AUDIOVISUAL MEANS OF TEACHING A FOREIGN LANGUAGE

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Annotation:
The relevance of our work is due to the fact that at this time more and more new generation materials are being developed for teaching foreign languages to improve the quality of education and it is important for any teacher to know how to use visual, sound and technical teaching tools in order to effectively build work in the lesson for the highest possible result of mastering the material.

Keywords: audiovisual means, foreign language, development, quality of lesson, technical tools.

To date, technological progress has gone very far. With the development of information technologies, without which it is difficult to imagine the life of a modern person, and their penetration into all spheres of human activity, the approach to many things, including education, has changed. A person's success in later life and self-realization depends on their education, so it is very important to improve the quality of education, taking into account various trends. Practice shows that modern children perceive interactive material better using technical means and new technologies. Thanks to this, they can focus their attention on the lesson longer and maintain interest in the topic of the lesson.

In the age of information technology, it is almost impossible to do without technical means of teaching a foreign language lesson, including. In order to successfully solve the tasks of teaching schoolchildren and really prepare them for practical activities, it is necessary not only to use technical means in the classroom themselves, but also to instill in students certain knowledge to master them independently, so that in the future they can use them with interest and without much effort.

The advantages that provides in training help to save energy and time, which should be used as efficiently as possible. For example, slides containing information and demonstrated using a projector help to significantly reduce the teacher's efforts, since there is no need to duplicate the same text with chalk on the blackboard for each individual class.

Visual and audiovisual means are used to orient students in the phonetic, lexical, and grammatical aspects of language, develop speech automatisms, and create a semantic support and incentive for speaking.

Audio and visual learning tools at the initial stage, in order to better understand the importance of audiovisual tools in teaching, we considered audio and visual materials separately as

learning tools, and then audiovisual tools in comparison. Audio materials Listening is the process of perceiving and understanding speech by ear.

There are contact and distant listening:

Contact listening involves oral interactive communication;

Distant listening is an independent form of speech communication with its own characteristics. It is almost impossible to form only one speech or language skill in the lesson. Working, for example, with audio texts, we simultaneously practice lexical, grammatical, and phonetic skills. Audio texts provide information for discussion, which, in turn, implies further development of speaking skills. In this case, listening is a means of learning. It is very closely related to other aspects of language. So, oral speech involves listening and speaking skills at the same time. Dialogue as a form of oral communication is impossible without well-formed listening and speaking skills.

The practical experience of teaching a foreign language, the practice of interpretation and communication in a foreign language convince us that listening is one of the most difficult types of speech activity.

Firstly, it is characterized by a one-time presentation. Therefore, it is necessary to learn to understand the text the first time, because in real communication situations, the possibility of repetition is sometimes excluded.

Secondly, we are unable to change anything, we cannot adapt the speaker's speech to our level of understanding. Everyone has their own way of speaking, which is not always clear to everyone.

Thirdly, there are a number of objective difficulties that prevent understanding speech from the first time, such as difficulties associated with listening conditions, individual characteristics of the source of speech and linguistic characteristics of the perceived material. It is almost impossible to ensure the preservation of constant speech parameters in direct communication. In this case, the teacher turns to the means of sound recording and sound reproduction for help. It can be argued that in language classes, especially at the initial stage, they are given an even more significant place, since:

· performing exercises using sound recording significantly intensifies the learning process;

· repeated reproduction of exemplary speech without loss of initial acoustic characteristics allows you to maximize the analytical and imitative abilities of students;

· using sound recording tools, you create a foreign language environment, which is of great importance in a language environment;

· in addition, an artificial foreign language environment, specially organized and devoid of interference that occurs during direct communication, is especially effective;

· the time spent in a foreign language environment is extended by performing laboratory work outside of classroom hours, as well as listening to radio broadcasts, watching movies;

· the range of listening is expanded due to the opportunity to listen to various versions of foreign language speech, which is of great importance when preparing students for classes in their specialty, when preliminary work with a phonogram greatly facilitates the understanding of lectures;

· the ability to fix the speech of students makes it an object of analysis by the teacher, and also contributes to the personal participation of students in correcting mistakes made when working with the key.

During the lessons, the following learning objectives are achieved:

- development of pronunciation and intonation skills, formation of phonemic and intonation hearing;
- mastering the lexical and grammatical minimum provided for the initial stage;
- achieving the planned level of oral dialogic speech (mastering the formulas of speech etiquette, short and complete forms of response;
- developing a response to a cue-stimulus at the required pace and in various communication situations, etc.) and oral monologue speech (the ability to build a statement on the proposed topic in the specified parameters);
- formation of self-control skills and analysis of sounding.
- retention of listened information of different length and stylistic coloring in memory;
- creation of a correct semantic and verbal hypothesis (development of a probabilistic forecasting mechanism);
- semantic recoding of a speech message (development of the mechanism of equivalent substitutions);
- highlighting the main information in the listened text.

These include manuals in which the visual and auditory series form a unity and organically connect with each other during the demonstration of the manual. Of course, the difference between visual-auditory and visual aids is to some extent relative: any visual aid accompanied by a sound series becomes visual-auditory. The same thing happens when demonstrating auditory clarity samples accompanied by drawings, tables, and diagrams. However, from a methodological point of view, the allocation of visual-auditory aids to a special group is quite justified: thus, their distinctive feature is emphasized — the organic connection of the visual and auditory series in the creation of the manual and its presentation.

The language itself is changing slowly, but the Internet speeds up this process significantly. People form new grammatical, syntactic, punctuation, lexical and other norms, exchange "self-composed" words with each other, spreading and accustoming the entire Internet community to use these words everywhere. The web audience uses all the ways to shorten words. And not aimlessly – people minimize the time spent on writing to speed up the communication process. Within the network, generally accepted vocabulary acquires hybrid, limited forms, a good example of which may be acronyms expressing laughter: lol (laughingoutloud- I laugh very

loudly, used to express ordinary laughter), lmao (laughingmyarseoff– bursting with laughter, refers to something very funny), rotflol (rollingonthefloorlaughingoutloud- lying on the floor from laughter, used for the crazy and extremely funny); and others such as omg(ohmygod– oh my God).

In the introductory part of the topic, a video is used, which is designed to interest students in a new topic, give them the opportunity to formulate it independently, first familiarize themselves with the vocabulary and listen to it. The multimedia presentation continues to introduce vocabulary taken specifically from the topic of the textbook, illustrations help to build associative links with words, thereby memorizing them. In the main part of the topic, an exercise is taken on the Quizlet Internet service - further study of vocabulary using different study modes and games supports students' interest in the topic, then a more complex video is given, which students are invited to listen to and find familiar words. In the final part of the topic, an exercise is given on the Internet service learning apps, testing knowledge on the topic.

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