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THE ROLE OF USING VIDEO MATERIALS IN TEACHING A FOREIGN LANGUAGE

Abstract. This article deals with the role of using video materials in teaching a foreign language. The use of video materials in the teaching process has a positive effect on the formation and development of cadets' speech culture. Because through the video, students not only listen to the speech of English-speaking people, but also get to know their facial expressions and movements during speech. In addition, the video must not only use vocabulary according to the known topic, but also show the scope of use of those words. Students will have the opportunity to feel themselves in the situation and understand the realities of the country while watching the video. The video material used during the lesson introduces students to the real life of foreigners and shows ways of using the language in practice. At the same time, in learning to speak English, they break the language barrier and help themselves to be free. Effective use of modern teaching technology in the English language class not only develops students' speaking, listening, writing and thinking abilities, but also humanizes their spiritual world and forms their personal qualities.

Key words: use of video material in the teaching process, formation of speaking culture, practical use of language, training of speaking skills, development of listening skills.

Foreign language is a compulsory subject in the curriculum of every educational institution. The most important difficulty in learning is to learn a language outside of its environment, that is, not having the opportunity to communicate with native speakers. Therefore, one of the important requirements and tasks of the teacher is to create real and imaginary situations of communication using different working methods in the foreign language class.

To achieve this goal, the teacher can use all kinds of videos and video materials, which are of great importance in teaching a foreign language nowadays.

Professor T. Gordon in his "Pedagogical Dictionary" gives the following definition to the concept of "video materials" — "these are tools that can stimulate the learning process through the simultaneous auditory and visual channels" [1], that is, video materials consist of visual and audio components.

Video films contribute to the development of students' four types of language competence - listening, reading, speaking and writing skills.

Today, electronic media such as computers and video projectors play a major role in the education and training of cadets. The use of video material in the teaching process has a positive effect on the formation and development of cadets' speech culture. Because through the video, students not only listen to the speech of English-speaking people, but also get to know their facial expressions and movements during speech. In addition, the video must not only use vocabulary (phrases, idioms) according to the known topic, but also indicate the scope of use of those words. Students will have the opportunity to feel themselves in the situation and understand the realities of the country while watching the video. The video material used during the lesson introduces students to the real life of foreigners and shows

ways of using the language in practice. At the same time, in learning to speak English, they break the language barrier and help themselves to be free.

Many authors of teaching methods advise students to start practicing so that they can not only hear the question or statement itself, but also see the speaker when completing the first tasks. The use of video material in the lesson helps to fully consider and develop phonetic, lexical and grammatical material. In addition, the information presented in the video text develops the speaking and writing abilities of the cadets along with their thinking abilities.

The use of video material in the teaching process is based on one of the ancient and main methodological principles - the principle of visuality. The basis for the development of audio-lingual and audiovisual methods of teaching foreign languages, in the methodology of teaching foreign languages, the understanding and reception of information given on the basis of a certain direction is carried out in the form of a synthesis of listening and viewing [2].

There are many advantages of using video material in the lesson: showing the communicative side of the language through facial expressions and gestures; training students' listening and speaking skills through real context; teach to speak freely while acting out various situations; improving the skills of written and oral delivery of text content; enriching the vocabulary of cadets; to learn to discuss the given topic and convey its details.

While conducting a video lesson, it is necessary to follow the main methods and principles of the lesson. That is, following the video material selection criteria. The language used in the material should be modern, literary and appropriate to the situations encountered in the daily life of students. Various jargons and exclamations should be few and understandable, and the text of the video should not contain too many new words and phrases. In addition, the plot of the video material should not be long. If the material according to the subject of the lesson is long, then it should be divided into several meaningful sections [3].

According to the level of English language proficiency of the cadets and the thematic plan of the subject, the video material used in the lesson may be is educational, feature film, documentary, advertising, news program, etc. When choosing video material, you should pay special attention to its content.

When teaching English, first of all, attention should be paid to the development of students' speaking skills. To be precise, to develop the skills of cadets through intercultural communication in the context of the topic. In the course of the lesson, the development of students' speaking skills is carried out through the ability to apply their lexical-grammatical knowledge on the given topic in the situations given to them. Comparative use of information about the country you are studying with the culture of your native country in the classroom contributes to the development of social and cultural competence [4,5]. It, in turn, allows communicating freely with representatives of the cultures of other countries.

Since the development of a person's ability to speak a foreign language is a very complex task, the use of original video material during the lesson plays a big role. Videos, movie clips are used to increase the intensity of the learning process, to make students speak as much as possible. They introduce the learners to an additional language environment and allow them to perceive the story through hearing and sight. By watching, you can memorize

existing language structures used in video material and enrich your vocabulary. Along with speaking, cadets' listening skills also begin to develop.

In the method of using video materials, domestic and foreign authors distinguish three stages of working with them:

- Pre-demonstration stage (introductory section, presentation with words, etc.);
- Demonstration stage (video comprehension);
- Post-demonstration stage (checking the comprehension of the watched video).

1. Pre-demonstration stage. At the first stage, before showing the video material, the teacher defines the title of the subject and introduces new words and phrases used in the video in advance. Words that are difficult to pronounce are repeated several times and written in a notebook with their translations. Using words, he makes a concept of what the topic is about. For example:

Read and translate the vocabulary. Try to guess what the video “Home Fire Safety” is about.

carbon monoxide
change the battery
dangerous to people
fire safety
invisible gas
keep the home safe
local fire hall
smoke alarm
there is smoke around
to check the smoke alarm
to test the smoke alarm

After getting acquainted with the new words, you can give the task of putting the sentences in the right order before watching the video material. It is better to read and translate the sentences. In this case, the cadets' work is based on their own logic.

Put the sentences in the right order.

1. Feel the door before you go through.
2. There should be at least one smoke alarm on every floor of your home.
3. Make sure you have two exits just in case fire blocks one way.
4. We can keep our home safe from carbon monoxide.
5. Once I'm 10 years old it's time to get a new smoke alarm.
6. Remember to replace me every five to seven years.
7. You need to have an escape plan.

2. Demonstration stage. Before showing the video material, certain tasks are given to the cadets, directions are given about what situation or information should be paid attention to during the presentation. The video may be watched two or three times, depending on the complexity of the content. During the first demonstration, the cadets can be given the task of putting the sentences of the previously completed exercise in order to check. (Watch the video and check your answers).

After the first demonstration, you can match the cadets' answers and determine what the video is generally about.

The second time, you can show only a certain part of the video and give a task. For example:

Watch the video again and fill in the gaps with the words you hear.

Jackson: I know it's a 1 alarm.

Frankie: That's right, kids. Come with us. My friend Alerta have the smoke alarm will teach us all we need to know.

Alerta: Hi my name is Alerta. I'm a smoke alarm. My job is to warn you when there is smoke in your home. I let off aloud and 2 at the top of my lungs. When you hear me go you know there is smoke around. And where there's smoke there could be 3. There should be at least one smoke alarm on 4 5 of your home. Ask your mom or dad to 6 your smoke alarms once a month. When you test me I will make a loud beeping noise. That's how you know I still work. You should 7 my battery every year. Once I'm 8 years old it's time to get a new smoke alarm.

Jackson: Wow! I didn't know we had to 9 our smoke alarm every month and change our 10 every year.

Audrey: And I didn't know we had to get new ones every 10 years.

Frankie: And it's good to know that when there's smoke there might be fire.

3. *Post-demonstration stage.* In the third stage, you can watch the whole video again. Then you can check whether the cadets understood the video by asking questions or expressing their own thoughts. For example:

Answer the following questions:

1. What are the names of the boy and the girl?
2. What do they speak about?
3. Who are Frankie, Carlos and Alerta?
4. What do they do?
5. What should people do in case of smoke/fire?
6. How often should the smoke alarm be tested and changed?

At the end of the video demonstration, it is necessary to give the cadets an opportunity to express their thoughts. They convey the content of the movie using new words. They may also start their speech using such clichés as 'I think that this film is about ...', 'In my opinion the film ...', etc.

Of course, there are many non-standard forms of teacher work that can activate the attention of students. This arouses the interest of cadets in foreign language. It should be noted that working with video materials in foreign language classes cannot be ineffective. In conclusion, we can say that the use of video materials in foreign language classes is one of the opportunities to form an individual who can communicate at the intercultural level and express his thoughts. Effective use of modern teaching technology in the English language class not only develops students' speaking, listening, writing and thinking abilities, but also humanizes their spiritual world and forms their personal qualities.

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ШЕТЕЛ ТІЛІН ҮЙРЕТУДЕ БЕЙНЕМАТЕРИАЛДЫ ҚОЛДАНУ

Аңдатпа. Берілген мақалада шетел тілін үйретуде бейнематериалдың алатын рөлі жайлы жазылған. Оқыту үрдісінде бейнематериалды қолдану курсанттардың сөйлеу мәдениетін қалыптастырып дамытуға оң әсерін тигізеді. Өйткені бейнежазба арқылы білім алушылар ағылшын тілді халықтың сөйлеуін тыңдап қана қоймай, олардың мимикаларын, сөйлеу барысындағы қимылымен де танысады. Сонымен қатар, бейнебаянда міндетті түрде белгілі тақырыпқа сай лексика қолданылып қана қоймай, ол сөздердің қолдану аясы да көрсетіледі. Білім алушылар роликті қарап отырып өздерін сол жағдаяттың ішінде сезініп, елдің реалилерін де ұғынып түсіну мүмкіндігіне ие болады. Сабақ барысында қолданылған бейнематериал білім алушыларды шет елдіктердің шынайы өміріне енгізіп, тілдің іс жүзінде қолдану жолдарын көрсетеді. Сонымен қатар ағылшын тілінде сөйлеуге үйренуде тілдік барьерді бұзып, өздерін еркін ұстауға көметкеседі. Ағылшын тілі сабағында оқытудың заманауи технологиясын тиімді қолдану білім алушылардың сөйлеу, тыңдау, жазу және ойлау қабілеттерін дамытып қана қоймай, сонымен қатар рухани дүниесін ізгілендіріп, жеке тұлғалық қасиеттерін қалыптастырады.

Түйінді сөздер: оқыту үрдісінде бейнематериалды қолдану, сөйлеу мәдениетін қалыптастыру, тілді іс жүзінде қолдану, сөйлеу дағдыларын машықтандыру, тыңдалым дағдысын дамыту.

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ИСПОЛЬЗОВАНИЕ ВИДЕОМАТЕРИАЛА В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. В данной статье описывается роль видеоматериала в обучении иностранному языку. Использование видеоматериала в учебном процессе положительно влияет на формирование и развитие речевой культуры курсантов. Потому что через видео студенты не только слушают речь англоговорящих людей, но и знакомятся с их мимикой и движениями во время речи. Кроме того, в видеоролике необходимо не только использовать лексику согласно известной теме, но и показывать сферу употребления этих слов. У обучающихся есть возможность почувствовать себя в ситуации и понять реалии страны во время просмотра видео. Видеоматериал, используемый во время урока, знакомит курсантов с реальной жизнью иностранцев и показывает способы использования языка на практике. В то же время, обучаясь говорить по-английски, они преодолевают языковой барьер и помогают себе быть свободными. Эффективное использование современных технологий обучения на уроках английского языка не только развивает у учащихся способности к разговорной речи,

аудированию, письму и мышлению, но и гуманизирует их духовный мир и формирует личностные качества.

Ключевые слова: использование видеоматериала в учебном процессе, формирование культуры речи, практическое использование языка, тренировка навыков говорения, развитие навыков аудирования.

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