USE OF VIDEOS AT THE FIRST YEAR OF DISTANCE LEARNING LANGUAGE BY GROUPS OF FOREIGN STUDENTS

Ph.D. in Pedagogics, Lecturer I.A. Sladkih
Ukrainian Engineering Pedagogics Academy (UEPA), Kharkiv, Ukraine

The training of students-foreigners (FS) at the University we may suppose like the lifelong education. Training of FS at the any University of Ukraine has three stages:

1. Pre-university training.
2. Undergraduate education in accordance with chosen majors towards obtaining bachelor, specialist or master degrees.
3. Further education with possibility of entering post-graduate and doctorate courses.

Pre-university preparation for further training at the University is the first and most important stage in the educational of a foreigner on the territory of our country [4, 50]. It is very important to carry out phonetic exercises in the first year of study, to control the pronunciation of FS. During offline training of groups of pre-university training, lessons of musical phonetics are provided. But during online learning, this is technically not possible. No technique can reproduce sounds at the required level during a video conference. Simultaneous audio during group playback is also difficult due to the speed of the Internet and the technical capabilities of different FS. Thus, the acquisition of the necessary speaking skills is achieved by the development of other forms of online learning.

According to the curriculum of language training, 6 main topics are identified during the academic year:

1. The Faculty;
2. My Family;
3. Supermarket;
4. Get acquainted, Kharkiv;
5. My Day Off;
6. Friend's Help.

For each topic, in addition to methodological, developments, tasks of control and self-control, photos and video materials are attached. For several decades, technical teaching aids have also been used in teaching foreign students offline [1]. Video lessons created by teachers were used as additional opportunities for classroom and independent work [2]. We continue to use the same developments now during distance learning.

Online learning has alienated teachers, as native speakers of language and culture, from FS. Some traditional activities are not used - concerts, excursions, exhibitions, picnics, tours. Students have to be more independent and content only with online consultations. So, during their studies, FS take these topics online independently.

In order to prepare a public speech in front of their classmates with a story about the topic, students must independently prepare a video clip. To make the task easier, FS can choose a ready-made video clip from the Internet, but its content should be meaningful, democratic, morally sound and fully correspond to the given topic. The speech involves a demonstration of the video and a logically, and consistently formed narrative with comments to the video clip. The main goal of this type of activity is to use the largest possible linguistic reserve and check and correct the student's phonetic abilities. During control surveys, FS talk about a randomly chosen topic and answer questions from the teacher and FS online at the end of the semesters and the academic year.

Self-selection or preparation of video materials by FS solves another important problem of the first year of study for FS. It is known that the visualization of images shows the psychological state of the individual at a given stage of life. Often FS who study online are located geographically in the country of study. And in this case, they are subject to passing through all the stages of changing their personality while living and studying in a country that is foreign to them [3]. But in the case of online learning, as mentioned above, some activities are impossible, and most importantly, personal contact with the teacher is not possible. And the psychological state of students can often be judged by those videos and photographic materials that they choose or are aware of personally. From the experience of practical teaching, it can be noted how difficult it is for students to adapt to online learning. For example, students from African countries in the first year of living in a European country find it difficult not to feel "their own". When preparing the topic "My Family", students choose a photo of a European family from the Internet and talk about it as if it were their own (Pic. 1).

Picture 1 – visualization of his family by an African student at the beginning of his studies

All attempts to return such students to the real life of their families at the time of preparation of this topic are not crowned with success. This second topic and it is prepared at the beginning of the first semester gradually from the first days of training. The same topic is told during the control of the first semester and at the final exam. And in the process of presenting their topics at the end of the training, these same students tell the topic "My family" already with a demonstration of real photos or videos of their relatives. It becomes clear that such students have successfully passed the adaptation period and are aware of themselves as full-fledged members of European society.

Such deviations from normal behavior were also observed in some students during offline training in a group, in a classroom, but not much. Now, these situations are more common. Based on the foregoing, we concluded that it is necessary to

improve and develop new methods to accelerate the adaptation processes of students in the process of online learning.

Literature:

1. Сладких І. А. Дистанційне навчання студентів-іноземців у системі довузівської підготовки: переваги і недоліки / І. А. Сладких // Сучасні освітні технології у професійній підготовці майбутніх фахівців: міжнарод. наук.-прак. конф., 18 25-26 жовт. 2011 р.: тези. – Львів: Львівський науково-практ. центр проф.-техн. Освіти, 2011. – С. 91–92
2. Сладких І. А. Використання відео-уроків у викладанні креслення студентаміноземцям груп довузівської підготовки / Ю. Р. Гаврилюк, І. А. Сладких, Н. Ю. Колмогорцева // Інформаційно-телекомунікаційні технології в сучасній освіті: досвід, проблеми, перспективи: ІІІ міжнар. наук.-прак. конф., 12-14 листопада 2012.: у 2-х ч. / ред. М. М. Козяра, Н. Г. Ничкало – Львів: ЛДУ БЖД, 2012.– Ч.1. – С. 240-243.
3. Sladkih I. A. Forming readiness of students-foreigners in groups preparation for training in technical universities: thesis for the Candidate's Degree of Pedagogical Sciences in the specialty 13.00.04 / Irina Anatolyevna Sladkih. – Kharkiv, 2014. – 304. Printed as a manuscript.
4. Sladkih I. A. Andragogical types of students-foreigners in groups preparation for training in universities / I. A. Sladkih // Science without borders – 2017: mater. of the XIII International scientific and practical conf. 30 March-07 April 2017 on Pedagog. sciences, Sheffield, UK, Science and education LTD: Pr., Vol. 5, P. 50-53.