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AUTHENTIC VIDEO MATERIALS IN THE PRACTICAL LESSONS OF ENGLISH

The fast development of innovation has brought numerous advancements to instruction, especially within the instructing of languages. In addition to textbooks and other activities, foreign language teachers use a variety of audiovisual tools to create successful classrooms. In this article attempts to explore the purpose of using video in English as a foreign language classroom and discussed the benefits of using authentic video materials when teaching a foreign language. The features of working with authentic video materials are also considered. According to the author of the article, authentic video materials allow students to improve their speech comprehension skills and enter into a discussion. Also, special attention is paid to the selection of video materials that may be interesting, understandable and relevant to the modern reality of a foreign language society. The article emphasizes the broad possibilities of Internet resources. Authentic video materials stimulate interest and also expand students' knowledge of the linguistic characteristics of the target language. The use of authentic video materials in teaching a foreign language opens up great opportunities for teachers and students to master the language.

Keywords: video material, authentic video materials, foreign language, authenticity, skills.

Introduction

During the past decades, teaching a foreign language has gained much more attention in most countries around the world. As a result looking for fitting and compelling instructing materials involves extraordinary space of educates considering. Therefore, most of the language teachers think whether it is enough

to teach the language using the course book tasks, which are regarded artificial because they are designed for teaching purposes only, or if they should adopt using authentic materials to scaffold learners learning process in general and develop writing skills in particular. Subsequently, when students are concerned with making a difference their students to create composing aptitudes, they ought to think approximately strategies of instructing being utilized and materials being instructed to students. Writing tasks should provide learners with a high level of independence when writing in a foreign language in a real life context, which in turn means, using actual authentic materials. Within the supposition of Russian methodologists, authentic materials are materials that «native speakers create for native speakers, that's unique writings made for genuine conditions» [1].

Materials and methods

Larsen Freeman states that one of the characteristics of communicative dialect educating is using authentic video materials [2]. Recently, using authentic materials in teaching English in ESL classes, gained much attention from teachers. Moreover, states that these days there are a part of voices recommending that English language displayed to the students within the classroom, ought to be authentic in arrange to upgrade students' learning handle. There are numerous references to authentic materials in ELT writing. Talks about are still seething on why they ought to or not be included in lessons, and how they are to be utilized or best abused. Reading such literature, it is obvious that those authors who support to use of the authentic materials have one thought in common: 'exposure', or in other words, the advantage students get from being uncovered to the dialect in authentic materials. Really there are a part of etymologists, who energize the utilize of authentic materials in instructing since of their positive impacts on students. According to Carter & Nunan authentic materials are the kind of «texts» that are not designed for «teaching» [3].

Different studies on the application of recordings at the English lessons demonstrate their effectiveness, and hence, numerous researchers suggest using this activity on progressing premise. Students acquire a foreign language when they actuate their foundation information of the world and its concepts, talk, as well as the language system.

The best quality of any video, being a programme or a movie, is grabbing the viewer's attention and evoking different emotions, so that everybody will definitely remember what he/she has watched and, at the same time, subconsciously enrich English vocabulary, consisting of lexis used on the video. Authentic video aids can be used at the English lesson to:

- draw in students' attention;
- motivate and inspire;

- give substance and information;
- relate substance to genuine world applications.

The researcher R. A. Berk notices the foremost appropriate sources from which to choose recordings for a university's foreign lessons [4]:

- Movies based on cult classics, Oscar victors, as well as most recent and popular ones;
- TV-programmes, well-suited for the college age bunches of individuals and their specialities;
- YouTube recordings (corresponding to the students' specialty and the topic of the lesson);
- That are top-rated or most regularly viewed.

For each lesson, a teacher ought to select a appropriate video that would be a important adjuvant to the teaching-learning handle. In arrange to do so, the taking after criteria of video choice must be taken into consideration: socio-demographic characteristics of students (age, level of the English dialect information); the structure of a video (length, genuineness, pertinence to the lesson's point, number of characters on it).

There are many ways to use videos in an English lesson. The main ones are:

- 1 Select a video or a part of a motion picture / program etc. to present to students a concept or handle, which is to be studied;
- 2 Provide students with guidelines or discourse questions so that they understand what details to pay special attention to during the viewing;
- 3 Set a time for reflection on what was seen;
- 4 Briefly present the video to emphasize the goal;
- 5 It may be possible to stop the video at any point to highlight some moment or replay the audiovisual aid for a particular in-class activity;
- 6 Play the video or the fragment;
- 7 Organize an active learning activity to interact on certain issues or concepts in the clip;
- 8 Promote assist dialog in little and/or huge bunches concerning the observed material.

In this way, authentic video materials can be successfully utilized in educating different sorts of discourse movement, as well as for the improvement of certain language abilities of students. To summarize, it ought to be noted that seeing authentic video materials in practical English lessons permits students to set up a correspondence between visual and sound pictures within the setting of certain circumstances. In this way, the using of authentic video materials ensures the integration of information, abilities and skills procured in viable works out. Considering that for the effective advancement of language aptitudes, a instrument

is required that empowers the visual and auditory centers of the student to act, affecting the method of absorbing and memorizing data, it can be contended that the video materials completely meet these prerequisites.

Results and discussion

In arrange to reach the lesson's target, it is vital to make a grouping of interrelating exercises (opening, sequencing and closing). At the opening stage a teacher can ask questions to develop ideas related to the topic or assess the students' background knowledge of a particular process or concept, concerning their speciality; use brainstorming and debates; ask students to write a brief test, but the best way to attract students' attention is to show a video or a short fragment of some movie or programme related to the lesson's theme. Hence, exercises of the sequencing portion of the lesson ought to be skillfully associated with the video displayed within the opening portion. Another authentic video materials may be included at this stage as well, which is able encourage extend the understanding of the subject and facilitate faster accomplishment of the lesson's objectives. Videos may moreover play a crucial part at the ultimate, closing arrange. Authentic video materials offer assistance not as it were make clearer understanding of what students are learning, but moreover recognizably move forward their English lexicon, getting illustrations of the utilize of the considered words and expressions in their authentic environment, i.e. within the «living» learning. And what is more important, videos offer assistance to form trusting and calm environment, and as a result, set up fruitful collaboration of students, as well as the teacher-students relationship.

Conclusion

Summing up we can say that in this article features and the role of authentic videos in teaching English at the lesson have been discussed. In particular, the impact of varying authentic video materials on students and their work at a foreign language lesson is decided. The most consideration has been paid to the benefits and essential ways of using authentic video materials for the English language learning and educating, particularly at the English lesson. Important components of this work are the identified criteria of authentic video materials choice, purposes of varying media materials application within the classroom, and the foremost fitting sources from which to choose videos for a university's outside lessons.

Hence, video materials are a motivational premise for students, stimulate intrigued in learning a foreign language, and contribute to the arrangement of a person's socio-cultural competence. They outwardly illustrate the subject being considered, permit students to analyze the data gotten around interaction within the condition of finding the target dialect within the country, conjointly permit

them to urge familiar with the issues and different circumstances of foreign language communication.

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ШЕТЕЛ ТІЛ ПРАКТИКАЛЫҚ САБАҒЫНДАҒЫ АУТЕНТТІК БЕЙНЕ МАТЕРИАЛДАР

Инновацияның қарқынды дамуы оқытуға көптеген жетістіктер алып келді, әсіресе шетел тілдерді оқыту аясында. Бұл мақалада шетел тілін оқыту кезінде аутенттік бейне материалдарды пайдаланудың артықшылықтары талқыланды. Бұл мақалада шетел тілін оқыту кезінде аутенттік бейне материалдарды пайдаланудың артықшылықтары айтылады. Сондай-ақ аутенттік бейне материалдармен жұмыс істеу ерекшеліктері қарастырылады. Мақала авторының айтуынша, аутенттік бейне материалдар студенттерге сөйлеу, түсіну дағдыларын жетілдіруге және пікірталасқа түсуге мүмкіндік береді. Сондай-ақ, қызықты, түсінікті және шет тілдік қоғамның қазіргі шындығына сәйкес келетін бейне материалдарды таңдауға ерекше назар аударылады. Мақалада Интернет ресурстарының кең мүмкіндіктері атап көрсетілген. Аутенттік бейне материалдар студенттердің оқуға қызығушылықтарын арттырады, сонымен қатар студенттердің шетел тілінің лингвистикалық ерекшеліктері туралы білімдерін кеңейтеді. Шетел тілін оқытуда аутенттік бейне материалдарды қолдану мұғалімдер мен студенттерге шетел тілін меңгеруге үлкен мүмкіндіктер ашады.

Кілтті сөздер: бейне материал, аутенттік бейне материал, шетел тілі, аутенттілік, дағды.

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АУТЕНТИЧНЫЕ ВИДЕОМАТЕРИАЛЫ НА ПРАКТИЧЕСКИХ УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Быстрое развитие инноваций привело к многочисленным улучшениям в обучении, особенно в обучении языкам. Помимо учебников и других занятий, учителя иностранных языков используют

различные аудиовизуальные инструменты для создания успешных классных комнат. В этой статье предпринята попытка изучить цель использования видео на английском языке в качестве урока иностранного языка и обсуждаются преимущества использования аутентичных видеоматериалов при обучении иностранному языку. Рассмотрены особенности работы с аутентичными видеоматериалами. По словам автора статьи, аутентичные видеоматериалы позволяют учащимся улучшить понимание речи и вступить в дискуссию. Также особое внимание уделяется отбору видеоматериалов, которые могут быть интересными, понятными и соответствующими современной реальности иноязычного общества. В статье подчеркиваются широкие возможности Интернет-ресурсов. Аутентичные видеоматериалы стимулируют интерес, а также расширяют знания учащихся о лингвистических характеристиках изучаемого языка. Использование аутентичных видеоматериалов при обучении иностранному языку открывает перед учителями и учениками большие возможности для овладения языком.

Ключевые слова: видеоматериал, аутентичные видео материалы, иностранный язык, аутентичность, умение.

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