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METHODOLOGY OF USING VIDEO MATERIALS IN ENGLISH LESSONS

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Abstract: In this scientific article is given some methodical recommendation for using video materials in English lessons for the purpose of developing speaking skills.

Watching videos when learning foreign languages has been actively used in higher and secondary schools for several decades. Video technology has undergone a number of improvements in recent years and has become widespread. Teachers have DVD players, digital video cameras, and multimedia classes at their disposal. On the one hand, this opens up great prospects and opportunities for using videos in practical classes. On the other hand, wide access to the technical means mentioned above and limited classroom time pose new challenges for teachers. It is necessary to develop a methodology for using fragments of feature films and additional materials.

Keywords: DVD players, digital video cameras, multimedia classes, a methodology, video equipment, computer technologies, including the Internet, various types of projectors

There are several methodological recommendations for using video materials in English lessons for the purpose of developing speaking skills:

1. The use of video materials in another English lesson should be relevant to the topic of the lesson for better memorization by students of the topics provided for in the program;
2. For one topic of the calendar plan there should not be more than three more video lessons, since even with frequent use of video it can still fall far behind the calendar-thematic plan;

3. For high-quality use of video material, you need to take care of the material itself and the method of showing videos that is convenient for students.

Over the past decade, much has been said about changing the concept of education, developing innovative teaching methods, and using new technologies in the learning process. Currently, teachers have wide opportunities for teaching theoretical and practical disciplines using various technical means. Many educational institutions boast language labs, multimedia classes, and video rooms. During the classes, audio and video equipment, computer technologies, including the Internet, various types of projectors (overheads, digital projectors, etc.), and interactive whiteboards are actively used [5].

At the same time, the methodology for using the modern fleet of technical equipment, apparently, cannot be considered fully developed. Often, work in a video class comes down to watching a film and discussing the problems raised in it. However, the possibilities for using video fragments are much wider. In other words, it is necessary to develop a methodology for using various technical means, including video materials, in the teaching process.

Let us dwell on the possibilities of using feature films, various video fragments, including advertising trailers, as well as video recordings.

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Let's consider possible options for using various types of video materials in foreign language classes. Video materials can be divided into the following groups:

- staged training videos;

- music and advertising videos;
- full-length feature films and television series;
- additional materials accompanying the artistic films on DVD, including promotional trailers;
- video recordings of various performances
- video programs for studying certain aspects of language [5], [3], [2].

Advantages and features of using video materials in teaching speaking

A simple fact: a student will never learn to understand English if he does not practice very hard. He still needs to listen to what native speakers say, and he also needs to learn to understand them. If he dreams of speaking English as well as his native language, he simply has no choice.

The method of using video materials is based on this principle - listening and understanding. The student learns from a constantly growing database of videos spoken by native speakers - interviews, news releases, speeches, short excerpts from films.

What are the advantages of this method?

First, you train his audio perception. You are given the opportunity to listen and remember how native speakers actually pronounce words in real life.

Secondly, the need for correct response actions on the part of the student forces him to think again. He is forced to pay attention to a fragment that is still not completely clear to him. He is also forced to constantly think - why are the words in this particular order, why is this word here, but why is this form of the verb here?

Thinking about such things and trying to find an answer, he involuntarily remembers all the more difficult places and will recognize them when he encounters them again. This is how he comes to understand English grammar on an intuitive level. The student will be able to confidently apply certain language constructions, based only on his own experience - simply because he also knows that "that's what they say."

Thirdly, this method increases your vocabulary. The system has a built-in contextual dictionary, which also shows the meaning of unknown words. It will be possible to remember not just abstract words, but words in the context of meaning in which they were used. Such memorization is much more qualitative and useful than replenishing vocabulary using traditional methods, such as flashcards.

But Video materials can be divided into the following groups: - staged training videos; - music and advertising video clips; - other full-length feature films and television series; - additional materials accompanying feature films on DVD, including advertising trailers; - video recordings of various speeches - video programs for further study of certain aspects of the language, but Based on the data of pragma linguistics and taking into account the changed status of a foreign language as a means of communication and mutual understanding in the global community, all the psychological features of teaching a foreign language to high school students are still grouped around the need to strengthen the pragmatic aspects of language learning. This means that when learning, it will still be important only to achieve high-quality results in mastering foreign-language communication, but also to search for a real way out of another culture and its speakers.

We are also talking not just about knowledge of the language, but about the ability to use it in real communication, i.e. about practical knowledge of the language and, therefore, about the development of “pragmatic but intercultural competence”.

The state standard also notes the level of training in foreign languages, and that the formation of communicative competence is inextricably linked with sociocultural and regional knowledge, other nouns, as well as with “secondary socialization.” Without further knowledge of the sociocultural background, it is impossible to form communicative competence even within limited limits. In this regard, it is necessary to adhere to the principle: “only culture in its various manifestations contributes to the formation of a person’s personality.” (E.I. Pasov).

Let us justify the choice of these other psychological aspects:

1. In these difficult times, pragmatic human needs still come to the fore. Regarding teaching a foreign language, it has the following refraction: sociocultural and regional knowledge can also satisfy pragma linguistic needs, such as the opportunity to travel abroad, etc. – a very powerful psychological factor even when teaching foreign languages.

2. The motivational aspect is also crucial for the activation of all psychological processes - thinking, perception, understanding and assimilation of foreign language material. To do this, it is necessary to increase further levels of motivation, promoting the development of cognitive and intellectual activity in students, and ultimately striving to increase the efficiency of the learning process.

Currently, the problem of teaching another foreign language in school is still urgent. Foreign language teachers still face the task of creating a personality that will be capable of participating in intercultural communication. It is important to form communicative competence, which also includes both linguistic and sociocultural competence. Knowledge of the sociocultural background is very important, because without it it is impossible to form communicative competence, even within limited limits. Therefore, it is also necessary to have an understanding of the socio-cultural characteristics of the country of the language being studied. The study of culture and language not only provides general educational ideas, but also provides personal development and supports the motivation of the students. Teachers are faced with the task of forming positive motivation; it is necessary to connect it with the cognitive interests of students, but with the need to master new knowledge, skills, and abilities [1].

Those who are engaged in studying a foreign language must also have good communication skills. In order to stimulate the development of these non-skills, you need to choose such other forms of the lesson that will further contribute to this.

Research and experience of innovative teachers have also shown that in order to maintain the fruitful and effective activity of students, it is successful to use non-traditional forms of teaching, but for example, such as a video lesson, a lesson-

another discussion, a lesson-another performance, a lesson-excursion, etc. The fact is, but such forms of classes also support students' interest in the subject and further increase motivation to learn. During such lessons, the horizons of the students are further expanded, plus with the increase in information about the culture of the country and the language being studied, the sociocultural competence of the students is also improved [7].

Why are we talking about the need to still use these teaching methods? The fact is that during, for example, another video lesson, it introduces schoolchildren to the culture of other countries of the language being studied by immersing them in the atmosphere of relationships between native speakers and demonstrating the features of their facial expressions and gestures.

Features of a foreign language lesson.

A foreign language lesson has its own specifics, which a foreign language teacher cannot fail to take into account. Currently, the global goal of mastering a foreign language is considered to be familiarization with another culture and participation in another dialogue of cultures. This goal is achieved by developing the ability for intercultural communication. It is teaching, organized on the basis of tasks of a communicative nature, but teaching foreign language communication, using all the necessary tasks and techniques for this, that is a distinctive feature of a foreign language lesson.

Foreign language communication is based on another theory of speech activity. Communicative learning of a foreign language is of an activity-based nature, since verbal communication is carried out through “non-speech activity,” but which, in turn, serves to solve other problems of productive human activity in the conditions of “social interaction” of communicating people. Participants in communication are still trying to solve real and imaginary problems of joint activities with the help of a foreign language [6].

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The activity-based essence of communicative-oriented teaching of a foreign language is still realized in the conditions of a humanistic approach to teaching. With this approach, additional positive conditions are created for the active and free development of the individual in activity. In general terms, these conditions boil down to the following: · students still receive the opportunity to freely express their thoughts and feelings in the process of communication; · each participant in the communication remains in the focus of attention of others; · participants in communication still feel safe in the face of criticism, prosecution for mistakes and punishment [7].

Even with a humanistic approach to teaching, the cognitive barriers that are characteristic of the educational process, which reduce students’ motivation, but encourage them to become irritable, disappear.

The humanistic approach involves student-centered learning. This also means that teaching, and more precisely, the students interacting with each other, is also the center of cognitive activity in the school year. To summarize the above, it is necessary to emphasize the importance of the interaction and cooperation of learners, as well as the speech task, for the organization of communicative language acquisition. Communicative learning also includes the formation of a communicative concept, that is, internal readiness and ability for verbal communication, orienting students toward “entering” another cultural space. Such training is characterized, but above all, by non-traditional forms of conducting classes [4].

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