

9. Shmelev D. N. Problems of semantic analysis of vocabulary (on the material of the Russian language). – M.: Nauka, 1973. – 280 p.

THE IMPORTANCE OF VIDEOS FOR TEACHING FOREIGN LANGUAGES

TETYANA MYKHAYLOVA, Senior Teacher, PhD (Philology)
VALENTINA PRYANITSKA, Senior Teacher, English Language Adviser
O. M. Beketov National University of Urban Economy in Kharkiv

Reforming higher education implies a rational combination of traditional educational tools with innovative pedagogical and information-computer technologies. It is caused by necessity to implement the principles of personality-oriented approach, promote improvement of teaching methods and tools, increase the efficiency of educational process, development of cognitive activity and personal qualities of students. The use of the latest technologies presupposes new opportunities in the organization of educational processes, in particular, they provide active language acquisition by the learner. The formation of students' speech skills during oral and written communication is one of the main tasks of language training in Ukrainian universities, because such skills not only provide daily communication of students, but also promotes two-way exchange of information in scientific discourse.

The main problem in studying foreign languages is the limited opportunity to communicate with native English speakers. To overcome this problem, it is advisable to use videos in class. The problem of using video technologies in the educational process during language teaching was raised by different scientists. Among them are I. Andreyan, O. Bogdanova, O. Brovina, M. Duka, T. Yermeeva, O. Konotop, T. Leontieva, M. Lyakhovytsky, M. Perohanych, O. Tarnopolsky, N. Fregan, T. Yakhnyuk and others. Many scientific papers have been written about video as a technical means of teaching a foreign language, but the topic remains relevant due to the actualization of intercultural communication, the spread of multimedia technologies and the availability of video materials via the Internet, the introduction of interactive teaching methods, competence approach to education etc. The **purpose** of the article is to characterize the properties of video materials as a means of teaching all types of speech activity, features of their application in foreign language classes for the development of intercultural communicative competence of students.

Educational videos are defined as polycode formation, which is a means of education, the main function of which is to simulate on the screen natural situations of language communication, figurative world in order to influence the student-viewer by synthesizing the main types of clearness (visual, auditory, motor, figurative, extralinguistic).) [1, p. 222; 2, p. 262]. Teachers mainly

include the following products in video materials: news, interviews, talk shows, advertising blocks, cartoons, documentaries and feature films, video clips to demonstrate speech situations with dialogues and polylogues of both conversational and professional communication, scientific reports at conferences, etc.

Based on the analysis of scientific and methodological sources and as a result of our own observations, we came to the conclusion that videos have significant methodological advantages: 1) informative (enrichment of students' background knowledge with information about life, traditions in other countries, realities, verbal and nonverbal speech; formation of information culture); 2) relative accessibility (because the material base of our universities is not well developed yet); 3) communicative orientation (creation of indirect language environment, modeling of everyday, socio-cultural and professional communicative situations, demonstration of ready models of behavior for study and further development during natural communication in society, conscious selection of strategies of verbal and nonverbal behavior, as well as selection of language speech tools, formation of communicative and socio-cultural competencies of students); 4) the effectiveness of language teaching (improving vocabulary etc.); 5) clarity and intensity (presentation of information in a visual form contributes to more convenient information perception, ease and speed of its assimilation); 6) educational function (the ability to instill in students a sense of respect for the language, culture of different nations, to form personal qualities of students), 7) differentiation (the use of video to ensure and enhance group, pair, individual work); 8) methodological value (diversification of types of training sessions); 9) applicability in distance learning; 10) demonstration of dynamic processes, which is important for the study of technological processes in the specialty (as opposed to static information of multimedia presentations created in Microsoft Power Point); 11) positive influence on students' motivation to study, learning a foreign language becomes easy, interesting, and most importantly – effective, because students' thinking and speaking activity is activated, attention is concentrated, which promotes better understanding and memorization of information; 12) development of creative thinking, analysis of other people's speech.

To ensure the effectiveness of language teaching, videos must meet certain requirements: 1) image and sound quality; 2) compliance of the content of videos with the curriculum as well as the level of general and language training of students; 3) offering the necessary professional vocabulary, explanation of new words or terms; 4) providing opportunities for the development of speech and socio-cultural competencies of students; 5) short duration of videos; 6) the presence of clear instructions for solving specific educational tasks; 7) normativeness of the offered language material; 8) demonstration of typical professional situations.

However, the effective use of video has to be organized according to plan of the lesson. The structure of the lesson with the use of video materials usually has the following stages: 1) preparatory (notification of the topic and lesson plan, preparatory exercises for viewing – repetition with students of previously learned words and necessary grammatical forms and constructions, explanation of semantics of new words; 2) demonstration (viewing of video materials, performance of tasks on filling of gaps in the text, division of video into parts, forecasting of the further course of events); 3) post-demonstration (discussion of what has been seen and heard, communicative exercises – proposing similar speech situations, concluding dialogues, paying attention to intonation, facial expressions and gestures, finding additional information about these problems, participating in discussions, retelling content, determining the sequence of events, etc.); 4) control (checking the level of students' understanding of the main content and the level of mastering new lexical units through surveys, exercises or tests, writing letters, translations, making sentences with new words, composing presentations, etc.).

The successful use of video materials is guaranteed at almost all stages of the language learning process: for the presentation of language material in a real context; for consolidation and training of such material in various situations of communication; for the development of oral communication skills; to teach foreign language culture and identify intercultural differences, etc.

The following tasks can be used in foreign classes: 1) lexical: exercises for repetition of vocabulary, introduction of new words to enrich students' vocabulary, selection of the necessary words, synonyms, antonyms, phraseology); 2) grammatical: selection of correct verb forms, adjectives to characterize a particular character, selection of grammatical constructions with prepositions and articles, construction of different types of sentences to describe the process etc.; 3) listening: exercises for observation of speech, when students learn to listen and understand oral speech, understand the situation (place and time of action, features of the characters), learn the rules of behavior in different circumstances, fill out questionnaires after viewing; 4) speech: a description of what has been seen and heard, the expression of their attitude to what has been seen; composing dialogues according to a sample; forecasting the development of events in a given situation; participation in video conferences; 5) project, research tasks (creating a video on a certain professional topic etc.) The choice of tasks for video materials in foreign language classes depends on various factors: the purpose of the lesson; level of language proficiency; specialization of students; psychological microclimate in the teaching staff; specifics of video materials. However, the main thing is to help students start speaking the foreign language. The duration of videos depends on the topic and purpose of the lesson, the level of readiness of the student to perceive information in a foreign language. However, the most effective are short videos lasting from 30 seconds to several minutes, which are easier to create and analyze, easier to understand

the features of the semantics of lexical units. It is possible to use both self-produced videos and widely use short videos from YouTube and other social networks. Stories told by participants or observers of events, but necessarily native speakers, are effective for study, as they demonstrate mostly typical situations using the most commonly used lexical units and syntactic constructions.

At present in the practice of teaching foreign languages videos are not always actively introduced as there are certain difficulties: 1) the need to develop and shoot videos, because it is not always possible to find ones on some topics from a particular profile; 2) the dependence of the effectiveness of training not only on the skill of the teacher, but also on the level of relevance and perfection of materials; 3) lack of material and technical base in universities to ensure the demonstration of video materials in most classes, as this requires modern computers with software for creating and viewing video products; 4) spending a significant amount of time and effort on self-development or search for video information on the Internet; 5) the need to prepare students for such classes.

However, the use of video materials in classes for the study of colloquial and professional vocabulary, simulation of speech situations on the screen does not eliminate the need for dialogic and monologue training, but requires revision and consolidation.

It should be noted that there may be some difficulties while using videos in classes such as the behavior of students who either start singing, laughing, reacting loudly to what is happening on the screen, or are distracted by mobile phones. Difficulties also arise due to insufficient preparation of the teacher for the lesson, selection of uninteresting fragments, unclearly formulated tasks and so on. We believe that the use of such methods of teaching will promote the interest of students, as well as facilitate the work of the teacher to comply with student behavior in the classroom, the introduction of new vocabulary, including terminology.

To sum up, it is vital to realize that the videos help to make each student an active participant in the language learning process, increase his/her communicative activity, encourage speech activity, involve him/her in a direct act of communication to solve important problems, and promote student self-realization and self-education. The study showed the methodological benefits of using video materials in the formation of necessary skills, speech and communicative competencies, as it is an interesting, effective process that involves all four types of communicative activities: listening, speaking, reading and writing. Taking everything into account we must not forget about traditional teaching methods of teaching languages that have their advantages and are related to psychological processes in the human mind, so it is necessary to combine different teaching methods, selecting them according to the specific situation.

References:

1. Бабинская П. К. Практический курс методики преподавания иностранных языков: учебное пособие / П. К. Бабинская, Т. П. Леонтьева, И. М. Андреасян и др. – 4-е изд. – Минск : ТетраСистемс, 2009. – 288 с.
2. Дука М. Властивості методичного потенціалу автентичних відеоматеріалів для формування англомовної компетентності в діалогічному мовленні / М. Дука, М. Пероганич // Педагогічні науки: теорія, історія, інноваційні технології, 2017. – № 8 (72). – С. 259–270.

LEXIKOGRAFISCHE UNTERSTÜTZUNG DES FREMDSPRACHEN-UNTERRICHTS FÜR STUDENTEN VON I-IV-STUDIENJAHREN

TETYANA MYKHAYLOVA, Lektorin, Kandidat der philologischen
Wissenschaften

DMYTRO YURCHENKO, Lektor, Sprachberater

Charkiwer Nationalen O. M. Beketow Universität für Stadtwirtschaft

Das Problem der Aktualisierung des Bildungsinhalts erfordert die Schaffung von Möglichkeiten zur selbständigen Beherrschung von Fächern in der Hochschulbildung, die Suche nach Wegen zur Stimulierung selbständiger kreativer Aktivitäten usw. Moderne Fremdsprachenprogramme, die an der O. M. Beketow nationalen Universität für Stadtwirtschaft in Charkiw entwickelt wurden, bieten eine große Anzahl von Stunden für die selbständige Arbeit der Studenten, die die Präsenzstunden fortsetzen und ergänzen, die unter der Anleitung des Lektors durchgeführt werden. Das Erlernen von Wortschatz war und ist eine der Hauptarten von Bildungsaktivitäten während des Spracherwerbs, aber die Organisation dieser Arbeit hat laut Lektoren jetzt einige Schwierigkeiten. Erstens verwenden die Studenten elektronische Wörterbücher-Übersetzer, die jedoch die Arbeit mit Texten beschleunigen. Zweitens ist es bei der kommunikativen Unterrichtsmethode immer noch wichtig, mit Texten unterschiedlicher Komplexität zu arbeiten, darum gibt es wenig Zeit zum Erlernen von Wörtern im Unterricht.

Derzeit haben die Lektoren der O. M. Beketow nationalen Universität für Stadtwirtschaft in Charkiw eine Priorität, Bildungs- und Methodenkomplexen der Fremdsprachen für Studenten von I-IV-Studienjahren zu aktualisieren. Das wichtigste Element solcher Komplexe ist das Lehrbuch, weil es fast alle Themen und Materialien enthält, die die Studenten beherrschen müssen. Die Struktur der Komplexe umfasst auch Testsammlungen, Testaufgaben, die die Arbeit der Lektoren erleichtern und es Ihnen ermöglichen, das Niveau des Lernmaterials schnell zu überprüfen usw.

Die Wörterbücher sind auch erforderlich, um neues Material einzuführen und professionelle Konzepte zu klären. Daher ist das Problem der Verbesserung