

USING VIDEO MATERIALS IN TEACHING FOREIGN LANGUAGE

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It is known that films are watched with interest and curiosity all over the world. Getting help from video films of language classes makes a significant contribution to their acquisition and development of four language skills. In this article there are answers to questions about how video materials can be effectively used in teaching foreign languages and what to look for: What should be considered in the selection of video materials and What criterion should it be used? Research in this area of article will contribute to the people who will carry out it and will serve as an example in the teaching of foreign language.

Keywords: video materials, foreign language teaching, activities, intercultural communication, interpersonal, humanitarian

Әлемнің түкпір-түкпірінде фильмдер қызығушылықпен, қызыға қарайтыны белгілі. Тіл сабақтарының бейнефильмдерінен көмек алу олардың төрт тілді меңгеруіне және дамуына үлкен үлес қосады. Бұл мақалада бейнематериалдарды шет тілдерін оқытуда қалай тиімді пайдалануға болады және неге назар аудару керек деген сұрақтарға жауаптар берілген: Бейнематериалдарды таңдауда нені ескеру керек және қандай критерийді қолдану керек? Мақаланың осы саласындағы зерттеулер оны жүзеге асыратын адамдарға өз үлесін қосады және шет тілін оқытуда үлгі болады.

Тірек сөздер: бейнематериалдар, шет тілдерін оқыту, қызмет, мәдениетаралық коммуникация, тұлғааралық, гуманитарлық

Известно, что во всем мире с интересом и любопытством смотрят фильмы. Получение помощи при просмотре видеофильмов языковых классов вносит значительный вклад в приобретение и развитие четырех языковых навыков. В этой статье есть ответы на вопросы о том, как можно эффективно использовать видеоматериалы в обучении иностранным языкам и на что обращать внимание: что нужно учитывать при выборе видеоматериалов и по какому критерию их использовать? Исследования в этой области статьи будут полезны людям, которые будут их проводить, и послужат примером в преподавании иностранного языка.

Ключевые слова: видеоматериалы, обучение иностранным языкам, деятельность, межкультурная коммуникация, межличностные, гуманитарные

Introduction. Language is the most significant means of communication, without which the existence and development of human society is improbable. The main purpose of a foreign language is to form communicative competence, i.e. the ability and willingness to carry out foreign-language interpersonal and intercultural communication with native speakers.

Knowledge of a foreign language contributes to the formation of a personality and its social adaptation to the conditions of a constantly changing world, as well as increases the level of humanitarian education among students. English is the official and working language. This language is a necessary means of communication for academics, doctors of sciences, scientists around the world. Moreover, international conferences, the study of experience and the exchange of information of scientific geniuses proceed only with the use of English. Everyone can study it

in various institutions, for example, at universities, additional classes, the main thing is that the student has the desire and puts a lot of effort. But a significant part is assigned to the role of a teacher. In order to complete the desire and positive motivation of students in relation to a foreign language, in order to achieve the level of assimilation of educational material, the teacher needs to use unusual forms of work, include new techniques and methods of teaching foreign languages in the learning process, and turn to new technical means of teaching.

One of the difficulties of learning a foreign language is a very limited opportunity to communicate with native speakers and use conversational skills outside of school. Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language lesson using various methods of work. It is also considered equally important to introduce schoolchildren to the cultural values of the native-speaking people. For these purposes, authentic materials are of great importance – videos and various video materials. Their use contributes to the motivation of the speech activity of the trainees [1].

Main part. Video materials used in the learning process are understood as one of the types of technical means of teaching that provides the function of transmitting information, as well as receiving feedback in the process of its perception and assimilation in order to further develop students' skills and competencies in English lessons. The introduction of video into the learning process changes the nature of the traditional lesson, makes it more lively and interesting, and helps to expand the general horizons of students, enriching their language stock and regional knowledge. The use of video recordings in foreign language lessons contributes to the individualization of learning and the development of motivation of students' speech activity. When using videos in foreign language lessons, two types of motivation develop: self-motivation, when the video material is interesting in itself, and motivation, which is achieved by showing the student that he can understand the language he is studying. This brings satisfaction and gives you confidence in your strength and a desire for further improvement [2].

Responding to the principles of developmental learning, the video also helps to teach all types of speech activity (reading, speaking, listening, writing), to form linguistic abilities and provide direct perception and study of the culture and history of the country of the language being studied.

To demonstrate the practical forms of theoretical knowledge taught in foreign language courses, courses should be accompanied by videos. "Video is both a treasure trove of information and a good demonstration tool. It provides a better display of real life. Lots of messages in a short video scene can be found. One hour of classes can be combined into a short program of 3-5 minutes. " In the video, sound and image are presented as a whole. In this way, two important senses of the students are activated, and the subject becomes easier to understand.

It is important to see and hear the use of the language through the video in order to understand the structure of this language. Students also learn to use body language and mimic the movements used in the target language through video. Foreign language lessons with videos make learning more practical, continuous and permanent. Therefore, video support for English language courses for foreigners is inevitable. The activities to be carried out using the video in teaching foreign languages should be planned as follows.

- It is important that the video used corresponds to the language level of the students. In this context, the content of the film and the message it conveys should be taken into account when choosing the appropriate sequence.

- In order for the process of teaching English with the help of video materials to be effective, it is necessary to systematically and rationally use video in lessons. Preference is given to short-duration videos: from 30 seconds to 5-7 minutes.

- The speed of the movie should be taken into account. Beginning students, daily may have difficulty understanding spoken language. Therefore, the language level of students should be taken into account.

- Speech can be accelerated and slowed down. Performances in the film attract the student's attention. It should be attractive and suitable for the level of language proficiency.

- Particular attention should be paid to the pronunciation of the language when selecting films. Improper use of language can harm language acquisition by students.

- As well as subtitles can be added to video material. When we add subtitles we should pay attention to many issues, such as alignment, font selection, subtitle size and synchronization harmony and a legible color [3].

I also teach a foreign language for primary classes, my practice shows that video multiplications are especially effective at the initial stage of learning a foreign language. Their use makes it possible to easily get into the essence of real things and phenomena and convey information to students in a simple visual form.. This helps to maintain attention to the repeatedly presented educational material and ensures the effectiveness of perception. There are a lot of animated videos posted on the Internet, which present objects, actions or characteristics on the corresponding lexical topic. Video materials voiced by native speakers are accompanied by music.

On the YouTube channel we can find a large number of videos for children learning English. Educational songs combine words and phrases, music, cartoon characters on various topics. The most common videos for teaching students at the initial stage were created:

- ABC Kids
- Rock`N Learn
- Dream English Kids

At the junior and senior levels, previously acquired knowledge, skills and abilities are being improved, the volume of language and speech tools used by students is increasing, the quality of practical knowledge of a foreign language is improving, the degree of independence of schoolchildren and their creative activity is increasing. One of the main tasks of teaching English at these stages is the development of communicative competence, therefore, the main purpose of using video materials is to teach oral and written speech.

The process of working with video materials is divided into three main stages:

- 1) Pre-viewing
- 2) While-viewing
- 3) Post-viewing

At each stage there are a number of tasks, the performance of which determines the effectiveness of the entire audiovisual process.

1. **Pre-viewing stage.** This stage helps to prompt students schema and background language. The goal is to make students active participants in the learning process and remove possible difficulties of text. It may include exercises to predict what will be discussed in the film, quiz on topic of video, keywords or phrases, leading questions about video topic.

For example:

8th Grade. Unite “Culture”, topic of the video material London.

- 1) What do you know about the city of London?
- 2) What sights of London would you like to visit?
- 3) Would you like to visit London?

2. **While-viewing stage.** At the stage of perception of video material, tasks are used aimed at finding, fixing, and transforming a certain material. The teacher can stop the movie where he considers it important and ask the students a number of questions he can direct it. For a better understanding, the film can be made to watch again.

For example:

- 1) What is the "London Eye"?
- 2) What is next to Buckingham Palace?

3. **Post- viewing stage.** This stage may include activities like Using language, Project work or Craft work.

For example:

1. True or False.
- 1) The most fashionable and the most expensive part to live in is the West End. ()

2) It is the largest town in Europe and one of the oldest towns in the world. ()

3) In London there are more than twenty bridges. ()

2. To choose any London sights shown in the video and tell the class they would like to visit this place.

Conclusion. The use of video in English lessons today is an integral part of the learning process and a real help in the teacher's work. Its use contributes not only to increasing interest in learning the language, but also expands the horizons of students, Watching videos is more comfortable and enjoyable – this also contributes to better assimilation and memorization of the material. Thus, it can be concluded that the introduction of video in the process of teaching foreign languages helps to solve many problems:

1) When we use video materials in teaching Foreign language, all four types of communication activities can be involved: listening, speaking, reading and writing.

2) The video serves as an incentive to learn foreign languages. Trainees get the opportunity to apply and expand their knowledge is based on unfamiliar authentic material. When students realize that they are able to understand authentic foreign language speech, they have increased self-esteem and motivation to study the subject.

3) Using videos in English lessons allows students to develop language guesswork and broaden their horizons. They have the opportunity to learn about the history, traditions, customs of the people of the country of the language being studied.

4) The prospects of those who learn through films are expanding. They become people capable of thinking and making decisions. In addition, the use of video materials contributes to the development of listening and speech skills, as well as the growth of their cultural savings.

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COMMUNICATIVE METHODS OF TEACHING FOREIGN LANGUAGES

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Communicative language teaching is one of the methods of learning foreign languages. In order to use effectively the basic forms of communicative teaching methods in the preparation of future specialists, the article describes methodological recommendations for the use of communicative teaching in the development of various abilities of students.

Key words: Foreign Language, Communication in Learning of English language, Communication Skills, Teaching Methods, Teaching Technologies