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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов имолодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

AUTHENTIC VIDEO MATERIALS IN THE ENGLISH CLASSROOM

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Currently, the English language plays an essential role in everyone's life, allowing them to actively engage in global culture, access a range of Internet resources, and study through various multimedia tools. The utilization of current technology becomes an integral component of the educational process. The use of computer technology in English courses demands contemporary ideas and innovative approaches. [1]

The modernization of education is inextricably linked to creative operations in the structure of English language teaching. These implementations are based not only on the use of new technology but also on modern forms and techniques of teaching and learning. The primary purpose of studying English is to assist the learner in assimilating into the cultural environment and mastering practical skills.

Modern pedagogical innovations, such as the use of information technology, Internet resources, online games, and movies, may bring an individual approach to learning to life and help students enhance their learning levels. [2]

Acquiring communicative and intercultural competency requires communicative practice, and the use of Internet resources in foreign language training is essential. In this regard, the Internet is crucial. The virtual world of the Internet allows people to engage with a genuine interlocutor on themes that are important to them, transcending time and geography. However, it is important to remember that the Internet is merely an auxiliary technical instrument for learning, and its usage must be appropriately incorporated into the learning process to produce the best outcomes.

The use of authentic materials in teaching and learning has been introduced previously. Authentic materials include television programs, radio and news programs, documentaries, movies, photographs, artwork, advertisements, and brochures. [3] Authentic materials help to eliminate feelings of failure or other negative emotions that learners may have about learning activities. One of the key principles of communicative language teaching is that authentic language should be used in the learning process wherever possible.

There are endless sources of authentic materials that can be used in the classroom, the most common being newspapers, magazines, television programs, movies, songs, and literature. One of the most useful is the Internet. While newspapers and other printed materials quickly become outdated, the Internet is constantly updated, more visual, and interactive, encouraging a more active rather than passive approach to reading. From a practical point of view, the internet is a modern reality that most school children utilize. From a more practical and economical point of view, trying to get authentic materials abroad can be very expensive and sometimes not very good: articles and magazines in English cost three to four times the normal price. Often, thanks to unlimited access at work, finding materials does not cost money, only time.

Authentic materials should be ones that learners need and want to read when traveling, studying abroad, or using the language in contexts outside the classroom. Authentic materials allow learners to interact with real language and content rather than form. Learners can feel that they are learning the target language used outside the classroom. Therefore, when selecting materials from a variety of sources, it is worth keeping in mind that the goal should be to understand meaning rather than form. Content relevance can be considered the most important. Texts should not only motivate students but also encourage them to learn. Accessibility refers to how the text can be used to develop students' abilities as readers. Texts that cannot be used for educational purposes will not be useful in the classroom. Just because a text is written in English does not mean it is useful.

Readability is used to describe the combination of structural and linguistic complexity of a text. It is important to identify the right level for the right students.

An 'authentic' presentation with pictures, diagrams, and photographs helps to put the text into context. This contextualization not only helps students understand the content of the material, but it also highlights its practical applications, making it more accessible to them. [4] Moreover, using visually appealing materials encourages engagement by attracting students' attention and inspiring them to explore further into the topic. While this may appear insignificant, the visual aesthetics of an article play an important part in grabbing readers' attention. Articles presented in an entertaining style are more likely to stimulate interest and inspire active reader involvement than those with dull layouts. Students frequently disregard the significance of visual presentation and just copy material from the internet without regard for aesthetic appeal. However, by prioritizing visually attractive resources, educators may create a more dynamic and immersive learning environment. Embracing the use of visual components not only improves the learning experience, but also fosters critical thinking abilities as students examine and comprehend information in a variety of ways. Following that, a deliberate mix of textual and visual components improves understanding and fosters intellectual curiosity in students. Recognizing the importance of visual engagement may help instructional materials capture students' attention and facilitate meaningful learning experiences.

Authentic material is thus the original content and genuine bits of communication delivered by native speakers. These are true, authentic aspects of reality. To make the most of real video resources in foreign language lessons, teachers must plan ahead of time.

Many studies have been conducted on the use of video in foreign language instruction, with the majority focusing on its linguistic advantages and usefulness in enhancing listening comprehension. Video contains a wealth of nonverbal clues. According to research, exposure to visual stimuli boosts learners' comprehension and recall of vocabulary items, and integrating audio and visual stimuli considerably improves learners' comprehension of video texts. [5]

It should be kept in mind that using authentic video materials in English language teaching means that teachers need to do careful and detailed work before introducing these materials into the classroom. The use of authentic video materials in English language teaching has its advantages as well as its disadvantages. Authentic videos may contain unnecessary vocabulary and complex language structures. The natural speed of speech in authentic videos may overwhelm learners, reducing understanding and interest. Furthermore, cultural references and context-specific subtleties interred in real materials may be challenging for learners to absorb, restricting their capacity to completely comprehend the subject. In addition, the lack of personalized instructional material in actual films may not be consistent with the classroom's unique learning objectives or curriculum requirements. Eventually, without effective instruction and scaffolding, children may struggle to extract significant language learning possibilities from real video resources. This creates difficulties for teachers, especially when working with students with low language levels. However, suppose the teacher's work is properly structured. In that case, authentic video materials can serve as examples of real language functions, facilitate the process of acquiring the necessary conversational skills for students, and generate positive motivation to learn a foreign language. Also, using words in the correct context, learning phrasal verbs and idioms, more complex grammatical structures, and their correct use. Moreover, video materials are very easy to digest and develop background knowledge, increase concentration, and make education more diverse.

Therefore, authentic video materials have great potential for forming learners' competencies in foreign language teaching. They contain information about different habitats and activities in the country of the target language, create the illusion of being in the country, convey additional information about the culture of the country, and make communication authentic. For instance, English, being the official language in numerous countries, has a variety of accents, dialects, and pronunciations, each representing a distinct cultural background. However, it is critical to acknowledge the value of vocabulary, as various English-speaking areas have distinct lexicons that are understood within their particular communities. Authentic video resources serve an important

role in exposing learners to such vocabulary differences, allowing them to widen their language palette and increase their cultural awareness. By watching authentic videos, students not only learn new words but also obtain a better awareness of cultural subtleties, improving their overall language competency and intercultural competence. Thus, including actual video resources into language training promotes a comprehensive and immersive learning experience that transcends linguistic barriers.

In conclusion, the evolving landscape of global communication, driven largely by the widespread adoption of English, underscores the complexity of defining and promoting authenticity in language teaching. As highlighted in the preceding discussion, there is no singular definition of authenticity, and its interpretation varies according to the specific context and stakeholders involved. Given the dynamic nature of language use in the 21st century, there is a pressing need for a more flexible understanding of authentic materials in English language classrooms. This needs an understanding of the changing language environment and an ability to change content selection criteria accordingly. Furthermore, it is critical to examine traditional assumptions of the "native speaker" and acknowledge the legitimacy of various English users while generating genuine products. Empowering individuals who participate in actual communicative actions in English allows instructors to deepen the learning experience and better prepare pupils for real-world language usage. As a result, adopting a more nuanced definition of authenticity and embracing a larger range of language users can improve the effectiveness of English language instruction in modern situations.

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EXPLORING THE IMPACT OF LANGUAGE GAMES ON VOCABULARY ACQUISITION IN EFL CLASSROOM SETTINGS

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Vocabulary is deemed the most crucial component of language, highlighting its paramount importance in human lives."Very little can be conveyed without grammar, and nothing can be conveyed without vocabulary," highlighting the crucial difference between vocabulary and grammar transmission. [1,p.8] Many years ago, traditional ways were chosen in vocabulary teaching. Conventional techniques, such as GTM (Grammar Translation Method), relied on rote