



## THE ROLE OF VIDEOS IN TEACHING FOREIGN LANGUAGES

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**Annotation.** *In this article the features of using video materials in foreign language lessons is discussed. Furthermore, the use of video materials activates the attention and sparks interest among students in learning a foreign language is emphasized. An example of working with English-language video material is provided in the article.*

**Key words:** *video materials, foreign language, lesson, four skills, c.*

**Introduction.** A foreign language is a mandatory subject in the curriculum of every educational institution. This subject requires thorough study, the application of special methodologies, and teaching skills from the teacher. The main difficulty in learning is mastery of the language outside of its usage environment, i.e., the lack of opportunity to communicate with native speakers. Therefore, one of the key tasks set before the teacher is to create real and imaginary communication situations in the foreign language lesson using various teaching techniques. To achieve this goal, the teacher may utilize films and various video materials, which in modern times play a significant role in learning a foreign language.

Professor T. Gordon in his "Pedagogical Dictionary" provides the following definition of the concept of 'video materials' – "these are tools through which the process of learning can be stimulated through auditory and visual channels simultaneously" [5, p. 18], i.e., video materials consist of visual and audio components. Video materials used by the teacher during the educational process can serve as a stimulus for the learning process and also be a good means of creating a more relaxed atmosphere during the lesson. Video materials also help students develop skills in the four types of language activities: listening, reading, speaking, and writing.

N.P. Kameneckaya and M.V. Myatova in their research suggest that the use of video materials by teachers during the educational process can significantly enhance the effectiveness of learning, as this material, utilized by the teacher in foreign language lessons, represents samples of authentic language communication, recreates a real language communication atmosphere, making the process of acquiring foreign language material more vivid, natural, close to reality, interesting, challenging, compelling, and emotional [4, p. 72].

In his scientific works, I.M. Andreasyan believes that the use of video materials in a foreign language lesson elicits quite a strong response and impact on the



emotional background of students, and also influences the formation of the student's personal attitude towards what is seen on the screen [1, p. 19].

#### **Stages of working video materials**

Both domestic and foreign authors in the methodology of using video resources highlight three stages of working with them:

- Pre-demonstration stage (introductory discussion, addressing difficulties, setting presentation);
- Demonstration stage (film perception);
- Post-demonstration stage (monitoring comprehension of the content heard).

The tasks used during the educational process vary at each stage. Their objectives and content depend on the educational tasks set by the teacher and become more complex as the material being studied is assimilated and becomes more complex. To keep this type of learning as effective as possible and to maintain students' interest, the teacher needs to introduce maximum diversity in both the tasks themselves and in the types of comprehension assessment of the studied material.

**Conclusion.** There are, undoubtedly, numerous non-standard forms of teacher's work that activate students' attention, and thus their interest in learning a foreign language. However, working with video materials in foreign language lessons cannot and should not be ineffective for students. Ultimately, the use of video materials in foreign language lessons is "one of the opportunities to shape a 'linguistically interesting personality', capable and willing to participate in communication at the intercultural level".

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