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ИСПОЛЬЗОВАНИЕ ВИДЕО МАТЕРИАЛОВ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

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USING VIDEO MATERIALS IN TEACHING FOREIGN LANGUAGE

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Аннотация. В данной статье рассматриваются некоторые аспекты использования видео материалов в обучении английскому языку как иностранному. На каждом этапе практического обучения имеется значительный набор заданий, обеспечивающих успешное восприятие иноязычной речи студентами, что повышает их мотивацию к изучению иностранного языка. Видео материал стимулируют интерес, является образцом для подражания, расширяет познания учащихся о лингвострановедческих особенностях изучаемого языка, а также предоставляет эффективный материал для последующей дискуссии. Использование видео в обучении иностранному языку открывает широкие возможности для преподавателя и обучающихся в овладении языком и иноязычной культурой. Видео ресурсы имеют преимущество перед аудио и печатной информацией. Визуальная информация позволяет лучше понять и закрепить фактическую информацию и языковые особенности речи, так как зрительная опора способствует полному и точному пониманию смысла, активизируя внимание и память и способствуя развитию и навыков аудирования и говорения.

Ключевые слова: обучение иностранным языкам; видеоматериал; аутентичные/адаптированные ресурсы; вводные упражнения; просмотр, чтение и говорение; завершающие задания.

Abstract. The article deals with some aspect of using video in teaching English as a foreign language. At each stage of practice there's a variety of tasks, ensuring the successful perception of foreign speech by students that increase their motivation to learn a foreign language. Video material stimulates interest, is a role model, expands students' knowledge of the linguistic and cultural features of the language being studied, and also provides effective material for the subsequent discussion. Using video in teaching a foreign language opens up ample opportunities for the teacher and students in mastering the language and foreign culture. Video resources have an advantage over audio and printed information. Visual information allows you to better understand and consolidate factual information and language features of speech, as visual support contributes to a complete and accurate understanding of the meaning, activating attention and memory and contributing to the development and skills of listening and speaking.

Keywords: foreign language teaching; video materials; authentic/adapted resources; introductory exercises; viewing, reading and talking; follow up assignments.

Introduction

Video is a powerful tool in today's classroom. It provides strong context through which to teach English. Meaning brings the outside world into the classroom and gives teaching "reality". Video also provides all the paralinguistic features of language that only audio can't.

The success of teaching a foreign language through video depends on preparing students for the perception of a video. The expansion of international relations and the entry into our market of British and American teaching and methodical complexes, including video fragments, video lessons, significantly expanded our possibilities in using audiovisual techniques. In the event that the video is an attachment to a British or American educational complex, the teacher can use the technology of its application developed by foreign methods and described in teacher's book. In this

case, video is an effective means of teaching a foreign language. Together with the English educational complexes there is a large number of feature films. Their viewing at the senior stage of education is close in importance to the reading of the original fiction and has no less significance for the study of a foreign language, since it allows to develop skills of listening, speaking and writing on authentic material, which contributes to the improvement of the communicative competence of students [1].

We now have more access than ever to video. News programs, adverts, comedies, documentaries, dramas, academic lectures are available in digital format via the internet. Most of these resources weren't originally created as teaching materials. So it serves a real-world communicative purpose. Some materials are authentic resources adapted for language teaching. Authentic material not originally produced for ELT purposes, but adapted to different grades [2].

There are some positive characteristics of using video in the process of learning foreign languages: the class does not require dimming, and therefore, the contact of teacher with learners is continuous; video provides the possibility of using different modes of operation, e.g. freeze frame, using only video track (with audio track turned off) etc.; videos can easily be used for different types of work: individual, pair, group, collective [3]; video equipment allows to split movie into desired number of clips, depending on the objectives of individual needs and characteristics of learners to continue working with each clip separately [4, pp. 188-189].

When teaching the perception of speech by ear, it is necessary, first of all, to develop aural skills and speech hearing with the support of native speakers. And in this case, it is the authentic audio video texts that allow the students to hear the speech of the native speakers, which reflects the living reality, the peculiarities of the national culture. Most importantly, the authentic material provokes the students' cognitive interest, the willingness to discuss problems, and, therefore, contributes to their motivation to learn a foreign language. If the learner perceives foreign speech, then he begins to realize that all his efforts spent on learning a foreign language were not in vain. Thus, the main task of the teacher at the stage of work with authentic material is the selection of audio or video material that would be interesting, informative, accessible to understanding, corresponded to the modern reality of a foreign language society and would create favorable conditions for mastering new regional information, behavior of native speakers, would facilitate their familiarity with the people's way of life, its culture [5].

Some teachers think that watching videos in EFL classroom is more entertainment than education. However, if we consider video as a text (a source of information) and we make a lesson using it that helps learners develop language; we can use video resources to capture learners' attention. Video materials should be accompanied with support for language learning.

The simplest form of control is the task of specifying correct and incorrect statements, choosing one correct variant from several proposed. This form of control is the quickest way to test understanding when developing listening skills; however, it does not develop the ability to speak. Answers to the questions asked before the survey allows you to organize a conversation on the content of the scanned fragment, and at a more advanced stage - the discussion, especially when the questions are of a problem nature.

Arrangement of frames in the order of their appearance in the film allows not only check the attention of students, but they give support for oral utterances. Personnel illustrate the development of the plot and serve as a good basis for retelling. A more complicated task can be given to justify the choice, why one frame does not precede another. An even more complicated version is a method of introducing "jamming". When among the frames of this video fragment there is a frame from the "alien" film. Students are asked to explain why this shot could not be part of the video they watched.

The video serves as a good dynamic visibility for the practice of speaking in another language and creating situations of such communication in the classroom. Students dramatize the dialogue heard from the screen, playing it by roles. Here it is possible not only to accurately reproduce what has been heard and seen, but also to re-think the text, its new interpretation. Such a

task can be more feasible than sounding or duplicating a film in your native language. If the student's level of knowledge allows correctly and accurately reproduce the scripted text, speaking on behalf of the video's heroes when viewed with the sound turned off, then such an exercise can cause both great interest on the part of the students and also have a big impact on increasing the level of their language competence. When performing this task, various interpretations of the characters' personality are possible; you can compare more or less successful variants. The same great benefit is provided by duplication in the native language, since it teaches students not to literally translate the phrases uttered by the characters, but adequately interpret the meaning of the utterance, given the differences in intonation and phrase design. The interpretation of idioms, interjections, appeals requires special attention. Indeed, the stumbling block is the transition from "you" (pl.) to "you" (sing.), since in English there is no difference between the single and plural second person pronouns, which in many languages mean an officially polite or familiar-friendly relationship. Therefore, in order to adequately convey the phrase in Russian, students should correctly determine the level of the statement in a foreign language.

Full-length videos (which demand disruption with discussion, writing and vocabulary) and video clips can be very useful in teaching English as a foreign language. However, it is important to consider beforehand what we want our students to learn from the videos. We'll also need to plan how we can help our students learn. In planning to use video, the following three stages should be considered:

Stage 1: Provide questions that focus students on what you believe is important in the video. Think over why you have chosen this video, and what you expect they will learn from watching it. Questions or prompts can be written on the board or worksheets that are handed out in class.

Stage 2: Watch the video in class. Stop the video to draw students' attention to something you consider important to them.

Stage 3: Discuss as a class or in small groups the students' answers to the questions you gave them [6-7].

Nowadays, students are very much visual learners. The quick spread of internet access makes the use of video in the classroom much more effective and interesting. Video is a medium which is in some way replacing printed materials.

Presentation of audio / video text should include such a volume and pace, which corresponds to the abilities of students. As a rule, sounding the text for more than 3 minutes overloads short-term memory and complicates the perception process. The text is usually presented for listening twice. If students do not understand the text after double presentation, it is advisable to view the text in fragments. At this stage, the "Frozen frame" reception is widely used, which allows you to click the "Pause" button again to preview and listen to a foreign speech and answer the questions posed by the teacher [8, pp.101-106].

It should be noted that the optimal solution is to develop a series of exercises based on the selected video. Thus the preferred length of the video clip is 2-5 minutes as this period is sufficient to obtain the necessary amount of information on the problem.

The system of exercises should consist of several sections.

The first section (introductory exercises) can contain tasks that allow students to prepare for perception of video and awaken the existing knowledge on the subject.

The second section (viewing, reading and talking) should include exercises aimed at discussion of the watched fragment. Further on, we should proceed to a more detailed discussion of this material. Exercises can include answers to questions, gaps filling, matching, multiple choice, and so on.

The third section (follow up assignments) should include creative tasks on the basis of the video clip: create dialogue on the video, prepare a report on the topic, make a presentation on the problem [9, pp. 12-14; 10].

In order to make the most effective use of video in the process of teaching foreign languages, it is necessary to emphasize the advantages of this training tool: availability of video; the

possibility of a more active creative activity of the teacher; use of different operating modes; video materials are easily used for different types of work: individual, pair, group, collective; video equipment allows you to divide the whole movie into the required number of video segments depending on the purpose; use of video makes the occupation more emotional and effective; the use of video makes it possible to develop speech activity, makes it possible in simple visual form to convey information to students; informative saturation; concentration of linguistic means; the use of movies in English classes introduces diversity in the learning process, promotes the activation of students, increases interest in learning English; emotional impact on students [11-13].

Generally video activities are divided into 3 main types or stages: *pre-viewing*. Before watching the video students do some activities. They help prompt student general idea and background knowledge; *viewing*: students perform tasks and activities while watching the video, with or without pausing the clip; *post viewing*: after watching the video, students practice the language forms and vocabulary they came across in the video. Students discuss, retell, role-play and complete tasks at this stage [14; 15, pp. 45-57].

There are some conditions that should be observed when using video resources: video material should correspond to the level of students' knowledge; visualization should be used moderately, it should be used gradually, and only in appropriate point of a lesson; watching videos should be organized so that all students can see the material clearly; it's essential to highlight the essential points; think over in detail the explanations while watching a video; a video should be exactly matched to curricular material, correspond to the topic under study [16].

Presentation of educational material by means of video is characterized by several specific features. They include the following:

1. Information is presented by means of art, which makes the presence of figurative models in introducing the material. The main characteristic of this model is the presence of plot and composition. This fact underlines the closeness of figurative model to the arts, and, on the other hand, the difference between such model and traditional means of teaching foreign languages; in this case the emotional presentation of educational material and emotional perception is assumed. The use of video in the classroom contributes to the effect of complicity and empathy with the characters, which in turn creates the real conditions of motivated communication in class.

2. The information is dynamic, which increases the productive aspect of learning, increases the density of communication in class, and improves the efficiency of educational activities. Dynamism and emotion of material introduction contribute to retention of information.

3. Video information has a high degree of credibility provided by authenticity of video used in the process of learning that gives rise to a high level of confidence in the information perceived by learners [17].

While the growth of online content, social networking, and multimedia production tools have all helped educators reconsider how students should consume, discuss, and demonstrate mastery of content, only the dramatic increase in video availability has led directly to the "flipped classroom" movement.

And with an increasing focus on making more Internet connection available at educational institutions and at home, there is a sense that we are only beginning to explore video's true educational possibilities [18].

Conclusions

All video resources presuppose active teaching. Materials alone don't teach - teachers do. The effectiveness of the use of video resources for teaching foreign languages depends both on precise determination of its place in the educational system, and on how efficiently the structure of the video lessons is organized.

Authentic audio / video materials have great potential for solving learning and educational tasks when properly organized by teachers. With very informative material, they create an atmosphere of real linguistic communication and are able to ensure the successful perception of

foreign speech by non-native speakers, and increase the motivation of students to study a foreign language.

The effectiveness of using a video film depends not only on the exact definition of its place in the training system, but also on how well the structure of the session is organized and how the training possibilities of the video film with the learning objectives are coordinated.

The introduction of video materials in teaching considerably diversifies the process of perception and processing of information. Thanks to the computer, the Internet and multimedia that students have an opportunity to take in large amounts of information with its subsequent analysis and sorting.

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