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## **APPLICATION OF VIDEO MATERIALS IN FOREIGN LANGUAGE TEACHING**

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*The main aspects of application of video materials in foreign language teaching have been defined. The active applying of video forms is the important mean of communicative oriented method in the process of foreign language teaching. The examples of implementation of audio-visual means in class and extra-curriculum activities have been given.*

**Key words:** *video materials, the process of Foreign Language Teaching (FLT), extra-curriculum activity, communicative method.*

The history of language teaching has been characterized by a search for more effective ways of foreign language teaching. Motivating learners, effective learning strategies, technique for teaching the four skills, the role of materials and technology – these are the most urgent tasks for each teacher of any foreign language. In the contemporary epoch of information and technologies all the above mentioned components should be exercised in an absolutely new way, everyone has to deal with computers, the Internet, and other modern and continuously developing technologies.

For attaining goals set by unified state educational program it is necessary to perfect language teaching skills, rationalize teaching by combining well established traditional pedagogical methods with innovative learning techniques, integrating them into overall teaching process, organize effectively class and extra-curriculum work of

language learners [4]. The role of extra-curriculum activities is gradually increasing due to the fact that program material is so huge that students don't have enough practice at the lesson and they cannot reveal their talents and creativity, especially in large groups.

Nowadays, at National University of Shipbuilding the teachers of the Modern Languages Department extend the educational process, involving students into different activities either organizing any kind of a club or making a great variety of performances such as English Speaking Club, Movie Club, VIP Forum and students' conferences. No one can deny the fact that the best way to learn a foreign language is being surrounded with it. Video materials help us a lot to immerse students into Foreign Language Studying (FLS). Using of video forms in Foreign Language Teaching (FLT) takes real importance. The application of video materials has given us the opportunity to gain a great experience and outline the particularities of their using in FLT. There is a great variety of video materials. Educational movies and films, television programs, documentaries, interviews, cartoons, video clips, infomercials can be involved in class and extra-curriculum activities.

There is a wide range of researchers based on the analysis of the application of video materials in FLT. Solovova E. N., Kosacheva I., Ilchenko E. I., Ivantsova N. V. proposed new methods for applying of video materials in FLT. In modern educational process the concept of using video materials requires up-to-date approaches.

The purpose of this article is to analyze the particularities of application of video materials in FLT and consider different ways of using video forms in class and extra-curriculum activities.

There are several advantages in using video materials in FLT. First of all, they «bring» native speakers into the classroom, helping the teacher to show the models for pronunciation, intonation, and rhythm. Therefore, video helps students to improve their listening and pronunciation skills. Then, video forms give examples of language used in context, providing input of vocabulary, idioms, collocations and grammar in use.

Video materials are an excellent source for the words and phrases that students need to build into their language store. Besides, students not only hear people speaking, but also see the situations in which they occur, and the gestures, facial expressions and

emotional messages that accompany the language. Thus, video shows students how people behave in the culture whose language they are learning, as the saying goes: «A picture is worth a thousand words» [1].

From our point of view, the most important advantage of using video material is motivation. For teachers, using video is the perfect way to motivate the students and when the students feel motivation; the learning process becomes easier and spontaneous. Besides, we can use video materials to illustrate what we read, or speak or spoke about in class. Also we may use video to stimulate thinking for writing essays on some specific topic.

As for disadvantages, there is only one – it's a lot of work for the teacher while choosing and preparing the activities and exercises. In general, working with video gives us the opportunity to differentiate teaching process and make it funnier and more interesting.

How can we best use video materials for our students? There are two ways to do it: the acquisition way and the 'learning' way [2]. Using the acquisition method we encourage students to see a complete movie or some part of it without worrying about unfamiliar language: students are supposed to absorb the language as they watch and enjoy the movie. We explain the most important language items that may cause comprehension problems before the video starts. If it is not long, it's better not to interrupt it, once it has begun. If video is rather long, it's better to divide it into some parts. Before playing the video we give students worksheets with some questions to answer and we stop it on the certain part for comprehension check. Monitoring students' comprehension is really important: if it is difficult for students to answer the questions, we ask them to compare the answers or we review the answers aloud before moving on to another scene.

In order to improve students' communicative language skills we apply different kinds of activities, making Movie Club, English Club and VIP Forum:

- freeze framing and prediction (the teacher stops the picture on the screen and asks the students to predict what will happen next, it helps the teacher to stimulate the students' memory or fantasy);

- reproduction activity (is used after viewing, when the teacher asks the students to reproduce either what was said or describe and retell what happened);
  - silent viewing activity and dubbing activity (playing the scene with the sound down or off and asking students to fill in the missing dialogue or just comment on what they see);
  - discussion (the teacher asks the students to give opinions or share impressions)
- [3].

Using the 'learning' method we get students to study the language of video material in some details, with linked exercises and activities. Should be mentioned, that video has to be short and reasonably self-contained. In this case the activity is effective and productive. When the video material is chosen, we create worksheets to work with it. Having a pack of worksheets can be useful for the students, who want to learn more. Also students can choose movie, TV program, documentaries, interviews, cartoons, video clip, infomercials to their liking and create their own worksheets for other students to cope with. It can be a good individual and group work activity for students who love English. We may propose such activity as a concept of homework or a kind of project work. Of course, we check their work before the worksheets are used.

Thus, according to the purpose of this article we have studied the particularities of application of video materials in FLT and analyzed different ways of using of video forms in class and extra-curriculum activities. Consequently, the active applying of video materials is the important mean of communicative oriented method in the process of FLT. Working in this direction over the years we have come to the conclusion that the activities with using of video materials really work. Students enjoy them. They have a lot of extra practice, students are motivated towards learning English, they can reveal their talents, show their creativity, self-confidence and self-improvement.

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### Застосування відеоматеріалів у процесі викладання іноземної мови

*Сьогодні значна частина філологів застосовує аудіовізуальні засоби для покращення навчального процесу. Використання відеоматеріалів дозволяє урізноманітнити методи, засоби і прийоми викладання іноземної мови,*

*раціонально використовувати навчальний час та вивести студентів на новий рівень володіння іноземною мовою. Досвід упровадження відеоматеріалів у процес викладання іноземної мови дає великі можливості для реалізації творчого потенціалу як для студентів, так і викладачів.*

***Ключові слова:** відеоматеріали, процес викладання іноземної мови, поза аудиторні заняття, комунікативний метод.*

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### **Использование видеоматериалов в процессе обучения иностранному языку**

*Сегодня значительная часть филологов применяют аудиовизуальные способы обучения для улучшения образовательного процесса. Использование видеоматериалов позволяет разнообразить методы, способы и приемы обучения иностранного языка, рационально использовать учебное время и дает большие возможности для реализации творческого потенциала как для студентов, так и для преподавателей.*

***Ключевые слова:** видеоматериалы, процесс обучения иностранному языку, внеаудиторные занятия, коммуникативный метод.*