

Role of Educational Films in Forming Writing and Oral Speaking Skills

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ABSTRACT

This article examines the role of the science of the native language in the education system, in the process of independent and creative thinking, relying on language, language capabilities, language units, trying to express their judgments, concepts. We are talking about the transfer of certain content in the process of creative thinking and linguistic means, expressive possibilities of language. Accordingly, in increasing the speech activity of students in their native language lessons, the formulation of problematic situations, prompting them to logical conclusions, and the development of coherent thought expression skills are of great importance.

INTRODUCTION

The progress, prospects, well-being, spiritual growth of every country, its place among the most developed countries in the world - depends on the young people who are educated, have high intellectual potential, embody good qualities in their hearts and minds, are mature and mature in all respects, Bringing up a selfless, believing generation, who will serve the fate of the country seriously, bringing education to higher levels in terms of quality and content, first of all, is an honorable and at the same time responsible task for teachers and educators [1]. In recent years, special attention has been paid to improving the preschool education system, updating the content, form, tools and methods of education. The problem of formation of written and oral speech skills by means of educational films is widely researched.

It is known that audio-video tapes are also included among visual tools used in creating creative text [2]. For the first time, using tapes from the Uzbektelefilm studio, it was effective to create special educational films for mother tongue classes. The films "Gifts of Mother Earth" and "Tashkent - My City" can be included. During the demonstration, it is appropriate to give instructions to students about what to pay attention to first. The absence of voiceovers or subtitles in these films allows for the creation of an independent creative text. Readers should interpret them. Words and phrases used to create a text based on the film are also attached. In particular, television programs, which are one of the mass media, always attract the attention of readers. With this in mind, if the text created by the student is read while the film is being shown, the student feels like a screenwriter or reviewer, and approaches the task with pride and responsibility [3]. As a result, the student involuntarily works on enriching his speech, pays attention to pronunciation standards and expressive reading. He understands to what extent the text he created is suitable for the film, edits it. In this way, it will be possible to evaluate both written and oral speech activity of the student. Importantly, another factor is

created for the student to independently create a creative text.

It is also good to group students to create a text based on the film. Students in groups learn to work as a team, listen to the opinions of others, and support their views with logical arguments. Proper organization of the creative work process increases students' activity in the lesson. Indifference, less frustration forces students to work and think. Expressing a moving picture in words requires the student to have a good knowledge of the topics studied in the "Lexicology" section and teaches him to apply this knowledge in his own place. If the student has not mastered topics such as "Synonymous words", "Antonyms", "Phrase", this will slow down his participation in the creative process. Students try to repeat the previous topics independently after the lessons based on the video in motion [4]. The process of creating a creative text using video images also requires prior preparation. It is also possible to describe how the process of preparation and creation of a creative text based on visual means is organized.

Currently, video films are rarely used in creating creative texts in schools. Because the use of this method in the educational process requires a certain technical base. In addition, there are very few films made specifically for mother tongue training. Any creative-practical work organized on the basis of a video film closely helps students to form as individuals, to implement the "product" of their independent thought [5].

It is known that the new academic year in our country begins with the "Lesson of Independence". Based on this tradition, in the 5th grade, the first lesson of the new school year is called "Istiqlal Mubarak!" it is recommended to start by showing the video. Because students who have returned from the summer vacation and witnessed the festivities dedicated to the Independence Day of the Republic of Uzbekistan have a strong need to share their impressions [6]. The analysis of the film and the process of creating a text based on it satisfy this need, and also forms the skills of creativity and team work in students [7].

"Happy independence!" Before the screening of the film, students are introduced to the following conditions:

1. Watch the movie carefully.
2. Pay attention to the cheerfulness and excitement of the celebration dedicated to the independence of the Republic of Uzbekistan;
 - a) give a detailed description of the images, decorations and other events in the image;
 - b) express the mood of the holiday with the necessary words based on the pictures shown in the frames (creating a series of meaningful words in the form of a competition between groups, replacing words with phrases, creating a dictionary of nested words...).
3. Pay attention to the variety of styles of the artists who participated in the holiday program and the tunes, songs and dances performed by them. Whose songs and dances did you like?
4. Summarize your thoughts about the holiday and write an oral text.
5. Based on the information you have collected, write a written text consisting of 8-9 sentences.

In the organizational part of the lesson, students are asked questions such as "How did you spend the holiday?", "Did you also participate in the Independence Day performances?", "What impression did you get from the holiday?" by asking questions like While the film is being shown, the teacher can comment on some frames, details, and draw students' attention to them [8]. After showing the film, it is necessary to create a creative process with the participation of students. For this purpose, the teacher should address the students with various questions.

1. Why is this holiday considered a national holiday?
2. Where was the Independence Day celebration held?
3. Why are the songs and dances of all regions of our republic included in the holiday program?

4. Young and old alike participated in the celebration. Explain why.
5. Did you like the holiday program?
6. What else should be added to the holiday program?
7. What would you like to participate in the holiday program?

Answers to question 1:

All people love this holiday. Because September 1 is Independence Day.

September 1 - the day when the independence of our republic was declared. Independence Day is a holiday for all people in our republic. Everyone loves this holiday. On this day, people congratulate each other on the holiday. Because on this day, the independence of our Republic was achieved.

Answers to question 2:

Independence Day celebration was held at Independence Square. The biggest celebration of the Independence Day took place in our capital - Tashkent. Independence Day celebrations were celebrated in all regions, cities and villages. The main celebration took place in Independence Square of our capital.

Answers to question 3:

Artists from all regions participated in the holiday program. Independence Day is a national holiday. Therefore, performers from all regions participated in this celebration. This holiday was celebrated in all regions. Representatives of the regions took part in the celebrations in Tashkent.

Answers to question 4:

Young and old participated in the celebration. Students had a hard time answering this question. Therefore, the teacher himself brought the following answer to the attention of the students: The participation of artists of different ages in the holiday program emphasizes that the main goal of our republic is to care for young people and pay attention to the elderly.

Answers to question 5:

1. I really liked the holiday program.
2. The holiday left a great impression on me.
3. The holiday has great educational value.

Answers to question 6:

1. There is no shortage in the holiday program.
2. It is not necessary to complete the program.

Answers to question 7:

1. I would like to sing on this holiday.
2. I would really like to be among the students who participated in the celebration.
3. All the girls in our dance club want to dance at the party. I sang and danced at the festival when I participated in the "Nightingale" troupe. After creating a general vision in this way, the most responsible part of the creative-practical work was passed. Students were introduced to words, phrases and expressions that can be used in writing. The teacher is responsible for the main initiative in creating the initial skills in interpreting the film being shown. Active learners are guided by the teacher until they understand what is being asked of them.

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