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## **USING VIDEO MATERIALS IN TEACHING FOREIGN LANGUAGES**

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**Annotation:** The article deals with the use of video materials in teaching foreign languages. It explains how videos can make learning more engaging and effective by providing real-life language examples and cultural context. The text highlights the benefits of using videos, such as improving listening and speaking skills, and offers practical tips for teachers on integrating video resources into their lessons.

**Keywords:** video-based learning, comprehension, multimedia resources, motivation, Interactive teaching, Listening comprehension, interaction

Video materials nowadays are not only part of everyday life activities, but they are shown as an effective method in teaching English language as a foreign language for all learners both inside and outside the classroom. In today's world, learning a foreign language has become more accessible and engaging thanks to modern technology. One of the most effective tools for teaching and learning a foreign language is the use of video materials. Videos can make the process of learning a language more interesting, interactive, and effective. It offers a rich context for teaching English, bridging the gap between the outside world and the classroom, and adding a sense of "reality" to lessons. The effectiveness of teaching a foreign language through video really hinges on how well we prepare students to engage with it. With the growth of international relations, we've seen an influx of British and American teaching methods, including video lessons and fragments, which have greatly expanded our options for using audiovisual techniques. In this context, video becomes a highly effective tool for language instruction. Moreover, alongside these English educational programs, there's a wealth of feature films available. Watching these films during the later stages of education is just as valuable as reading original literature. It plays a crucial role in learning a foreign language, as it helps students develop their listening, speaking, and writing skills using authentic material, ultimately enhancing their communicative competence. [1]. Videos are a great way to learn a foreign language because they combine visual and auditory elements. This means learners can see and hear the language being used in real-life situations. For example, watching a movie or a short clip in the target language helps students understand how words are pronounced, how sentences are structured, and how people communicate in different contexts.

Another advantage of using videos is that they are engaging. Unlike traditional textbooks, videos can capture students' attention with colorful images, interesting stories, and dynamic characters. This makes learning more enjoyable and less boring. There are some benefits of using videos.

1. Improves Listening Skills: Videos help students get used to different accents, speeds of speech, and pronunciations. This is especially important for understanding native speakers.
2. Enhances Vocabulary: By watching videos, students can learn new words and phrases in context. This makes it easier to remember and use them in real-life situations.
3. Teaches Culture: Videos often show cultural aspects of the country where the language is spoken. This helps students understand not just the language, but also the traditions, customs, and way of life of the people.
4. Boosts Motivation: Videos make learning fun and interactive. When students enjoy the process, they are more likely to stay motivated and continue learning.

We have more access to video content than ever before. From news programs and advertisements to comedies, documentaries, dramas, and academic lectures, there's a wealth of material available online. Interestingly, most of these resources weren't initially designed for teaching. They actually serve a genuine communicative purpose in the real world. Some of these materials are authentic resources that have been adapted for language teaching. They weren't originally created for English Language Teaching (ELT) but have been modified to suit different educational levels.[2].

There are some positive characteristics of using video in the process of learning foreign

languages: the class does not require dimming, and therefore, the contact of teacher with learners is continuous; video provides the possibility of using different modes of operation, e.g. freeze frame, using only video track (with audio track turned off) etc.; videos can easily be used for different types of work: individual, pair, group, collective; video equipment allows to split movie into desired number of clips, depending on the objectives of individual needs and characteristics of learners to continue working with each clip separately [3, pp. 188-189].

When teaching the perception of speech by ear, it is necessary, first of all, to develop aural skills and speech hearing with the support of native speakers. Authentic audio and video materials play a crucial role here, as they let students experience the real speech of native speakers, showcasing the vibrant reality and unique aspects of their culture. The best part? These genuine resources spark students' curiosity, encouraging them to engage in discussions and boosting their motivation to learn a foreign language. Once learners start to grasp foreign speech, they realize that all the time and effort they've put into learning the language is truly worthwhile. Thus, the main task of the teacher at the stage of work with authentic material is the selection of audio or video material that would be interesting, informative, accessible to understanding, corresponded to the modern reality of a foreign language society and would create favorable conditions for mastering new regional information, behavior of native speakers, would facilitate their familiarity with the people's way of life, its culture [4].

Some teachers think that watching videos in EFL classrooms is more entertainment than education. However, if we consider video as a text (a source of information) and we make a lesson using it that helps learners develop language; we can use video resources to capture learners' attention. Video materials should be accompanied with support for language learning.

The simplest form of control is the task of specifying correct and incorrect statements, choosing one correct variant from several proposed. This form of control is the quickest way to test understanding when developing listening skills; however, it does not develop the ability to speak. Answers to the questions asked before the survey allows you to organize a conversation on the content of the scanned fragment, and at a more advanced stage, the discussion, especially when the questions are of a problem nature.

The video really highlights the importance of practicing speaking a different language and creating opportunities for that kind of communication in the classroom. Students take on roles and act out the dialogues they see on the screen. This approach not only allows them to accurately mimic what they've heard and seen, but it also encourages them to rethink the text and come up with fresh interpretations. Such a task can be more feasible than sounding or duplicating a film in your native language. When performing this task, various interpretations of the characters' personalities are possible; you can compare more or less successful variants. Full-length videos, which really encourage engagement through discussion, writing, and vocabulary, along with shorter video clips, can be incredibly effective for teaching English as a foreign language. But before diving in, it's crucial to think about what you want your students to take away from these videos. Planning is key to ensuring they get the most out of the experience. Here are three stages to consider when incorporating video into your lessons: Stage 1: Start by providing questions that guide students toward the key points you think are important in the video. Reflect on why you selected this particular video and what insights you hope they'll gain from it. You can jot down these questions on the board or distribute them on worksheets during class. Stage 2: Watch the video together in class. Feel free to pause it at moments that you think are particularly significant for your students. Stage 3: After viewing, engage the class in a discussion or break them into small groups to share their responses to the questions you posed. [5; 78].

Nowadays, students are very much visual learners. The quick spread of internet access makes the use of video in the classroom much more effective and interesting. Video is a medium which is in some way replacing printed materials. The system of exercises should consist of several sections. The first section (introductory exercises) can contain tasks that allow students to prepare for the perception of video and awaken the existing knowledge on the subject.

The second section (viewing, reading and talking) should include exercises aimed at

discussion of the watched fragment. Further on, we should proceed to a more detailed discussion of this material. Exercises can include answers to questions, gaps filling, matching, multiple choice, and so on.

The third section (follow up assignments) should include creative tasks on the basis of the video clip: create dialogue on the video, prepare a report on the topic, make a presentation on the problem [6, pp. 12-14].

In order to make the most effective use of video in the process of teaching foreign languages, it is necessary to emphasize the advantages of this training tool: availability of video; the possibility of a more active creative activity of the teacher; use of different operating modes; video materials are easily used for different types of work: individual, pair, group, collective; video equipment allows you to divide the whole movie into the required number of video segments depending on the purpose; use of video makes the occupation more emotional and effective; the use of video makes it possible to develop speech activity, makes it possible in simple visual form to convey information to students; informative saturation; concentration of linguistic means; the use of movies in English classes introduces diversity in the learning process, promotes the activation of students, increases interest in learning English; emotional impact on students. There are many types of video materials that can be used in language teaching. Some examples include:

1. Movies and TV Shows: These are great for learning informal language, slang, and cultural references. For example, watching a popular TV series in the target language can help students understand how native speakers talk in everyday life.

2. Educational Videos: These are specifically designed for language learners. They often include subtitles, slow speech, and explanations of grammar or vocabulary. YouTube, for instance, has many channels dedicated to teaching foreign languages.

3. News Clips: Watching news in a foreign language can help students learn formal vocabulary and improve their listening skills. It also keeps them updated on current events in the country where the language is spoken.

4. Short Clips and Commercials: These are useful for quick lessons. They are usually short, easy to understand, and often contain catchy phrases or slogans that students can remember easily.

Generally video activities are divided into 3 main types or stages: *pre-viewing*. Before watching the video students do some activities. They help prompt student general idea and background knowledge; *viewing*: students perform tasks and activities while watching the video, with or without pausing the clip; *post viewing*: after watching the video, students practice the language forms and vocabulary they came across in the video. Students discuss, retell, role-play and complete tasks at this stage.

There are some conditions that should be observed when using video resources: video material should correspond to the level of students' knowledge; visualization should be used moderately, it should be used gradually, and only in appropriate point of a lesson; watching videos should be organized so that all students can see the material clearly; it's essential to highlight the essential points; think over in detail the explanations while watching a video; a video should be exactly matched to curricular material, correspond to the topic under study [6].

Thers some tips for Using Videos in the Classroom:

1. Choose Appropriate Content: The video should match the students' language level. If the video is too difficult, students may feel frustrated. If it's too easy, they may lose interest.

2. Use Subtitles: Subtitles can help students follow the dialogue and understand the meaning of unfamiliar words. However, it's important to encourage students to listen without subtitles as they progress.

3. Pause and Discuss: Teachers can pause the video to explain difficult words or ask questions. This helps students stay engaged and understand the content better.

4. Repeat and Practice: After watching a video, students can practice what they've learned by repeating phrases, role-playing, or discussing the video in groups.

In conclusion using video materials in teaching foreign languages is a powerful and effective method. It makes learning more enjoyable, helps students improve their listening and speaking

skills, and provides a deeper understanding of the culture associated with the language. By incorporating videos into lessons, teachers can create a dynamic and engaging learning environment that motivates students to achieve their language goals. All video resources presuppose active teaching. Materials alone don't teach - teachers do. The effectiveness of the use of video resources for teaching foreign languages depends both on the precise determination of its place in the educational system and on how efficiently the structure of the video lessons is organised.

Authentic video materials have great potential for solving learning and educational tasks when properly organized by teachers. With very informative material, they create an atmosphere of real linguistic communication and are able to ensure the successful perception of foreign speech by non-native speakers, and increase the motivation of students to study a foreign language.

The effectiveness of using a video film depends not only on the exact definition of its place in the training system, but also on how well the structure of the session is organized and how the training possibilities of the video film with the learning objectives are coordinated.

The introduction of video materials in teaching considerably diversifies the process of perception and processing of information. Video can help in promoting the language learners' listening comprehension also. The structure of language is in the form of ungrammatical features that are not similar to the written language, which can enhance learners' comprehension as well as entertaining them. The connection between the classroom and real world encourage students to understand the relationship between learning and practicing.

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### **ENHANCING LANGUAGE PROFICIENCY: APPROACHES TO TEACHING PHRASEOLOGY**

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