

THE USE OF VIDEO MATERIALS BY EFL STUDENTS

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Annotation: *Theses consider the role of video materials in the process of learning a foreign language. It is emphasized the importance of using video materials for the formation of students' communicative competence. The main work principles with authentic video materials are formulated. Sources of video materials are provided.*

Key words: *video materials, foreign language, communicative competence, listening skill, practice.*

An important element of the process of learning a foreign language is the use of video materials. Working with video materials develops students' communication skills, increases their vocabulary and broadens their horizons. The use of materials of this type contributes to the individualization and motivation of learning. Also, the use of this type of activity is psychologically justified: it is through the organs of vision and hearing that a person receives the main volume of information about the surrounding world.

When working with video materials, all four types of communicative activity are involved: listening, reading, speaking, writing. It is advisable to use a variety of video materials: feature and documentary films, news, TV programs, interviews, commercials. But they must first of all be authentic, that is, created by native speakers.

The relevance of the research topic is due to the digitization and globalization of the modern educational space, in which foreign language competence and the use of authentic materials play a leading role.

The purpose of the work is to study methodical recommendations and the possibilities of using video materials in foreign language classes.

The defined goal determines the following tasks:

- Determine the thematic focus and criteria for selecting video materials for students.
- Determine the effect of using video materials on learning a foreign language.

Video materials are very effective in forming students' communication skills. Videos in foreign language classes present the language in a live context. It connects lessons to the real world and shows language in action.

There are situations in class when video can be particularly useful. This happens when the teacher's goal is to:

- vocabulary enrichment;
- stimulation of communication and discussion;
- practice of description and narration skills;
- practice listening skills.

Video materials must meet the following criteria:

- the image and sound must be clear;
- the language of the characters should be clear and not too fast;
- the text should not be overloaded with new vocabulary;
- stories should take no more than 10-15 minutes or be divided into meaningful segments;
- all sections must have a finished plot;
- speech situations should be typical that can be encountered in real life.

But the most important selection criterion is the correlation of the video material with the subject of the practical lesson and the students' professional field.

The lesson plan using video material has the following stages:

1. Preparation.

A) A preliminary discussion is held, during which vocabulary that is close to the topic of the video material is repeated, and interest in the topic is also stimulated.

B) Creative work of students is stimulated, during which students can foresee the topic and plot of the video material and make their own forecasts of the development of this plot.

C) New vocabulary from the proposed video material is introduced.

2. Review.

A) Checking the predictions made by students before viewing.

B) Performing information search exercises. The plot can be viewed again by segments or as a whole.

C) Work with separate segments of video material.

3. Work after viewing.

A) Repetition and processing of speech blocks obtained during the revision process.

B) Commenting and consolidating observed communication skills.

C) Discussion of problematic issues of the plot.

D) Role-playing games to predict the further development of the plot.

D) Reading informational texts on the subject of the plot, which is especially useful when watching the news.

D) Creative work of students: writing a short story, essay, reflection on the topic of the plot; acting out a scene or dialogue; searching for additional information on the topic.

The use of this algorithm for working with video materials provides an opportunity to form not only the speech competence of students, but also contributes to the development of socio-cultural competence, as one of the components of communicative competence in general.

The source of video materials is YouTube, Puzzle-English, FluentU, English-films.com, BBC, CNN World News, ABC News, ESL Video, Video zone, Ted-ed and others. Also, modern foreign language textbooks have video supplements with video podcasts and clips designed according to the grammatical and lexical material being studied.

The selection of video materials takes a lot of the teacher's time and effort, but the use of these materials increases the quality of teaching, activates skills in all language aspects. The use of video materials also provides an opportunity to develop the creative component of students' personality and stimulates the study of a foreign language independently in non-auditory time.

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