique of using a modern fleet of means, apparently, can not be developed until the end. Often working in video class reduced to watching the film and discusses the problems raised in it. I lowever, the possibility of using video clips is much wider. In other words, it is necessary to develop a technique using various means, including video, in the process of teaching. Let us consider the possibilities of feature films, various movies, including promotional trailers, as well as video recording.

Viewing Movies in the study of foreign languages are actively used in the higher and secondary education for decades. Video over the past few years lias undergone a number of improvements and widespread. At the disposal of teachers have DVD-players, digital cameras, multimedia classes. On the one hand, it holds great promise and possibilities of using video in practical classes. On the other - access to the above facilities and limited class time teachers confront new challenges. Need to develop a technique using fragments of feature films, and additional m ateri a I s.

Consider the possible use of different types of video in the classroom for foreign language. Video can be divided into the following groups;
- Production training videos;
- Music and promotional videos;
- Feature films and TV series;
- Supplementary materials that accompany the films on DVD, including promotional trailers;
- Video of various performances
- Video programs for the study of certain aspects of language [17,27], [5,9], [3,15].

1.4 THE ESSENCE OF THE METHOD OF VIDEO-ENGLISH

The simple fact is that a student will never learn to understand the English language, if not practice hard. He needs to hear how native speakers say, and he must learn to understand them. If he wants lo speak English as their mother, his choice is not there.

The method of Video-English based on this principle - to listen and understand. The schoolboy learns constantly updated based video pronounced by native speakers - in an interview, news, speeches, and short excerpts from the films. These videos are broken into short fragments. He listens to piece, tries to understand him, and then in the right order of words that were spoken. As soon as lie copes with this task, the system puts it to the next fragment.

What are the advantages of this method?

First, you train to audio perception. You give the opportunity to listen and memorize and, in fact, native speakers pronounce words alive.

Secondly, the need for proper response from the student makes him think. He is forced to pay attention to each is not fully understood your piece. He has to constantly think about - why are the words in that order, what is that word, then why this form of the verb?

As we reflect on these things and trying to find an answer, he could not help remember all the difficult places, and will recognize them, meeting again. So the understanding of English grammar at an intuitive level. The student will be able to confidently apply certain language constructs, based only on their experience - just because he knows that "so they say."

Third, this method increases the vocabulary. The system is integrated context- sensitive dictionary that shows the value of unfamiliar words. There will be an opportunity to remember not just abstract words, and words in the context of meaning in which they were employed. This saves a lot better and useful than the vocabulary of traditional methods, such as «flash cards».

The method Video-English is a significant disadvantage. 1 le is not well suited for beginners. For the successful application of this method requires a certain vocabulary and minimal knowledge of how the proposals are designed in the English language. Therefore, this method is often used in high school and higher education institutions [261.

Intensive penetration into the practices of educational institutions for new sources of on-screen presenting information (overhead projectors, projectors, a camera, instructional television, video players and recorders, and computers with display reflection information) allows you to select and review the use of video as a single method of teaching. The use of video is not only for presenting knowledge, hut also for their control, consolidation, repetition, summarizing, organizing, hence, successfully performs all the functions of teaching. Using the video rests mainly on the visual perception of information. It involves both inductive and deductive ways of learning, different degrees of autonomy and cognitive activity of students to allow for various ways to manage the cognitive process. In fact, we are talking about a comprehensive didactic technology [13,5].

For the learning process is most advisable to use part of the film rather than featured films. Therefore Molibog A.G. and A. Tarnopolsky pay attention to the method of implementing the parts of educational movies.

Training films may be a part of the arts, documentaries, popular science and 'educational films; purpose - short, but a holistic, filmed in the studio or by teachers in accordance with the curriculum.

The effectiveness of educational films in the learning process is determined primarily by how it corresponds to the content of this activity So we found that the technical means are used extensively in training. The main means of delivering educational information is visual, audible or audio-visual images extremely realistic modeling an object, event and process. The use of computer technology in foreign language teaching has changed the approach to the development of training materials for this discipline. We can note that the rendering of the creation of educational material learning environment with a clear presentation of information* use of color and sound excitation acting on the emotional and conceptual scope, contributes to a

better assimilation of linguistic material. Multimedia programs at the same time stimulate a student's multiple channels of perception, better supports for his attention, reduce fatigue and provide the necessary relaxation. In recent years, increasingly the question is raised about the use of new information technologies in high school. This is not the only new hardware, but also new forms and methods of teaching, a new approach to learning. The main purpose of teaching foreign languages is the formation and development of the communicative culture of school, learning the practical mastery of a foreign language. Offered for sales are numerous training programs in foreign languages, and they are widely used in many schools. Very popular is the study of language with the help of the video.

Video can be divided into the following groups:

- Production training videos;

- Music and promotional videos;

- Feature films and TV series;

- Supplementary materials that accompany the films on DVD, including promotional trailers;

- Video of various performances

- Video programs for the study of certain aspects of language

Starting from the first chapter, we can conclude that at the moment there is no perfect method developed by learning a foreign language using the TSO, and in particular video. Nevertheless, this method is implemented with great speed in the learning process.

Training and educational function of videos are caused by a high efficiency impact of visual images. The information presented in graphic form, is most easily understand, digest easier and faster. True, the developmental impact of visual information in the case when students are not offered control exercises and tests on its perception, memorization, not. great. Movie screen and TV weakly stimulate the development of abstract thinking, creativity and independence. Need a special organization of training, to film and TV screen to act as a source of problem and motivation for independent research. The use of video in the learning process provides the ability to:

- Give students more complete, reliable information about the studied phenomena and processes;

- Enhance the role of visualization in the learning process;

- Meet the needs, desires and interests of students;

- To free teachers from some of the technical work associated with the control and correction of knowledge, skills, checking notebooks, etc.;

- Organize a complete and systematic, objective account of progress and ensure effective feedback.

The use of audiovisual media in the classroom learning - is not only the use of another source of information. Compared with other audio visual clarity, no doubt, cause a variety of mental processes, and involve a significant restructuring of mental activity, students, and above all its aspects such as attention and memory.

By using video effectively addressed many of the didactic and educational tasks [10,41].

They are useful for:

- Presenting new knowledge, in particular, arc very slow processes, which can not be observed directly, as well as fast processes where direct observation can not reveal the nature of the phenomenon.

- Explaining the dynamics of the principles of the complex mechanisms and machines;

- Learning algorithms perform various activities and organization of tests;

- Providing video materials in the classroom, strengthening the connection with life and learning a specific language environment for foreign language lessons;

- Carrying out training activities, exercises, and process modeling. And also for the necessary measurements: the creation of databases (banks) data for the trainer and

research; computer accounting class cach student, of a differentiated approach to training, streamline the learning process and improve its productivity, ensure optimum amount of the transfer and assimilation scientific information by improving the quality of teacher control.

Modern tools allow you to highlight video, highlight the most important places, thus creating favorable conditions for learning not only the visuals, but also its structure, especially the rich, has the animation used in training for the visually-shaped disclosure of the nature of difficult topics.

The effectiveness of video does not depend much on the personal skill of the teacher, and is directly related to the quality of video tutorials and applied technology. The use of video makes great demands on the educational process, which should vary clarity, reasonableness, appropriateness. I rom the teacher, using video requires advanced skills to introduce students to the range of the studied problems, directing their activities to generalize the findings to provide individual assistance during independent work.

The apparent advantage of the modern English language textbooks for higher education is the richness of cultural information. Significant among these texts take their views as letters, advertisements, signs, forms, menus. All the facts and phenomena, all the information about different areas of reality, the English- speaking countries were selected based on the age of students and their interests. Mastering this material enables students to better focus in the language is spoken in the event of a real visit [41,177].

It is also important to give students a visual representation of life, traditions, and language realities of English-speaking countries. This goal can serve as training videos, the use of which contributes to the essential requirements of the communicative method "... need to present the process of language acquisition as a foreign language comprehension of the living reality ...'f

Moreover, the use of video in the classroom contributes to individualization of learning and development of trainees' motivation speech. IГ you use video on the foreign language lessons developed two types of motivation: self-motivation, when the material is interesting in itself, and motivation, which is achieved by the fact that the student will be shown that he can understand the language, which is studying. It's rewarding and gives confidence in their abilities and desire for further improvement. Should strive to ensure that students receive the satisfaction of the video is through an understanding of language, not only through an interesting and entertaining story.

Another advantage is the power of video impressions and emotional impact on students. Therefore, the main attention should be directed to the formation of students' personal relationship to what they see. Successful achievement of this goal can only be, first, by systematically screening videos, and secondly, when methodically organized the demonstration.

It should be noted that the use of video in the classroom - it is not just another ' source of information. Using the video promotes the development of various aspects of mental activity of students, and, above all, attention and memory. While watching the class there is an atmosphere of joint cognitive activity. Under these conditions, even inattentive becomes attentive student. In order to understand the content of the film, students need some effort, because involuntary attention becomes arbitrary. And the intensity of attention affects the process of remembering. The use of different channels of information (auditory, visual, motor perception) has a positive effect on the strength of imprinting of country-arid language material.

Thus, the psychological characteristics of the impact of educational videos for students (the ability to manage the care of each student and group audiences, influence the amount of long-term memory and increase the strength of memory, have

an emotional impact on student learning and increase motivation) contribute to the intensification of the educational process and create favorable conditions for the formation of communicative (linguistic and social cultural) competencies of students.

The use of audio-visual teaching aids turned on, first of all, involuntary attention.

IHowever, this does not give grounds to consider them as something like a toy in the learning process as a means of "demagnetizing"¹ of students, weakening their will. Found that the assimilation of audiovisual information requires the application of various human efforts and cost of some intellectual power. So with all the certainty we can say that the use of video due to the need for inclusion of students and voluntary attention.

CHAPTER 2. FEATURES OF LANGUAGE STUDY IN HIGH SCHOOL

At present the problem of teaching a foreign language at school is important.

Before language teachers face the task to form a personality that will be able to participate in intercultural communication. It is important to build communicative competence, which includes both linguistic and socio-culturai competence. Knowledge of the socio-culturai background is very significant, because without it you cannot build communicative competence, even in a limited range. Therefore, you must have an understanding of the socio-culturai characteristics of the country the language is spoken. The study of culture and language is not only the mainstream ideas, but at the same time provides for the development of personality, motivation to support students. Before teachers face the task of forming a positive motivation is, you must associate it with the cognitive interests of students need to master new knowledge, skills, and skills [10,15].

Those who are studying a foreign language should have good communication skills. In order to stimulate the development of these skills, you need to choose the forms tutorial that will most contribute to this.

Research and experience of educators and innovators have shown that to maintain a productive and efficient work of students successfully use nontraditional forms of employment such as a video tutorial, lesson, discussion, lesson-play, lesson-tour, etc.

The fact that such forms of study support the students' interest in the subject and increase motivation for learning. During these lessons students expanding horizons, plus the increase of information about the culture of the country, the language is spoken, improving students' socio-culturai competence [23, 13].

Why are we talking about the need to apply these teaching methods? The fact that at the time, for example, a video lesson by familiarizing students to the culture of the language being studied by immersing them in an atmosphere of relations between native speakers with a demonstration of the features of their facial expressions and gestures.

2.1 FEATURES OF A FOREIGN LANGUAGE LESSON

In foreign language lesson has its own specifics, the teacher of a foreign language can not be ignored. Currently, the global goal of mastering a foreign language is considered introduction to another culture and to participate in the dialogue of cultures. This is achieved by forming the ability to cross-cultural communication. That teaching was organized on the basis of the communicative nature of the job, learning a foreign language communication, using all the necessary tasks and techniques, is a distinctive feature of the foreign language lesson. Foreign language communication is based on the theory of speech activity. Communicative learning a foreign language is the activity, since verbal communication is carried out through "speech activity" which, in turn, serves to meet the challenges of productive human activity in terms of "social interaction" communicating with people. Participants in dialogue are trying to solve real and imagined problems of joint activities with the help of a foreign language [20, 31]. The activity-oriented nature of communicative language learning is ' implemented in a humanistic approach to learning. With this approach creates a positive environment for active and free development of personality in action. In general, these conditions are as follows:

• Students have the opportunity to freely express their thoughts and feelings in the process of communication;

• Each participant communication is the focus of the rest;

• communicating parties feel safe from criticism, persecution and punishment for mistakes [23, 14].

In the humanistic approach to learning disappear characteristic of the educational process cognitive barriers that reduce the motivation of students, encouraging them to anger.

The humanistic approach involves training, centered on the pupil. This means that the doctrine, but rather that interact with each other, students are the center of cognitive activity in the classroom.

In summary, it is necessary to emphasize the importance of collaboration and cooperation of students, as well as verbal communication tasks for the organization of language acquisition. Communicative learning involves the formation of the concept of communication, that is, the internal willingness and ability to communicate speech, orienting students to the "entry" into a different cultural space. For this study are characterized, above all. non-traditional forms of employment 115, 28].

2.2 ASPECTS OΓ LEARNING ENGLISH

Based on data pragmalic-linguistics and taking inlo accouni the changed status of a foreign language as a means of communication and mutual understanding in the international community, all the psychological characteristics of foreign language teaching high school students are grouped around the need to strengthen the pragmatic aspects of language learning. This means that when training is important not only to achieve quality results in the capture of Ibreign- language communication, but also find a real solution to a different culture and its Speakers.

It is not just the language, and about the ability to use it in real communication, that is, on the practical proficiency in a language and, therefore, the development of "pragmatic intercultural competence."

In the stale standard level of training in foreign languages is noted that the formation of communicative competence is inextricably linked with socio-cuitural and geographical knowledge, in other words, as if the "secondary socialization". Without knowledge of the socio-cultural background of communicative competence cannot be generated even in a limited range. In this connection it is necessary to adhere to the principle of "just culture in its various forms contributes to the development of human personality." (li.l. Pasov).

Let us justify the choice of these particular psychological aspects:

1. In the present difficult time coming to the fore pragmatic needs of the person. With regard to foreign language teaching is a refraction of the following: sociocultural and geographical knowledge to satisfy Pragmatic-linguistic needs, such as the ability to travel abroad, etc. - A very powerful psychological factor in learning foreign languages.

2. Motivational aspect is crucial also for the activation of psychological processes - thinking, perception, understanding and learning of foreign language material. To do this, raise the levels of motivation, contributing to the development of knowledge and intellectual activity of students in an effort to ultimately improve the effectiveness of the learning process. The choice of school age due to the fact that in many high school students may already be formed and mature individuals, that is about. The discussion of this age in many ways you can "do a discount on his childhood," and to consider the personality in all its facets f 11, 17j, [16, 33].

2.3 SPECIFICITY OF THE STUDY OF LINGUISTICS AT THE SENIOR LEVEL

Specific language as a school subject to the highest level of education at secondary school includes the following provisions:

- The role of FL as an academic subject in today's educational system;

- Specifics of IYA education in upper secondary school, the basic goals and objectives;

- The use of design techniques specific to FL learning in upper secondary school education [22, 24].

Before the modern school are problems associated with the creation of conditions for the intellectual, spiritual and moral development of students, to prepare an intelligent person, to educate each student in the demand for self- education,

self-education and self-development, to create in students a broad and humane view of the world.

Portion to the system and after-hour operation at the school in all academic disciplines should be aimed at solving these problems.

FL is the subject of activity-related training, which has the educational, developmental and educational potential of creating a solid foundation for the formation of an intelligent person.

In order to ensure continuity of language education in secondary school provides students who have completed a basic course in 9th grade, the opportunity to continue the study of Linguistics at the senior stage (10 - II classes).

Consider the characteristics of teaching FL at the senior stage. According to materials of the collection that contains a set of software and regulations for 10 -

11 classes, these are:

1) a more active engagement of all kinds of speech activity (reading, speaking, listening, writing);

2) the use of authentic, problem-journalistic and literary texts as sources of information relevant topics affecting the present;

3) greater initiative and spontaneity of speech of students, which may be affected by non-standard situation of communication;

4) basic types of dialogue speech - a free talk, a panel discussion on the proposed issues, the predominance of dialogue - an exchange of views;

5) The construction of the detailed statements of their own text-based and independently, with reasonable arguments about the read or heard.

Thus, the primary purpose of teaching FL at the senior stage is to improve all components of the foreign language communicative competence, which is the main condition for the implementation of intercultural communication in general.

At the final stage of training it is advisable to use a teaching technique that would enable teachers to introduce their students in the learning process, to focus them on the search for knowledge, that is. conducive to the further development of the secondary language of the individual and the improvement of primary and further development of communicative, social, cultural and intercultural competence [13,21].

So, in this chapter, we found that at the present time, the problem of teaching a foreign language at school is important. Before language teachers face the task to

form a personality that will be able to participate in intercultural communication.

In foreign language lesson has its own specifics, the teacher of a foreign language can not be ignored. Currently, the global goal of mastering a foreign language is considered introduction to another culture and to participate in die dialogue of cultures. It is not just the language, and about the ability to use it in real communication, that is, on the practical language skills.

We have chosen senior students, because older students can be considered largely been developed, and mature individuals, thus the discussion of this age in many ways you can "do a discount on his childhood," and to consider (he personality in all its facets. We talked about the specifics of 1YA learning in high school and concluded that the primary purpose of teaching FL at the senior stage is to improve all components of the foreign language communicative competence, which is the main condition for the implementation of intercultural communication in general.

I f we take into account the study of the first chapter, we can conclude that the use of the technique with the use of video at this stage of training can be very- effective. CHAPTER 3. THE USE OF EDUCATIONAL VIDEO PROGRAMS

3.1   FORMING THE WORK WITH COMPUTER TRAINING PROGRAMS FOR FOREIGN LANGUAGE LESSONS

With the introduction and testing of the thematic vocabulary, such as shopping, food, clothing, etc., you can use the computer program "Triple play plus in English", "English on holidays[1]", "English Gold 'and others. Stages of work with computer programs the following: demonstration, consolidation, control.

On the example of a computer program "English on holidays" look at these stages.
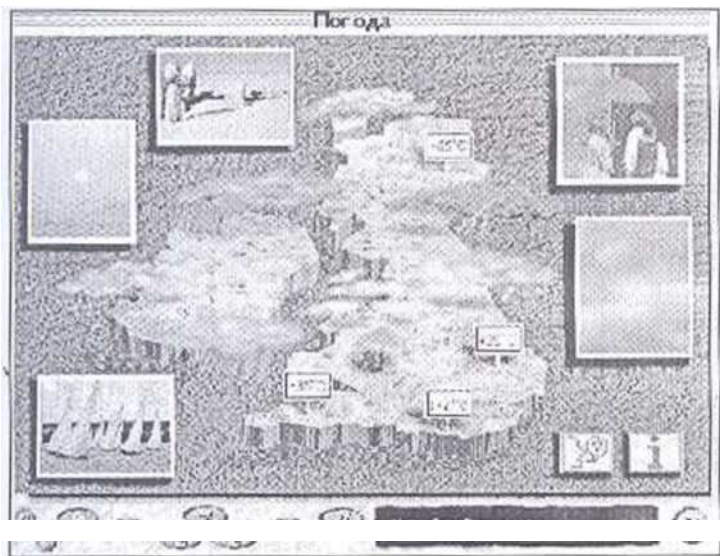
On the 1-st stage - the introduction of vocabulary, for example, on "Weather". Using a computer demonstration, the teacher selects the automatic mode: the screen shows pictures of a natural phenomenon: the snow-snow, rain-shower, storm-thunderstorm, dull-humidity, frost-drizzle, clear-clear, sunny-sunny, cold- cold, cloudy-cloudy, hail-hail, and others. This is followed by the phrase:

• What a beautiful day! - What a beautiful day!

• What awful weather! - What a terrible weather!

• Is it usually as hot as this? - There is always so hot?

• What's the forecast for tomorrow? - What is the weather forecast for tomorrow?

• It's windy! - A strong wind is blowing!

• It's raining - the rain

Students watch and listen. Time - about 1 minute.

In the Il-nd stage we are working to perfect your pronunciation and reinforcement of vocabulary. A teacher or a student switches to program the automatic mode to normal, mouse clicks on the arrow pointing to the word or phrase. Students repeat the announcer for the choir. 11'you have a class of multiple computers, the students work individually or in pairs, using a headset and microphone. Time - about 5 - 10 minutes, it depends on the number of words of the subject.

In the IH-rd stage is controlled vocabulary studied. Students choose a task that contains a different number of questions: 10, 20, 30. Upon completion of the exam appears on the screen a table of results as a percentage. Of course, each student strives to achieve the best results.

If a class is only one computer, it is used as a demonstration for the introduction and consolidation of the anterior language. Control of thematic vocabulary can be done individually using the handout - the card. Assignments on 'the cards may be similar tasks a computer program, for example:

• Specify the correct translation

Snow - tennis, shower, snow, umbrella, thunderstorm, boxing, basketball

• Which of the written word is superfluous in the sense of winter, February, cool, December, November. January

• Select the most appropriate sentence for this word - warm.

What awful weather! It's windy! Is it usually as hot as this? It's too dark. It's raining.

• Select the most inappropriate phrase for this - What's the forecast, for tomorrow? What awful weather! It's windy! It's raining. I can't sleep. Is к usually as hot as this? What a beautiful day!

The computer program "English on holidays" covers lexical material on "City" and

allows you to control the vocabulary once for all sections of topics. In this case, offered a greater number of issues: 60, 90, and 120.

2. **Practicing** pronunciation.

Many training programs provide for operation with a microphone. After listening to a word or phrase for a student repeats the speaker and the display shows a graphic representation of audio speaker and a student in the comparison which shows all the inaccuracies. The student strives to achieve a graphic representation spoken sound as close to the sample.. However, this kind of work requires a lot of time, but, nevertheless, a few minutes of a lesson can be devoted to this work, the more so because it has a positive result. And after school or at home with the necessary conditions, we can train longer. Many computer programs allow you to work with a microphone, but the most suitable, in my opinion, the training program, "Professor I liggins." It is useful at the initial stage of learning English, and at later stages. Programs can be used for phonetic workout:

Peter Piper picked a peck of pickled pepper,	If Peter Piper picked a peck of pickled pepper,
Swan swim over the sea	Swan swam back again.
A peck of pickled pepper Peter Piper picked.	Where's the peck of pickled pepper Peter Piper picked?
Swim, swan, awim.	Well swum, swan.

3. Teaching the dialogic specch.

Here is an example of dialogue with the computer program "Triple play plus in English". Of the 12 proposed dialogues, choose one, such as "cafe". Appear on the screen a few pictures - scenes of dialogue.

I- st stage is the introduction to the dialogue.

- • What would you like to eat, Edith?

  A meat sandwich!

  Jean? Would you like a meat sandwich or a cheese sandwich?

  A cheese sandwich, please, Peter.

  Good evening.

  Good evening.

  We'll have one meat sandwich and two cheese sandwiches...

  ..and three teas, please.

One meat sandwich, two cheese sandwiches and three teas.

Il-nd stage - learning of dialogue.

If you have multiple computers in the classroom, students work in pairs or in groups of 3 persons. They repeat the phrase for the speaker, there may also be used in operation with a microphone.

Ⅲ-rd **stage - perform dialogue.**

Students reproduce a dialogue based 011 first picture, and then portray it yourself. The next step - is to control the dialogue speech after studying all 12 dialogues. Students choose a card with a reference (teacher, he is preparing a card with a description of the situation) and make up their dialogue using the vocabulary of the program and exercising their imagination.

4. Testing of grammatical phenomena.

All educational software somehow involves testing of certain grammatical structures. The program "Bridge to English" 20 lessons and each lesson, practiced their grammatical phenomena: affirmative, negative and interrogative sentences, the degree of comparison of adjectives, participles, passive voice, pronouns some, any, the structure there is / there are, prepositions etc. All kinds of one lesson aimed at practicing certain grammatical phenomena.

The "grammar" of the "Professor I liggins" has two sections of theoretical and practical. Checking the student's knowledge ofthe program marks its success, if necessary, prompts.

The program "English Gold" ("Deutsch Gold"[1]) contains 144 micro dialogues, each of which fulfills a specific grammatical structure, for example. Present Continuous is used in many dialogues, and for example, parents talk about their children

who play in the garden. After listening to the dialogue, die students reproduce it based on the image, and then independently.

Drawing on the grammar test, using a computer helps students learn better grammar. High school students develop their computer programs to check the lexical and grammatical knowledge of students. For example, a student in grade I 1 in 1998, created a computer program with multimedia elements, based on a collection of tests "Russtel Test", which he successfully defended at the district 'competition for young programmers Odintsovo district. This program is popular among students 8-11. In 2000, the Grade 11 student created a computer program for the German language "Odinzowo", which helps students learn oral topic "My hometown", and check your knowledge of German on "Moscow". In 2001 she defended a pupil in grade 11 in the exam on computer software program, "The lest of English grammar." Created by students ofthe program used in foreign language lessons, along with other computer programs. So, in this example, we see that the video programs are widely used in the lessons of foreign languages. The big advantage of such programs - assistance in the study of many aspects of language 118, 291.

3,2 USE OF VIDEO IN HIGH SCHOOL

In addition to exercise, where the main role played by the soundtrack, at this stage, you can use video to explore the various cultural and socio-ciiltural phenomena - Species films on various subjects for the "identification" culturally significant species, and monuments, portraits of prominent figures of the past and present, as well as excerpts from films and documentaries for the interpretation of various types of nonverbal communication - facial expressions, gestures, postures, types of physical contact, style of clothing. I Iowever, in most cases, the verbal portion of the video will play a crucial role.

L The predictions (~ 20 minutes).

The teacher selects the appropriate excerpt from the film and writes up to ten words or phrases that give a clue to what is happening, the behavior of the characters, etc. Write these words on the blackboard in the order in which they occur in the program.

Discusses with the students, in what situations may occur these words.

Students in pairs write a script that will use these words and phrases. As long as ' they write, the teacher goes round, getting acquainted with the written work and help if needed.

The teacher selects and reads a few stories.

Students browsing the passage and compare their stories with what they saw. Keeping an eye piece again in order to clarify the details.

Option: while watching the teacher stops the recording and appends an end to the disciples. This kind of coaching job listening and writing.

2. The inner monologue (30-45 minutes).

The teacher selects a passage in which the clearly expressed feeling or attitude of people, but very little or no dialogue, Explain to students that in this passage, which they see expressed vivid feelings, but the characters speak a little. The teacher asks them to write an internal monologue, where feelings are expressed to the words.

Students browse the passage, if necessary - twice.

Students work in groups, discussing the nature of the character, his feelings and thoughts. Then they write a monologue. Bach group reads his monologue to the class.

The teacher shows an excerpt again, if necessary, stopping and discussing the details. This kind of coaching job writing arid speaking.

3. The Four Seasons (10-15 minutes)

The teacher selects a passage in which the change of seasons would play an important role in the development of events. Explains that the piece may seem, the effect of which will occur at ceitain times of the year. Asks the class to imagine what would change if it happened at another time of year.

The teacher writes on the blackboard:

> If the action took place in [season], what di fference would there be in
>
> • what the characters say
>
> • what the characters are wearing
>
> • what the characters do
>
> • the story or situation as a whole?

' See an extract.

Questions are discussed in groups.

Then discuss the questions of the class. If necessary, an excerpt can be seen again and continued discussion. This kind of task develops speaking.

4. Analysis of advertising (30 minutes)

The teacher selects one or more of the commercials that are suitable for your purposes. Prepare a sufficient number of copies of the labels for all students.

See Appendix 1.

Teacher gives students plaques and checks whether all clear what kind of information needed to till the plate.

Warn the class that today will be shown commercials. The task - to fill the plate data they receive from the movie.

Students browse the movie several times if necessary.

Students fill the plate.

After they finish, the teacher invites each to compare their answers with the answers neighbor.

Clip shows once again, to clarify misunderstandings.

Option - if a little time, the class divided into groups and each group is responsible for the information on a single (heme. This kind of task is coaching listening and speaking.

5. These questions (15-20 minutes)

The teacher selects a passage from a documentary or news that is of interest to students. News should inform the speaker on the screen (not over).

Asks questions to students that they know about a subject that is covered in the news. The answers written on the blackboard.

Proposes to ask a few (2-3) questions on this topic.

Divided into groups, students make up at least another three points on the same topic.

Before viewing the teacher warns that some ofthe questions in the proposed passage might be answered. They can be asked directly, indirectly or not at all. The ' problem of students - to determine which questions will be answered passage. Students browse the passage.

Representatives ofthe groups read the questions to which answers they got.

On the remaining issues the teacher has to find the answers in the form of homework or group "project."[1]

Option - the teacher shows the beginning ofthe passage, and verifies that all students understand the topic for discussion. This kind of task developsspeaking.

6. Biographies (20-30 minutes)

The teacher selects a passage for 5-10 minutes, in which the characters interact with each other. The passage should give answers or encourage speculation about who these characters are, where they are, etc. In the event that students have a good understanding spoken language, we can show them a long passage or an entire movie. On the board write the questions:

What is the character's full name?

Where was he/she born?

When was he/she born?

What were his/her family like?

Explains what will be an excerpt, and the students choose one оГ the characters. After watching his students to write a brief biography, beginning with the answers written on the board.

Students watch an excerpt.

The time is given to write a biography.

After that, students in groups to discuss one by one "own" biography.

Students watch an excerpt once again, to discover that confirms or refutes the assumptions made by students. This kind of task develops listening.

7. Overview reviews tor consumers (30 minutes)

The teacher chooses the advertising of goods or services which may interest students. Handing out the questionnaire, answering questions from which you can find out how much time (per day, per week, per month) on average, they watch TV.

[4] The teacher warns that show commercials. The questions to be answered are written on the board:

What is the message?

What target audience is the message aimed at?

Are you part of the target audience?

Do you find the message convincing?

Students browse the ads.

Students in groups discuss their answers to questions.

Students browsing the movie again, so you can verily the accuracy of answers. This kind of task develops speaking.

8. Fill vidco-gap (10-15 minutes)

The teacher selects a passage, which is easily visible storyline. Writes to the beginning and end (up to about a minute). Explain to the class that will be shown in two passages. The problem of students - to write a story that would connect these passages.

Students watch the first passage.

Students (in groups) to discuss the situation and characters (and the representative of the group expresses the opinion of the group).

Students watch the second passage. The order of discussion is the same.

Compare the two passages - the place, events, characters and relationships, etc. Each group writes a story linking the two events.

A representative of each group read (or said), his version. Students compare the credibility and dignity of other stories.

Students watch the whole passage as a whole, and then compare their stories with the original. This kind of task develops listening.

9. Create a video (40-50 minutes)

The teacher selects a music video, preferably one that has not seen the class. The teacher writes the lyrics, making the questionnaire in two parts: the first - the questions on the text of the song and its execution, and the second - on its ' accompanying video.

Distributes words to 1 lis disciples. We discuss the mood and content of the song. Distributes the profile. The teacher warned the class that first they will only listen to the song, so the answer must be in the first part of (he survey.

Playing a song on tape or on video, with the image is closed.

Students in groups discuss how they are escorted to an image or another part of the song (the second part of the questionnaire).

Groups tell us what they would do a video for this song.

The teacher shows the video.

The class answers the questions: Is the video what they expected? Did anything in the pictures surprise them? Do the pictures add to their understanding of the song? Which do they prefer - listening only or watching the music video?

Video shows once again, to clarify points of contention. This kind of job coaches speaking and listening.

10. People in the News (15-20 minutes).

The teacher selects a piece of news about some famous people. Makes a copy of the plate for all students (see Table 3).

Distributes plaques, and explains to the class that will show an excerpt from the news broadcasts of several famous people. The task of students is to determine how they were named in the passage.

On the blackboard the teacher writes an example:

George W.Bush, He, President Bush, Mr. Bush, The President, The Commander-in- Chief

Students watch an excerpt of one ora few times then fill in the table.

All results are compared (you can call wanting to write on the blackboard). Students watch an excerpt again for final approval of the results.

For more advanced students or groups - to write a brief biography of this figure (as homework or project).

See Appendix 2

11. Reconstruction (15-20 minutes)

The teacher selects a passage with a clear storyline. Very good for this purpose,

' like silent films.

Explain to the class that will seem a passage in which a certain event occurs (eg, robbery). The task of students is to memorize as much detail and then present them in chronological order.

Students browse the passage.

Students work in groups, discussing and writing down what he saw in the right order. A representative of each group read their list. The class decides which list the most correct and complete.

Students browsing the passage again, the teacher pauses to clarify the details. You can also stop the picture and ask students to say what will happen after that.

This kind of task develops listening and speaking.

12. Review

This exercise makes sense to offer only if the class understands the spoken language.

The teacher selects a film that should appeal to students. Makes the issues that attract the attention of the class to what is necessary for writing a review. The teacher decides how long the review should be (e.g. newspapers).

Distributes the questions. Explains the students what kind of information is usually contained in a review. Discusses with the students so that all understand exactly what is required of them.

Students viewing the film in whole or in part, if necessary. Then students in groups to discuss questions and answers. For homework students write a review ofthe film. This kind of task develops speaking and writing.

13. Debate

This exercise is also intended for groups that speak the language well. This type of job coaches speaking.

The teacher selects a passage which contains an idea that might cause differences, for example - "Any old or terminally ill person has the right to fast and euthanasia (euthanasia)."

This statement is a teacher writes on the blackboard.

' Warn students that will extract, which contains the idea. Students watch an excerpt. The teacher explains that in the discussion of all must speak out, using the arguments ''for[1]' and "against".

Selected two teams (of 2-4), which will represent one or another point of view. Each team must have a captain. The captain at the beginning ofthe team expressed the view at the end sums up.

If you have time and need, students are browsing a passage again.

At home, students prepare their arguments. The teacher warned the students that they can take notes, but you can not read from notes. Each performance is limited to 3 minutes. The class will prepare questions for the 3.5 speakers. It is desirable that the questions were based on the seen and heard in the video passage.

At the next lesson:

Speakers are sitting face to the class. Each team stands by his statement.

After the speeches and the summing up the class asks questions. At the end of a

class vote, whose position was made more convincing.

In that case, if the task is to show the film as a whole, necessarily requires a class ofjobs that would have forced to listen to the dialogue, and to compare the actions and behavior of the characters and draw conclusions from this.

In that case, if the film - a comedy, students given the task to write jokes that are understandable.

If this is the detective, the film is shown to the place where the offender is unmasked, and asks for a reasoned response, who is to blame and why they think so. This can be quite complex, so it is advisable to watch detective stories in parts, discussing each part, and making preliminary conclusions about the identity and motives of the crime. This does not apply to criminal histories that begin with the presentation of crime (as in the TV series "Columbo").

In this case a film about the life of the people need to ask questions about their relationship. It is also advisable to stop from time to time and to make predictions about the future course of events and relationships of characters.

 In terms of listening species and other documentaries are more easy to ' understand, because most of the text read by an announcer with a well-delivered pronunciation and clear articulation. In addition to validating this understanding can be challenged to write a short article on the same or a similar topic, such as "The most terrible catastrophe of the XX century" or "features the life of South American Indians" LI8, 30], [19, 24], [21,35].

So, following the use of video in different tasks, we conclude that the video program develop almost all types of speech activity, especially speaking and listening. If we recall that in the second chapter it was suggested that the main purpose of studying Linguistics at the senior stage is to improve all components of communicative competence in foreign language, we can conclude that video programs are indeed very effective it is at the highest level of education, they help to develop communication skills in students.

3.3 SUMMARY OF THE LESSON USING THE VIDEO FOR HIGH SCHOOL

Subject: English language Topic: «Feelings»

Technical equipment: ready video, projector, screen, computer The objectives of the lesson:

1. developing

• The development of memory, attention, imagination, language conjectures

• The development of logical thinking, the ability ю compare, analyze, summarize, draw conclusions and plan your statement

• developing skills for independent work

•   Development of cognitive interest

• Development of ski 11s using multimedia

2. educational

• improving the skills of speaking

• Developing skills to express their thoughts ' 3. training

• Developing skills to work in a group to reach agreement, to come to a consensus

• Increased motivation to learn English The course of the lesson:

a. The teacher selects a passage in which the clearly expressed feeling or att itude of people, but very little or no dialogue.

Explain to students that in this passage, which they see expressed vivid feelings, but the characters speak a little. The teacher asks them to write an internal monologue, where feelings are expressed to the words.

b. Students browsing the passage, if necessary - twice.

c. Students work in groups, discussing the nature of the character, his feelings and thoughts. Then they write a monologue.

d. Each group reads his monologue to the class.

e. The teacher shows an excerpt again, if necessary, stopping and discussing the details.

23

Bottom line: using video, we can draw ihe attention of students, set them to work, to perform that task contributes to the development of communicative skills, imagination, logic, ability to work in a group, develop creativity and self- presentation skills.

CONCLUSION

Summarizing the above, it can be suggested that the training video courses and multimedia reveal big opportunities to be active in the process of developing language skills and abilities of students and make the learning process of mastering a foreign language attractive to students.

The effectiveness of implementing video for teaching speech depends not only on the accurate determination of its place in the education system, but also on how efficiently the structure video lessons has been organized, how training video capabilities is coordinated with the tasks of learning.

Creating high-quality training and monitoring programs is a complicated process, requiring large waste of time and power of language teachers, linguists and methodologists, involving active participation in the work of experts in the field of computer technology. The result of this creative work is multimedia software that may be used in the traditional method of teaching foreign languages, as well as in distance learning.

1 analyzed several sources and concluded that learning Knglish with the help *of video is a very effective method. It is currently progressing and proving its right to exist. It is evident that using video lessons attracts the attention of students very well and develops many aspects of speech activity, but also enables the creative expression of identity. Also, comparing the use of video in the classroom and peculiarities of teaching it in high educational establishments, we realized that this method is the most relevant and effective for higher education when the student has already defined knowledge base.

We found some disadvantages of this technique:

• Incompetence of teachers in ICT (the teacher needs special knowledge so that he could organize and hold a video lesson. Since this approach is considered to be an innovation in teaching, then many individuals lack the knowledge and skills to implement it.)

• Waste of a big amount of time on the preparation of this lesson (Requires special training)

• Waste of a big amount of time to conduct such lesson

• Requires special technical equipment

So, we realized that this technique is still not universal, though ii solves many problems. I would like to refine this technique further: to resolve the issue with the staff, with special training, necessary equipment and etc.

THE LIST OF USED LITERATURE

1. Greeting Speech by President ofthe Republic of Uzbekistan I. A. Karimov on the occasion of National Day of Teacher.201 1, 30 September 24

2. Learning vocabulary by means of visualization. / Ed. LV Bankevich. - Leningrad: Publishing Mouse of Leningrad University, 1984. - Page 20-24

3. Bratnikov IX, Pavlova BP: Some methods of presentation vocabulary means of television. - Leningrad, 1977. - 101 pp.

4. Theory and practice of technical tools in teaching foreign languages. / Ed. MV Lyakhovitskii. - Kiev, 1979. - 56 pages

5. Bulletin of Moscow State Pedagogical University. / VV Ryabov, № I. - M., 2008. - Page 75-78

6. Foreign languages in school. / Ed. NP Kamenetz. - M.: № 2, scientific- methodical magazine, 1996. - 3 - 4pages

7. Foreign languages in school. / Ed. NP Kamenetz. - M.: № 5, scientific- ' methodical magazine, 2008. - 53 - 57pages

Eight. Foreign languages in school. / Ed. NP Kamenetz. - M.: № 4, scientific- methodical magazine, 2008. - 70 - 74pages

9. Kopylov, VV: On the problem of modernization ofthe content of general education in Russia / / Foreign Language at the school, № 5, 2002. - 21 pages

10. Bim IL: Main organization of teaching foreign languages in upper secondary school full / / Foreign Language at the school, № 5, 2002. - 3 pages

11. Vereshchagin, EM, Kostomarov VG: Language and Culture / / Iingvostranovcdeniya in teaching Russian as a foreign language. Guidance. - 3rd edition revised and enlarged. - Moscow: Russian Language, 2003. Pp. 17-19

12. Kopylov, VV, Voronin GT The organization of teaching foreign languages and profile of teacher training in the modernization of educational content // Foreign Language at the school, № I, 2003. - 8 pages

13. Guzeev Q: The content of education and specialized education in high school / / Education, № 9, 2002. - Page 22-23

14. Bim JL: Learning a foreign language. Finding new ways / / IYASH. - 2002, № 1 . - 3 1 pages

15. Gez N1 Lyakhovitskii MV et al: Methods of teaching foreign languages in secondary school: a tutorial. - M.: Higher. School, 2002. - Page 46-49

16. Winter 1ЛI: Psychological aspects of learning a foreign language speaking. - M.: Education, 2002. - 12 pages

17. Barmenkova OI: Videozanyatiya in the learning of foreign speech. / / IYASH. 1993, № 3. - 20 - 25pages

18. Kulnevich SV, LakotseninaTP: Quite an unusual lesson. Rostov-on-Don, Master, 2001. - 2pages

19. Musnicki E. V.Ya.: We train, develop and educate. / / IYASH. 1989, № 3. - 30pages

20. E. Passow: Lesson foreign language in high school. MA: Education, 1988. - 51 pages

21. Rogov GV et al: Methods of teaching foreign languages in high school. MA: Education, 1991. - Page 64-66

22. The objectives of foreign language teaching. / Ed. El Passov, E. Kuznetsova. - Voronezh: Intelingua, 2002. - 2pages

23. G. Rogov on enhancing the effectiveness of foreign language lesson. / / IYASH. 1986, № 4 . - 8 pages

24. Dictionary of literary terms. M., 1984.

25. www.macmillan.ru: ICT in English lessons using WAY AHEAD CD-ROM and BUSY BOARD

26. Video-english.ru: a fundamentally new method of learning English

27. Current theories and methods of teaching foreign languages. / Ed. LM Fedorova, T.I. Ryazantseva. - Moscow: Publishing House "Examination", 2004. - Pp. 266-267