

THE USE OF AUTHENTIC VIDEO MATERIALS FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF STUDENTS

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The specifics of the work of a modern specialist – a university graduate involves communication with foreign partners, work with specialized foreign literature, the preparation of scientific reports and business letters, translation and interpretation for special purposes, and professional internships abroad. Therefore, the process of teaching the language of the specialty must meet and take into account the conditions under which a new professional – a graduate of a non-linguistic university will have to apply the acquired knowledge and skills in practice.

The purpose of the discipline “Professional Foreign Language” in a non-linguistic university is to develop professionally oriented foreign-language communicative competence of students, which allows them to integrate into the international and professional environment and use the foreign language as a means of business, professional and intercultural communication. Since the number of classroom hours in the curriculum for learning a foreign language is very limited (2-4 hours per week), it is necessary to look for ways to intensify learning. The teacher is required to use the latest achievements in the field of teaching for-

eign languages in the educational process. These achievements include the use of video materials. Compared to other teaching aids, such as audio materials, textbooks, or a simple blackboard, video is a relatively new tool for teachers of a foreign language. That is why many students and even teachers have no idea how to use such resources to improve their language skills.

The necessity arises to find ways to solve the problem using the latest achievements in the field of teaching foreign languages. A great contribution to the resolution of this problem is made by the introduction of authentic video materials into the educational process. Several approaches have now been singled out to the definition of the concept of authenticity of materials.

For instance, K.S. Krichevskaya defines the special group of everyday and common materials as an independent group of “pragmatic” materials (announcements, questionnaires, signs, labels, menus and accounts, maps, leaflets for goods, job vacancies, etc.) [2]. We believe that the concept of “pragmatic materials” should also include audio and audiovisual materials, including video materials.

Another point of view on authentic materials was presented by G.I. Voronina. [1] She defines authentic materials as those borrowed from the communicative practice of native speakers. She classifies authentic material according to various genre forms: functional, that fulfill an instructing, explaining, advertising function (signs, road signs, signs, diagrams, diagrams, drawings, theater programs, etc.), informative, that fulfill an information function and contain constantly updating information (articles, interviews, opinion polls, readers' letters in print media, live sensational information, announcements, explanations of statistics, advertising, commentary, reporting, etc.).

In foreign literature A. Martinez [8] offers the following classification of authentic materials:

1. Authentic audiovisual materials – television commercials, feature films and documentaries, television shows, cartoons, music videos, news, etc.

2. Authentic audio materials – audio books, songs, advertising and radio broadcasts, etc.

3. Authentic visual materials – paintings, photographs, slides, road signs, illustrations, stamps, postcards, etc.

4. Authentic printed materials – newspaper articles, sports columns, lyrics, programs, telephone directories, brochures for tourists, comics, checks, tickets, etc.

5. Realities (objects) – coins, cash, masks, toys, etc.

We will use the traditional interpretation of E.V. Nosonovich, who considers that authentic materials are those that were created by native speakers, but later

without any changes were applied in a foreign language teaching process outside the language environment, in the teaching process focused on a communicative approach to learning.

In their work, E.V. Nosonovich and O.P. Milrud [4] emphasize that it is preferable to learn a language on authentic materials, i.e. materials taken from original sources and not intended for educational purposes. On the other hand, they point out that such materials are sometimes too complicated in the language aspect and do not always meet specific tasks and learning conditions, requiring the teacher to additionally adjust them in order to remove difficulties.

Thus, speaking of authentic video materials, we mean video recordings (combining visual and audio) that were designed for native speakers, and that contain linguistic and nonlinguistic information on areas of society related to the professional activities of graduates, and that show the functioning of the language as a means of professional communication in a natural environment.

One of the most important advantages of video films is their genuine, lively speech, as well as their cognitive nature. Video materials can be diverse: from texts on country studies and feature films to special technical videos on specialties studied. Methodologists recommend to pay special attention to the selection of authentic video materials used for teaching a foreign language. First of all, materials must undergo rigorous selection in accordance with certain criteria. We agree with S. Stempleski [9] that the most im-

portant criteria when choosing a video material are the duration and completeness of the video fragment, language, content, as well as the quality of the video material.

It is necessary to take into account all the features of such materials, their shortcomings and advantages. Consideration should be given to using the language used in the material in real time and in everyday life situations. It is important to determine whether authentic material is presented in a context that clarifies the content of the situation for students. It is recommended to select materials with a natural and clear speech, and the emphasis of speech should be familiar to students. The content in authentic materials of natural pauses is important, which makes it possible to better understand. It is also necessary to present the language features mastered by students during the lesson.

When selecting the content of materials, it is necessary to take into account the students' interest in the subject of authentic materials. Before taking a video clip as a training sample, the teacher should decide whether the language of the clip is used in everyday life situations. It is recommended to select the materials with natural clear speech and the accents of the speech must be familiar to students. It is essential that the speaker in the clips spoke with natural pauses, it would help to understand better. It is also necessary to introduce the students to the peculiarities of the language before watching the video.

While selecting the material the teach-

er should take into account students' interest to the topics of the authentic materials. The material platform should be intelligibly presented to students; the video material should represent an integrated approach to picture clarity, sound clarity, and interest in the subject of the material itself.

Despite the fact that recently the universities of the country have gained some experience in using video materials in teaching a foreign language, an analysis of the actual situation conducted while writing this article showed that authentic video materials are rarely used in practice in a non-language university. Very often, video materials are used from time to time, without reference to the main curriculum. This is partly due to the fact that teachers are not psychologically ready to use video materials, besides very few textbooks offer videos as a teaching guide. But the main reason we see in the absence of methodological support for working with video materials.

While working on the material of the article, we conducted a small survey of fellow teachers about the use of video materials in the classroom. They were asked to answer briefly six questions:

How often do you use videos in class?

What is the theme of the video?

What is the duration of the video you use?

What is your attitude to subtitles?

How do you work with video materials?

It turned out that many teachers do not use video in the classroom, as they think that it takes too much time. In addi-

tion, they consider this type of work ineffective, as students sometimes can't even grasp the main idea of the video. But everyone agrees that the textbooks do not have enough listening exercises so that students learn to understand speech in a living environment. Some teachers ask students to watch videos at home, and in class they analyze the moments the students did not understand, discuss the content and translate certain phrases. Of course, there are often students who do not do homework; in this case you have to watch the video at the lesson again.

As regards the topics of the video, the teacher mainly chooses entertaining videos, since they believe that the training videos are not interesting to students. The latter like to think that their level of language proficiency already allows them to understand the original films.

All respondents who work with video materials prefer short videos (8 – 12 minutes). They think long videos are hard to retell. In addition, they believe that long videos can tire students, especially if their language proficiency is lower than Intermediate.

Opinions were divided over the use of subtitles. It all depends on the purpose of viewing. If the task is aimed at a general understanding, then it is not necessary to catch every word and know how it is translated, the main thing is to understand the meaning of what has been said. If the goal is to learn new words, then it is advisable to switch on subtitles, write out and translate unknown words.

The analysis of the answers to the last question about how to work with video materials just showed how much meth-

odological support is needed to work with such materials. Most often, the work reduces to watching the video and answering the teacher's questions in order to check the general understanding. Some teachers offer students to look through the questions and assignments before watching. Hardly anyone works on vocabulary from a video and offers more complicated tasks, for example, to perform a test on the content of a video, to write out phrases with examples of some or other grammatical phenomenon, etc.

Thus, in the process of working on the article, many controversial and unsolved issues were identified in the methodology for using authentic video materials in teaching a foreign language. For example, it turned out that the teachers do not have consensus according the criteria for selecting video materials, whether to show the video clip or the whole movie, and how long it should last. The situation when there are no proper criteria for the selection of authentic video materials, no general consensus of how to present them, and no agreement of what kind of exercises to use for work, only leads to a rendering of what was seen on the screen or using authentic video materials to illustrate the range of issues under consideration. All this indicates a lack of consistency in working with video materials.

The personal experience of the author of the article shows that while working with videos it is better to divide the process into three stages.

The first stage is a preliminary one. At this stage, it is necessary to draw students' attention to the topic of the video (for

example, using leading questions or suggesting to discuss a statement of a famous person on this topic). If the teacher assumes that students may have difficulty perceiving authentic material of a linguistic or social and cultural nature, then appropriate explanations must be given

The next stage is the stage of direct work with video material. It can take place in the classroom or watching a video can be a student's homework. Indeed, students sometimes do not do their homework (especially if the video is too long or does not correspond to the level of student's knowledge) or do it formally, not listening very carefully and thinking over the meaning of what was heard. In this case you have to review the video again at the lesson.

At the discussion stage, the degree of understanding of what is seen and heard is checked. Students participate in the discussion, using new vocabulary; express their attitude to the topic and plot of the video. At this stage, you can offer a task to fill in the gaps in the sentence with words from the video or ask questions related to the actual material of the video (for example, "What does figure 85 in the video refer to?", "What happened in 2011?", "In what context is the term Profit and Loss Account used?" etc.). At this stage, the development of receptive skills (the ability to extract the most significant information, the ability to understand the content of what they saw / heard), cognitive skills (the ability to observe, analyze, compare), reproductive skills (the ability to reproduce the main content), and speech etiquette (start / end a conversation, express

an opinion, express consent / disagreement, support the interlocutor, etc.) are expected to be developed.

It should be noted that the use of authentic materials has its drawbacks. Characteristic flaws were pointed out by many researchers. Authentic materials may contain an excessive amount of cultural component, which complicates understanding outside the language community. There is a discrepancy in the content of the lexical component to the needs of students, excessive mixing of grammatical structures leads to difficulties in studying the material when students have a low level of training.

Also it should be noted that work with video is time consuming. It requires large investment of time and effort to select material and prepare it to the lesson. The speech in the video can be oversaturated with a large number of accents, which makes perception more difficult. Some materials may be considered out of date if we speak of current news. Deep knowledge of the cultural component is necessary to understand a variety of phrases, headings, announcements.

Thus, the analysis of educational and methodological literature and our own practice has shown that authentic video materials have great potential for solving educational problems.

Usage of authentic video materials creates favorable conditions for learners to master new regional geographic information, the speech behavior of native speakers, helps students become acquainted with the life of the people, their culture, and heightens students' interest

in material offered, which undoubtedly affects the quality of their speech. In addition, this is the way to bring training sessions closer to the natural conditions of communication, i.e. these are the conditions where memorization occurs involuntarily, without exerting any pressure.

The advantage of video materials lies also in the fact that they stimulate almost genuine communication, allow students solve problems and satisfy their cognitive interests. This significantly increases the motivation and intensity of students' language training for international professional communication, develops listening skills, allows to increase the volume and level of educational material in the time allotted for classes.

The use of such materials seems extremely important, since they are an example of a modern foreign language and create the illusion of participation in the daily life of the country, which serves as an additional incentive to increase student motivation.

In conclusion, I would like to recommend the following platforms where you can find educational and entertaining videos:

Ted Talks и Ted-Ed, engVid, Show-English, LeLang, British Council, Ororo.tv, BBC, BBC Documentary, Multimedia-English, Fenglish, CNN, Learn English with Papa Teach Me, English with Lucy, Rachel's English, CrashCourse

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