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ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ ВИДЕОМАТЕРИАЛОВ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Данная статья посвящена проблеме использования аутентичных видеоматериалов на уроках иностранного языка в современной школе. Работа с такими материалами на занятии разнообразит виды деятельности учащихся в процессе обучения иностранному языку. Использование аудио и видеоматериалов делает урок более интересным для всех школьников, влияет на уровень мотивации изучения иностранного языка. С момента внедрения видеоматериалов в процесс обучения, характер традиционного урока значительно поменялся. Урок стал более живым и интересным, расширился кругозор учащихся, пополнился их лексикон и багаж знаний.

Ключевые слова: аутентичные видеоматериалы, социокультурная компетенция, наглядные пособия, мотивация, коммуникативные ситуации.

USING AUTHENTIC VIDEO MATERIALS IN FOREIGN LANGUAGE LESSONS

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Abstract. This article focuses on the use of authentic video materials in foreign language classes at modern schools. Working with such materials in the classroom diversifies the types of activities students engage in during their foreign language learning. The use of audio and video materials makes the lesson more interesting for all students and affects their motivation to learn a foreign language. Since the introduction of video materials into the learning process, the nature of traditional lessons has changed significantly. The lessons have become more lively and interesting, expanding students' horizons, vocabulary, and knowledge base.

Keywords: authentic video materials, sociocultural competence, visual aids, motivation, and communicative situations.

Under the term "video" (from Latin. video – I look, I see) understand the variety of technologies for recording, processing, transmitting, storing and reproducing visual and audiovisual material on monitors.

Many researchers identify a range of reasons that determine the effectiveness and rationality of using a film as a teaching tool. For example, V. I. Pisarenko explains the validity and correctness of using video materials as follows:

- 1) the prevalence of video materials that can be recorded from various sources;
- 2) the availability of experience in using video equipment and video products;
- 3) the possibility of a more active and creative approach by the teacher when discussing video films in classes.

In a modern school, the use of audio and video recordings in the classroom is not only appropriate, but also mandatory. Working with such materials in the classroom diversifies the types of activities students engage in while learning a foreign language. The use of audio and video materials makes the lesson more interesting for all students and affects their motivation to learn a foreign language.

With the changing new culture of learning, students also demand more inclusion of digital media in foreign language lessons. Videos seem ideal to bring authentic (foreign) language into the classroom and provide insight into current language usage [1, p.140].

Based on the analysis of literature and our own Internet research, we can identify some learning styles for the context of a foreign language, implemented in various video formats for different age groups:

- 1) Dialogue and follow-up videos;
- 2) Text-based topic videos;
- 3) Grammar animations;
- 4) Explanatory videos;
- 5) Playful videos – game-based.

A special feature of videos is that they can fully display communication situations. You can immediately access a dynamic combination of sound and image. This means that events are shown in context, and their various factors are easily understood by the student.

In all learning situations, the teacher plays a leading role, including when using video: they must guide the use of this tool in the right direction. However,

videos cannot replace a teacher in any way, and they cannot compete with or replace real people. Videos are designed to support the language learning process.

The range of variations in video materials has become very large. They can have different origins. Videos can be classified according to their origin as follows:

- School television videos;
- Public television videos (e.g., entertainment programs, news programs, weather reports, etc.);
- Special-purpose movies and television programs (e.g., documentaries or educational programs);
- Classroom-recorded videos.

Such films made for language learning have an obvious advantage: they are created for language learning. This should mean that the language, new vocabulary, structures, and means of speech are used gradually [5, p.72].

Video offers many opportunities to make the lesson more interesting for a foreign language as a foreign language, increases motivation, and contributes to positive changes in the learning climate and teacher-student relationships. Therefore, materials should be evaluated and selected based on various criteria.

A special challenge for teachers when using video materials is to help students structure the flow of images, distinguish between important and unimportant information, and avoid being drawn into the attraction of images (and sounds) [3, p.72].

The video material can be used at any stage of the lesson. For example, at the beginning of the lesson as a phonetic exercise, where students can not only hear the clear correct pronunciation of words, but also see the plot in question for a

deeper understanding; at the stage of explaining new material, where you can repeat the lexical units that have been studied, listen to the text for listening comprehension, demonstrate the pictures for further speaking, create an imaginary journey through new lexical units, and include a short video about language structures, explaining a certain type of sentence or time; as a physical activity to change the students' activity and prevent fatigue; during the final part of the lesson, through a game to reinforce the material, etc.

Teachers try to create an atmosphere of collaborative learning in the classroom during and after watching the video, because in such a situation, even a restless student begins to try and understand the video, because they need to put in some effort to comprehend the content [2, p.85].

This is how involuntary attention turns into voluntary attention, and the intensity of attention directly affects the memorization process. The use of different information channels has a positive impact on the strength of the material's retention [3, p.75].

To ensure that video materials are used effectively in the classroom, it is important to ensure that:

- the content of the video fragments used is truly appropriate for the students' age group, their current level of general and language development, and matches the topic of the lesson;
- the duration of the applied video material does not exceed the actual capabilities of the lesson or stage of the lesson;
- video situations provide interesting opportunities for developing students' language, speech, and sociocultural competencies.

Since the introduction of video materials into the learning process, the nature of traditional lessons has changed significantly [4, p.80]. The lessons have become more lively and interesting, expanding students' horizons, vocabulary, and knowledge base. It is worth noting that a video is not only another source of information, but also an aid in the development of various aspects of students' mental activity, especially their attention and memory.

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