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TEACHING ENGLISH through video

TEACHING ENGLISH THROUGH VIDEO

By E. Aliyeva

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T E A C H I N G   E N G L I S H   T H R O U G H   V I D E O.

E. Aliyeva.

"The time has come for the NNEST professionals to move from the periphery of the profession to the center. It is time for us to argue that, we represent the experience that is the norm for the majority of English speakers around the world - i.e. multilinguals for whom English is an additional language in their speech repertoire and identity.

It is time for us to reshape pedagogy and linguistic theories to address the concerns of those who enjoy or those who desire to develop hybrid proficiency and identities as well as we all do. The time to be defensive, apologetic and even confrontational is gone. There are no more battles to be fought. There is the serious task of living up to our responsibility of making knowledge that is relevant to the majority of people in the world - multilinguals. Perhaps that is the label we have to start using - not non-native speakers of English but multilingual speakers of English."

(Canagarajah 2009)

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Foreword

In an era marked by rapid technological advancements and digital innovation, the way we teach and learn languages continues to evolve. The integration of multimedia resources into language teaching has transformed traditional classroom practices, making learning more engaging and effective. *Teaching English Through Video* is a valuable guide for educators seeking to harness the power of visual media to enhance language acquisition.

Videos provide authentic language exposure, cultural insights, and engaging content that can motivate learners and foster a more dynamic classroom environment. This book thoughtfully explores practical strategies, innovative techniques, and real-world applications for integrating video into English language teaching. It emphasizes the power of visual and auditory stimuli to create engaging, authentic, and meaningful learning experiences and also offers more efficient strategies for selecting, designing, and using videos effectively in the classroom, helping learners develop their language skills with real-world relevance and cultural awareness.

This book also provides practical insights into selecting, designing, and implementing video materials that motivate students, improve their listening and speaking skills, and deepen their cultural understanding. Its strategies are adaptable to various teaching contexts and learner levels, making it a versatile resource for both novice and experienced teachers.

Whether you are a novice teacher or an experienced educator, this book also provides valuable guidance on how to incorporate video resources to

motivate students, improve comprehension, and foster a more interactive learning environment. It is a must-have for anyone committed to making English language teaching more dynamic and effective.

It is my hope that this guide will serve as a catalyst for transforming traditional teaching approaches and opening new horizons in language education through the compelling medium of video and I am confident this book will inspire educators to incorporate video content creatively and effectively, fostering a richer, more interactive learning environment. It is a significant contribution to the modern language teaching toolkit.

Enjoy this inspiring journey into the world of multimedia language teaching.

Happy teaching!

Professor Afgan Abdullayev
May, 2025

UNIT 1. METHODOLOGY AS AN EDUCATIONAL, SCIENTIFIC AND PRACTICAL DISCIPLINE

The term methodology, translated from Greek (metodike), means a branch of pedagogical science that studies the patterns of teaching a particular subject. In modern theory and practice of language teaching, it is used in three meanings: methodology as an educational, scientific and practical discipline.

1.1 Methodology as an academic discipline

Methodology is an academic discipline that provides theoretical and practical training to future teachers, including in teaching foreign languages. This training is implemented in the form of lectures, seminars and practical classes, the volume and content of which are determined by the relevant programs, in the process of teaching practice, in the preparation and defence of course and diploma papers.

The course of methodology as an academic discipline usually includes the following sections:

1. *Linguodidactic* foundations of teaching. This section examines: the content of methodology as an academic discipline; its connection with other sciences; research methods; the teaching system, including goals and objectives, principles, methods, means, organizational forms of teaching; interpretation of the basic categories of methodology and its conceptual apparatus.

2. *Methodological* foundations of teaching linguistic means of Communication (phonetic, lexical, grammatical, stylistic, linguistic and cultural).

3. *Methodological* foundations of teaching communication activities (listening, speaking, reading, writing and written speech, translation).

4. *Organization* and *support* of the learning process (lesson planning, types of lesson, control over language learning, forms of extracurricular work, modern teaching technologies).

5. Contents of the job description of a foreign language teacher and requirements for the teaching profession.

6. Stages, levels and profiles of foreign language teaching.

7. The main stages of development of foreign language teaching methods.

As a result of familiarization with the basic provisions of the methodology as an academic discipline, students gain an idea of what the goals of language teaching are (what the result of educational activity should be), what the content of teaching is

(what should be taught), what techniques and methods are used to ensure mastery of the language in the allotted time interval (how to teach), what means should be used to achieve the set goals and implement the planned content of teaching (with what to teach).

Thus, the methodology course as an academic discipline is designed to ensure the formation of professional competence in future teachers (i.e. the ability to teach a language as a result of familiarization with the methods and techniques of teaching it) and communicative competence in their future students (i.e. the ability to practically use the language being studied). Since the object of the methodology is language, it is important to have an idea of the peculiarities of mastering this subject in contrast to other disciplines in the curriculum.

Language, as is known, is a system of signs (graphic, sound) that exists in Human society, with the help of which people exchange thoughts. According to the figurative definition of the German philosopher and linguist W. Humboldt (1762-1835), language is the soul of the people, its entire "national character" is imprinted in it. Serving as a tool for expressing thoughts and a means of communication between people is the most important function of language.

However, there are significant differences between learning a native language and a foreign language. A person masters a native language not because of a conscious/desire to know the language, but because of the spontaneous development of thinking at an early age.

The native language is first a means for a child to assimilate social experience, and only then - a means of expressing his own thoughts. The famous psychologist L.S.Vygotsky defined this way of learning a native language as a "bottom-up" path, i.e. an unconscious and unintentional path, in contrast to learning a language at school, when a language, in addition to what has already been learned in practice, is studied as a system and a set of rules.

Such language acquisition is characterized by a "top-down" path, i.e. conscious and intentional. It is also typical for learning a foreign language, when students are given the knowledge necessary for practical proficiency in the language in the form of rules, instructions and are required to perform special exercises to ensure the consolidation of the acquired knowledge and the formation of speech skills and abilities on their basis.

According to scientists, a child learns the peculiarities of his native language at the age of imprinting, i.e. before the age of 5. Imprinting (from the English imprint - to imprint) is a specific form of learning, in which the distinctive features of objects of some innate behavioral acts of parents and people around him, including those of a linguistic nature, are fixed in the child's consciousness. A person learns all other languages later through correlation with the rules that are imprinted in his speech hemisphere of the brain. And if language, according to the definition of 1. P. Pavlov, is the second signal system, then each language studied remains the same secondary signal system and is learned according to the system that has already developed at the age of imprinting. This age (from 1.5 to 5 years) is the period of awareness of linguistic "rules", the formation of everyday concepts, the expansion of the lexical base, and the construction of coherent statements by the child. The requirement of many psychologists to begin studying a foreign language as early as possible is explained by the need to take into account these features of the child's age-related development.

At the same time, most researchers of children's speech believe that learning a foreign language should begin on the basis of already formed experience of mastering the native language, i.e. at the age of 5-6, and must be continued at school. Of course, mastering a foreign language does not exclude the possibility of using the "bottom-up" path, which is typical for classes using direct methods.

However, a conscious path to mastering a language is more preferable, since this involves students' awareness of the ways of forming thoughts using the means of the language being studied and the rules that determine how to use such methods when constructing their own statements and for understanding the statements of other people. After all, learning a foreign language is associated with mastering a new language code, i.e. new ways of expressing thoughts in a foreign language, which requires reliance on the principle of consciousness in learning.

The peculiarity of the subject "Foreign Language" is also that the purpose of teaching is not so much the acquisition of knowledge about the subject itself, i.e. about the language, as the formation of skills and abilities in different types of speech activity.

According to the relationship between knowledge-skills-abilities, a foreign language occupies an intermediate place between theoretical disciplines (humanitarian,

natural science and educational cycle) and practical disciplines (music, drawing, sports, etc.).

Thus, a foreign language, like other practical disciplines, presupposes for its assimilation the performance of a large volume of teaching exercises that lead to the formation of speech skills and abilities. At the same time, as in theoretical scientific disciplines, a significant volume of language knowledge in the form of rules and instructions is provided. True, these rules and instructions themselves must be of practical significance and occupy a rather modest place in the general system of classes with a practical focus of teaching.

Let us also note some other features of a foreign language as an academic subject. A foreign language is primarily a means of expressing one's own thoughts and understanding the thoughts of other people, captured in written or oral texts. Another difference of a foreign language as an academic subject is its infinity, i.e. the absence of boundaries in mastering the language. The infinity of the language forces teachers to strive to limit the volume of the studied language, sufficient for its practical use, taking into account the needs of students. Thus, knowledge of 2000 lexical units is considered quite sufficient for understanding 75% of any foreign-language text.

As a result, language minimums are created for different stages and profiles of teaching. In methodology as an academic discipline, it is customary to distinguish three types of methods that reveal the content of this discipline: general, specific, special.

General methodology.

Dedicated to the description of the patterns and features of teaching a foreign language, regardless of the specific conditions of its teaching, related to the stage and profile of teaching, as well as the characteristics of the native language of students. Thus, the principles of selecting educational material, methods of its presentation, the system of exercises, methods of working with technical means, means of control in various learning conditions will generally be the same and can be used to work with different contingents of students.

Such methodology are called upon to characterize the general, which is typical for the organization and conduct of classes in a foreign language. Among the general methodology characterizing the current state of teaching foreign languages in the context of the new educational policy in this area, it is necessary to highlight the work

of N.D. Galskova "Modern Methods of Teaching Foreign Languages" (Moscow, 2000). The reader "General Methods of Teaching Foreign Languages" compiled by A.A. Leontiev (Moscow, 1991) will also be useful for a future teacher familiarizing himself with the general patterns of studying and teaching a foreign language. The book contains extracts from the works of 40 well-known domestic methodologists.

Private methodology.

Private methodology covers the problems of teaching a foreign language in specific conditions of its study and taking into account the peculiarities of the students' native language. Knowledge of the general laws of language teaching is often insufficient when a teacher faces specific conditions of its teaching, depending on the level and profile of teaching, taking into account which in the classroom increases the effectiveness of the educational process. Such features of teaching and mastering a language in specific conditions are the objects of private methodology.

The most authoritative private methodology of teaching foreign languages in secondary schools, are considered to be works devoted to teaching English (Starkov, 1978; Rogova, Vereshchagina, 1998), German (Shatilov, 1986; Bim, 1988), French (Mignard-Beloruchev, 1990).

Special methododology.

Works of this type characterize the features of teaching any aspect of the language being studied (its individual aspects or types of speech activity, the use of technical means, the organization of control in the classroom, extracurricular work on the language, etc.). Such methodology is published in the form of teaching aids and contribute to the expansion of the teacher's methodological horizons and the formation of his professional competence (Kitaigorodskaya, 1982; Passov, 1989; Polat, Nazarova, 1998; Shchukin, 2000; Koryakovtseva, 2002, etc.).

1.2 Methodology as a scientific discipline

Methodology is a scientific discipline that relates to pedagogical sciences and in relation to pedagogy, a private didactics is a theory of teaching a specific subject. With regard to the discipline "Foreign Language", methodology is the science of the laws and principles of language teaching, methods of mastering and proficiency in language, and education by means of the language being studied. A more detailed definition of methodology as a scientific discipline looks like the following way: it is a science that studies the goals, content, means, methods, organizational forms of teaching a foreign language, introducing the culture of the country of the language being studied, and also studying the methods of teaching, education, and mastering the language in the process of its study.

In both the first and the second, more detailed, definitions we are dealing with three fundamental concepts that make up the essence of the term methodology: learning, acquisition, and language skill. Learning is a joint activity of the teacher and students, during which the development of the individual, his or her education and behavior are carried out.

In language classes, learning is implemented in the course of the teacher's transfer of his or her foreign language experience to students, as a result of which students acquire such speech experience and acquire the ability to master the language, use the language as a means of communication in various situations of its application.

The basis of such language proficiency is the knowledge, speech skills, and abilities communicative competence of students. Mastering a foreign language can occur both as a result of its study, controlled assimilation of foreign language content, and practically - as a result of direct contact with native speakers.

In the second case, mastering the language is uncontrolled, and the level of language proficiency does not always correspond to its norms. In the process of mastering the language, students use various assimilation strategies, i.e. their inherent individual differences in the methods of obtaining, processing and applying the assimilated information. In modern methodology, assimilation strategies are developed from the standpoint of the cognitive theory of language teaching and are divided into strategies that ensure language acquisition (associated with the course of the educational process) and strategies that ensure language proficiency.

Currently, more than 100 strategies for acquiring and mastering a language have been described, among which stand out, for example, emotional-volitional (allow you to reduce the level of anxiety, manage your emotional state during classes), social (include the ability and desire to ask questions, receive information, cooperate) and compensatory (include ways for the learner to find a way out of a situation when he/she does not have the necessary language tools and is looking for a replacement for them).

In the methodology of teaching a foreign language, along with the term of methodology, the term linguo - didactics is also widely used. It was introduced into scientific circulation by Academician N.M. Shansky in 1969 to describe language for educational purposes. Such a description, considered linguodidactic, included a study of the similarities and differences between languages, determining the content and structure of the language being studied, compiling language minimums for educational purposes, and a number of other issues.

However, there is no consensus among scientists on the content and purpose of this term. Some adhere to a broad interpretation of this concept - as denoting a set of theoretical and practical issues of teaching a language and actually replacing the term methodology (N.M. Shansky, R.K. Minyar-Beloruchev); others (the majority) consider the concepts of methodology and linguodidactics to be synonymous; others try to distinguish these two terms and assert their right to independent existence (N.D. Galskova, L.V. Moskovkin).

In this case, linguodidactics is interpreted as a general theory of language teaching, developing the methodological foundations of its teaching, while the methodology characterizes the process of language teaching in specific conditions of its teaching (particular methodology) or reveals the patterns of teaching a language (a group of languages) in non-specific conditions of its study (general methodology). Having agreed with such a distinction between the two terms, we can talk about linguodidactic and methodological foundations of language teaching, distinguishing between the object and subject of research in each of the named areas of knowledge. Let us summarize what has been said in the form of the following diagram.

DIDACTICS

(branch of pedagogy)
Theory of education and teaching

LINGUODIDACTIC METHODOLOGY

Theory of language

LANGUAGE TEACHING (or private didactics)

Characterizes the process of language teaching, techniques and methods of achieving the set of learning goal.

The object of linguodidactics is the methodological foundations of language teaching: substantiation of the scientific status of linguodidactics, its objectives, subject and structure; study of its connections with didactics and methodology; with the sciences that are basic for linguodidactics; clarification and systematization of linguodidactic terminology, methods of linguodidactic research; characteristics of the language teaching system (existing approaches to teaching, content, methods, principles, techniques, means, process, organizational forms of teaching); levels of language proficiency and principles of their identification; history of linguodidactic theories and teachings.

The object of the methodology of teaching a language is: substantiation of the scientific status of the methodology as an independent scientific discipline, its objectives, object, subject, structure; characteristics of its interaction with didactics, linguodidactics and sciences that are basic for the methodology; description of techniques, methods, means, organizational forms of teaching a language depending on the characteristics of the language being studied; history of the formation of domestic and foreign teaching methodology; structure and content of a foreign language lesson; requirements for the teaching profession. When characterizing the process of language teaching, methodology may differ from each other by a number of features and have their own characteristics as:

1. General, specific and special methodology (which were discussed above).
2. Methodology of teaching native and non-native (including foreign) languages.
3. Methods aimed at teaching children and adults.

Their specificity is based on the psychological characteristics of students of different age groups, and for this reason, using textbooks intended for teaching students of another age group when working with students of one age group is methodologically inappropriate.

4. Methodology of teaching in language and non-linguistic educational institutions. Their specificity is due to different contents and goals of teaching, different number of class hours and motivation for educational activities, methods of teaching a foreign language in the language environment and outside it, at the initial and advanced stages.

Thus, there is no methodology for teaching a language without indicating what language we are teaching, whether it is studied as a native or a foreign language, whom we are teaching (children or adults, philologists or non-philologists), in what conditions and at what stage the teaching takes place. Any methodology should be based on the listed factors. (For more details, see: Moskovkin, 2002.)

Throughout the history of the existence of methodology as a scientific discipline, the question has been widely discussed: is methodology an independent science or does it rely on data from other sciences?
In the 20th century, there were the following points of view on this problem, which is relevant for methodology.

1. The methodology is not an independent science, but is based on the data of linguistics, being applied linguistics, an "appendix" to various areas of general linguistics. This point of view belonged to Academician L.V. Shcherba (1880-1944), an outstanding linguist and methodologist, and was substantiated in his work "Teaching Foreign Languages in Secondary School: General Questions of Methodology" (the book was published in 1947, after the death of the scientist). L.V. Shcherba argued that as a theoretical linguist, he considered it possible to substantiate the theory of teaching a foreign language based on an analysis of the concept of language in its various aspects. This point of view had many supporters in the 1940-50s and was developed in the works of I.V. Rakhmanov, V.D. Arakin, O.S. Akhmatova, L. Bloomfield and other famous scientists.

2. Methodology is an applied field of psychology. The task of a psychologist is to help methodologists in the scientific development of the main methods of teaching a language and in the study of the individual psychological characteristics of those studying the language. This point of view belonged to the famous psychologist B.V. Belyaev, who in the book "Essays on the Psychology of Teaching Foreign

Languages" (1965) developed the concept of a conscious-practical method, which remains one of the main methods of teaching foreign languages to this day. Supporters of this point of view were V.A. Artemov, B.A. Benediktov, G.V. Karpov.

3. Methodology is a section of pedagogy (special didactics) and is based on didactic principles developed in this area of knowledge. This point of view, substantiated in the works of famous didacticians and methodologists (Yu.K. Babansky, A.V. Tekuchev, V.S. Tsetlin, E.P. Shubin), existed until the 1960s, when methodology was formalized as an independent branch of knowledge. The modern point of view on methodology as a theory of teaching a foreign language comes down to the assertion that methodology is an independent science based on data from other sciences, among which linguistics, pedagogy, psychology, sociology, and cultural studies should be considered basic, i.e. leading for methodology.

The arguments in favor of this statement can be considered as follows.

1. The methodology has its own subject of study. This is a foreign language, which is both the goal and the means of teaching. Being the goal of teaching, mastering the language allows students to become familiar with its system and the ways of using this system in practical and research activities. Being a means of teaching, the language makes it possible to extract information from foreign-language texts and create their own texts depending on the needs that arise.

2. The methodology has its own conceptual apparatus, i.e. a system of terms reflecting the content of this branch of knowledge. As in any science, in the methodology its main categories in the form of a system of terms serve as a basis and at the same time an indicator of the independence and level of development of the science. Those studying and teaching the language have at their disposal dictionaries of methodological terms, which testify to the richness of its conceptual apparatus and the breadth of its terminological composition (Minyar-Beloruchev, 1996 - about 800 terms; Azimov, Shchukin, 1999 - about 2000 terms).

3. The methodology has its own object of study. This is the process of language teaching, the essence of which is reduced to the teacher transferring knowledge about the language to students and the formation of skills and abilities in using the language in the process of communication. It is during the course of training, which takes place in the form of interaction between the teacher and students during the lesson, independent work of students, extracurricular work with them, that the tasks of learning, education and general development are solved by means of the language

being studied. The study of the object of study as a process of language acquisition presupposes:

a) description and assessment of the initial level of language proficiency and measures of students' readiness to master it. Such work includes conducting questionnaires, testing, the results of which allow forming study groups of students with approximately the same initial level of language proficiency, language acquisition abilities and individual psychological characteristics of the personality.

In relation to language teaching, tests that allow diagnosing students' communicative abilities, their memory characteristics, professional inclinations and range of interests have acquired great importance these days. The corresponding tests are developed within the framework of psychodiagnostics, a field of psychology whose object of study is the characteristics of human mental development, including their abilities for various types of activity;

b) a description of the final learning outcome, i.e. the level of competence achieved by students during their learning. The content of such a level is set by the State Educational Standards for a Foreign Language, programs created on the basis of the standards for different levels of language proficiency based on the results of testing;

c) a description of the techniques and methods of work of the teacher and students, with the help of which the most effective and economical transition from the initial level of language proficiency to the final level, set by the program and the content of the teaching aids, according to which the teaching is conducted, is ensured.

4.The methodology has its own subject of research - this is a set of knowledge accumulated over the time of the methodology's existence as a science, about its object in the form of various theories of learning, methodological recommendations on the process, methods and means of teaching and ways to increase their effectiveness. The subject of research in the methodology is realized in the form of publication of both the methods themselves and methodological recommendations on teaching the language.

1.3   Methodology as a practical discipline

Methodology is a practical discipline that gives an idea of the totality of the teacher's work techniques that ensure the achievement of the set learning goals. This meaning of the term corresponds to the concept of teaching technology, or scientific organization of work.

The teacher should strive to improve the level of his or her teaching technology, which is achieved through work experience and is determined by the desire to improve professional activity.

The term teaching technology should not be confused with the concept of technology in teaching, which means the use of technical means by the teacher in the classroom.

To designate the content of the language that becomes the subject of study, the following abbreviations are used in modern methodology. TOSL (Teaching of Second Language). This is the accepted term for a language that is studied in a country where it is an official language. Such is, for example, English for foreigners coming to study in the UK. TOFL (Teaching of Foreign Language). This term is used to denote a language that is studied in a country where it is a foreign language. LWC (Language of Wide Communication). This abbreviation is accepted to denote a language of wide use. LSP (Language for Special Purposes) - language for special purposes. This variety of literary language serves the professional sphere of communication, is the subject of special study in non-philological universities and is especially popular among students of various courses aimed at mastering language as a means of professional communication. LGP (Language for General Purposes). This is how it is customary to designate the language of everyday communication, the object of study at the initial stage and in educational institutions where mastery of the language in special areas of communication is not envisaged.

Thus, foreign language teaching methods are an independent pedagogical discipline on the laws and rules of language teaching and ways of mastering a language, as well as the peculiarities of education and upbringing by means of language. During the lessons, students master a foreign language as a means of communication, and an idea of the system of the language being studied is formed in their minds, which makes language proficiency conscious.

The term methodology in modern theory and practice of language teaching is considered in three meanings: as an academic discipline that provides a set of information on the theory and practice of teaching this discipline; as a scientific discipline - the theory of language teaching, or linguodidactics; as a practical discipline, or teaching technology, which is a set of techniques of a teacher's work.

Being a private didactics, the methodology relies on the data of other sciences, which together with theoretical provisions and experimental data of the methodology itself constitute its scientific foundations. The sciences that are basic for the methodology include pedagogy, psychology, linguistics, sociology, and cultural studies.

The connection of the methodology with other sciences does not exclude its independence as a scientific discipline. Arguments in favor of such a statement are the presence of the methodology's own conceptual apparatus, its own object and subject of research, its own subject of teaching. Such a subject is language, which is considered in the classroom both as a goal and as a means of teaching.

Teaching a foreign language has its own characteristics that distinguish it from both mastering the native language, which is acquired at an early age unconsciously and spontaneously, and from teaching other general and specialized disciplines. It is customary to distinguish between general, specific and special methods of teaching a language.

The content of the method depends on what language is being studied,whether it is taught as a native or foreign language to children or adults, schoolchildren or students, philologists or non-philologists, in a language environment or outside it, at an initial or advanced stage.

Unit 2. APPROACHES TO LANGUAGE TEACHING
2.1 Approach to teaching as a methodological category

The term approach to teaching was introduced into scientific circulation by the English methodologist A. Anthony (1963) to denote the initial provisions used by the researcher regarding the nature of language and the methods of mastering it. Being a component of the language teaching system, the approach acts as the most general methodological basis for teaching, characterizing the existing points of view on the subject of teaching (language) and the possibilities of mastering it in the learning process.

According to methodologists, the approach to teaching is a point of view on the essence of the subject that needs to be taught (Vyatutnev, 1984), is used as the most general methodological basis for research in a specific area of knowledge (Bim, 1988), and determines the researcher's activities aimed at studying a particular phenomenon (Skalkin, 1981).

There is no single classification of approaches to teaching in the methodology of teaching languages. Thus, M.V. Lyakhovitsky (1981) names four general approaches, which he defines from the standpoint of the psychology of language acquisition:

1) behaviorist - language acquisition through the formation of speech automatism in response to presented stimuli;

2) inductive-conscious - language acquisition as a result of observing speech patterns, which leads to the acquisition of language rules and ways of using them in speech;

3) cognitive - conscious acquisition of language in sequence from knowledge in the form of rules and instructions to speech skills and abilities based on the acquired knowledge;

4) integrated - organic combination during classes of conscious and subconscious components in the learning process, which is manifested in the parallel acquisition of knowledge and speech skills and abilities.

An attempt to classify approaches based on taking into account a larger number of factors, including linguistic ones, was undertaken by M.N. Vyatutnev, who identified and used six approaches to classify modern teaching methods: grammatical, direct, behaviorist, reading, collective, communicative-individualized.

If we analyze existing approaches to teaching language, it is easy to see that the basis for their selection is either the object of teaching (language, speech, speech activity), or the method of teaching (direct, conscious, activity-based).

2.2. Approaches from the point of view of the learning object

When characterizing approaches to learning from the point of view of the learning object, we can talk about the language, speech, and speech activity approaches.

The language approach is characterized by the orientation of classes on mastering the language as a system consisting of language units of different levels and the rules for their construction and use in communication.

With this approach, translation is used as the main source of training, which is built on the basis of studying sentence models that act as speech patterns for the formation of similar phrases by analogy, which leads to the formation of mechanisms for the structural design of speech. To consolidate the introduced patterns, training (language) exercises are used. Generalizing information of a lexical and grammatical nature is given in the form of rules and instructions using visual diagrams and explanations in the native language of students. The text in the language approach and verbal means of visualization are the main source of educational information and the means of its assimilation. This approach to teaching was implemented within the framework of the translation-grammar method and in teaching aids implementing the concept of the method. At the same time, teachers recognized the shortcomings of this approach, which were expressed in the students' good knowledge of the system of the language being studied in insufficient mastery of the language as a means of communication.

The speech approach, which arose as a reaction to the shortcomings of the language approach, focuses the teacher on teaching speech as a way of forming and formulating thoughts with the help of learned language units in the process of communication. Having arisen on the threshold of the 20th century and having laid the foundation for the dominance of non-translation teaching methods, the speech approach was embodied within the framework of direct and natural methods and their modern modifications in the form of audiovisual and audiolingual teaching methods.

The scientific foundations of this approach are associated with the names of outstanding methodologists M. Berlitz (Germany), F. Gouin, P. Rivan (France), G. Sweet (England), C. Fries and R. Lado (USA), P. Guberina (Yugoslavia).

Language teaching with this approach is based on speech samples reflecting the content of areas, topics and communication situations relevant to students. At the initial stage, students master speech patterns that are typical for everyday communication and provide the opportunity to implement elementary communicative intentions in such places of communication as a store, cafeteria, post office, library, school, clinic, etc.

In the speech activity approach, speech activity acts as the object of teaching as a process of receiving and transmitting information, conditioned by the communication situation and mediated by the language system. This approach can be considered as an attempt to develop and improve the speech approach from the standpoint of the psychological theory of activity and communicative linguistics. The speech activity approach was implemented in the concept of consciously practical (B.V. Belyaev) and communicative (E.I. Passov) teaching methods and was embodied in a number of language courses. (e.g., Klementyeva et al., 1988).

2.3. Approaches from the point of view of the teaching method.

From the point of view of the language teaching method, we can talk about the direct, conscious, and activity-based approaches to learning.

The direct (or intuitive) approach involves mastering the language by listening and intuitively learning units of the language, excluding the native language from the teaching system. It is believed that students in the process of learning repeat the path of mastering their native language, which is unconscious and imitative in nature. This approach to learning is based on the behaviorist theory of learning, which arose at the end of the 19th century (its founder is considered to be the American psychologist E. Thorndike) and for many years was considered the leading direction in psychology.

According to this theory, the learning process consists of establishing a connection between stimuli and reactions to them and strengthening these connections.

The basis of language proficiency are skills formed as a result of multiple repetitions of presented stimuli.

Despite the existing criticism of behaviorism for its representatives ignoring the social nature of the psyche and as a consequence, coarsening and primitivizing human behavior, the ideas of behaviorism have become widespread in the formation of various learning theories and have been used for the psychological justification of a number of popular teaching methods, including direct, natural, audiovisual, audiolingual, and one of the areas of programmed learning developed in the 1960s by the representative of American behaviorism B.F. Skinner.

Criticism of the direct approach, based on the ideas of behaviorism, is usually associated with the exaggeration of the role of the intuitive principle over the conscious in the learning process within the framework of this approach and the role that is assigned to the "stimulus-response" scheme, according to which unjustifiably great importance is attached to training exercises designed for mechanical execution. The conscious (or cognitive) approach to learning (English cognition - knowledge, cognition) arose as a reaction to the direct approach with its focus on intuitive language acquisition and involves awareness, understanding by students of language units (for which appropriate explanations are given) and the formation of the ability to explain the choice and use of such units in the process of communication. In contrast to the principle of intuitionism, characteristic of the direct approach, with the conscious approach the leading principle of learning is considered to be the principle of consciousness.

The founder of the cognitive theory of learning, which is the basis for the conscious approach, is the American psychologist J. Bruner, who in the book "Psychology of Cognition" (Moscow, 1977) substantiated three processes that take place in mastering any subject, including language: 1) obtaining new information in the form of knowledge; 2) consolidation of acquired knowledge, its expansion and application in solving new problems; 3)checking the adequacy of the application of the formed knowledge, skills, abilities to some initial requirements.

From the position of the cognitive theory of learning within the framework of the conscious approach, methodologists substantiated the theory of the stage-by-stage development of skills and abilities, including four stages of assimilation of the material: familiarization-training (reinforcement)-application (development)-control.

Various types of exercises were proposed aimed at the formation of speech skills, the development of speech abilities, and control of the level of language proficiency.

The cognitive approach received methodological implementation primarily within the framework of the conscious-practical method of teaching (its psychological foundations were developed by B.Z. Belyaev, 1965) and in a number of language courses that provide for the acquisition of language as a result of the conscious acquisition of knowledge practically necessary for using the language and the formation of speech skills and abilities on their basis. The foundations of the activity-based approach to learning were laid in the works of psychologists S.L. Rubinstein, A.N. Leontyeva, L. Galperin, who considered activity as the basis and driving force of personality development. The main structural components of activity in this case are speech and non-speech actions, which have their own motives, method of implementation and result.

In the methodology of teaching foreign languages, the activity-based approach has received its interpretation within the framework of the communicative-activity (personal-activity) approach to teaching, the rationale for which was proposed by I.A. Zimnyaya (1991) and developed in the works of I.L. Bim (2002), and its practical implementation - within the framework of communicative and a number of intensive methods. The essence of this approach means that language teaching is of an activity-based nature, since real communication in the classroom is carried out through speech activity, with the help of which the participants in the communication strive to solve real and imaginary problems. The means for implementing such activity are tasks of three types:

1)role-playing games, with the help of which educational communication is organized in accordance with the developed plot, roles distributed between students and inter-role relations;

2) problem situations using speech-thinking tasks, providing for the performance of actions based on critical reasoning, on assumption, on guesswork, on the interpretation of facts, on inference, etc.;

3) free (spontaneous) communication, which in the classroom has the following features: its content is not always predictable, it requires active mobilization of speech-thinking reserves and previous speech experience, various communication strategies are used, allowing to convey the content of the statement with insufficient formation of the language base.   The material for tasks of this type is usually

situations of real communication. The communicative-activity approach also means that the center of learning is the student as the subject of educational activity, and the educational system assumes maximum consideration of the individual psychological, age and national characteristics of the student's personality, as well as his interests. The activity-based nature of learning assumes the organization of classes as educational activities aimed at setting and solving specific educational tasks by students using the tasks listed above. The object of learning from the standpoint of this approach is speech activity in such forms as listening, speaking, reading, writing, and translation.

The communicative-activity approach focuses language classes on teaching communication, using language for the purpose of exchanging ideas. To this end, the main focus of the lesson is on creating and maintaining the need for communication in students and assimilating professionally significant information of general cultural value in the process of communication. This approach implements the main requirements for the modern educational process: communicative behavior of the teacher in the lesson; the use of tasks that recreate real-life communication situations and involve the implementation of educational activities within the framework of such situations; parallel acquisition of the grammatical form and its function in speech (this circumstance leads to a reduction in the number of training exercises performed in classes and an increase in the role of speech-oriented exercises); taking into account the individual characteristics of the student, with the leading role of his personal aspect, the situationality of the learning process, considered both as a way of stimulating speech activity and as a condition for the development of speech skills.

The methodological content of the communicative-activity approach is the methods of organizing educational activities associated primarily with the widespread use of collective forms of work, with solving problem tasks, with cooperation between the teacher and students.
Sometimes this approach is understood too narrowly - as the use of various situations in the lesson that are of interest to students.

Meanwhile, the essence of the approach is reduced not so much to the creation of conditions in which students have to act, but to the activity itself in the proposed situations. The ultimate goal of training within the framework of this approach is the formation and development of communicative competence, i.e. the readiness and ability of students to verbal communication.

Communicative competence is formed in all types of speech activity in their interaction, and the volume and level of formation of each type of speech activity is determined by the State Educational Standard and programs reflecting the content of the standard.

The latest interpretations of the personal-activity approach in language classes are: in foreign methods - the student-centered approach, in domestic methods - learning together. The essence of the first approach is to transfer maximum initiative to the student in the classroom.

This approach is opposed to the traditional one, when the teacher is the main actor in the student's educational activity, ensuring the transfer of knowledge and monitoring its assimilation. Within the framework of this approach, the center of learning shifts to the student, and the teacher's task is to reveal the personal potential of students and help them in choosing a strategy for mastering the language that best suits the individual characteristics of the student.

The essence of cooperative learning is to create conditions for active joint activity of students in different learning situations. With this approach, learning is organized in small groups consisting of three or four people with different levels of language proficiency (strong, average, weak); when completing one task in a group, students are placed in conditions in which the success or failure of one of them is reflected in the result of the entire group. The assessment for completing a common task is one for the entire group. Thus, each student is responsible not only for the results of his or her work (which is typical for traditional learning), but also for the result of the entire group.

As teaching experience shows (Polat, 2000), cooperative learning allows for a significant increase in the time of speech practice for each student in the lesson. The teacher takes on the role of organizer of independent educational and cognitive activity of students. Cooperative learning allows for an emphasis on independent acquisition of information by students, its critical understanding and assimilation.

The great potential of this direction in teaching is associated with the use of the global Internet network. The communicative-activity approach has received practical implementation in a number of teaching aids (Passov, 1989; Introduction..., 1997; Weisburd, 2001).

2.4 Sociocultural approach

This approach to language teaching presupposes close interaction between the language and the culture of its speakers during the lessons. The result of the training is the formation of both communicative and sociocultural competence, ensuring the use of language in a certain cultural context based on a dialogue of cultures. The sociocultural approach to language teaching is characterized by two tendencies in interpreting the facts of language and culture for educational purposes:
1) from the facts of language to the facts of culture;
2) from the facts of culture to the facts of language.

In the first case, the teacher seeks to show how the features of the culture and thinking of native speakers are reflected in the units of language, and cultural information is extracted from the language units themselves. This type of familiarization with cultural facts is developed within the framework of linguacultural studies and forms the basis of the linguacultural theory of the word (Vereshchagin, Kostomarov, 1990).

In the late 1980s, there was a shift in scientific interests to the field of culture - the subject of scientific description and study in language classes became, first of all, the culture of native speakers of the language being studied - and a new paradigm for the study and practical application of such research was proposed: culture is the goal, language is the means. Scientific and methodological research in this area is associated with the work of Yu. N. Karaulov "Russian Language and Linguistic Personality" (1987). They were embodied in the developing field of linguistics and methodology - linguacultural studies (Vorobyov, 1997).

In methodological terms, this area of research was most consistently implemented in the concept of communicative foreign language education, developed under the supervision of E. I. Passov (2000) and embodied in a set of textbooks on Russian and foreign languages for secondary schools. This concept can be considered as one of the options for a sociocultural approach to teaching. The essence of this approach is reduced to the following provisions.

1. The path to language acquisition is an educational process, the content of which is the culture of the country of the studied language. Thus, foreign

language culture is everything that is the source of foreign language cultural education in its four aspects: cognitive, educational, developmental, and training.

2. In the cognitive sense, the basis of training within the framework of the named approach is the dialogue of cultures as a comparison of facts from the field of artistic creativity (ideas, themes, problems, moral and aesthetic values, genres, artistic expressions) and the way of life of native speakers. This direction of language and culture study has been especially actively developing in recent years within the framework of a new scientific discipline - comparative linguistic and regional studies (Mamontov, 2000).

3. In the educational sense, with a sociocultural approach, the emphasis is on identifying common moral guidelines in the lives of two peoples and the differences between them.

4. The main objective of the developmental aspect is to form a stable motivation for learning the language and foreign culture in dialogue with the native language.

5. The educational goal of teaching is to form communicative and socio-cultural competence based on the native language of students.

Comparison of two languages should help to remove the difficulties of mastering a foreign language and overcome interference, which is especially noticeable at the initial stage of training when mastering the sound structure of the language. Thus, the approach to teaching is a basic category of methodology, giving an idea of the views of the language researcher and teacher on both the language itself and the methods of mastering it. As a component of the language teaching system, the approach acts as the most general linguodidactic basis for teaching and gives an idea of the chosen teaching strategy, which serves as the basis for choosing the methods and techniques of teaching the language. The methods of teaching the language (direct, conscious, activity-based) or the object of teaching (language, speech, speech activity) are used as the basis for classifying approaches to teaching. The convergence of the features characterizing different approaches led to the substantiation of the concept of the communicative-activity (personal-activity) approach, which in modern methodology is considered as a theoretical basis for teaching a language. This approach is characterized by the activity-based nature of learning with a focus on mastering different types and forms of verbal communication, maximum consideration of individual characteristics and interests of students acting as an active subject of educational activity.

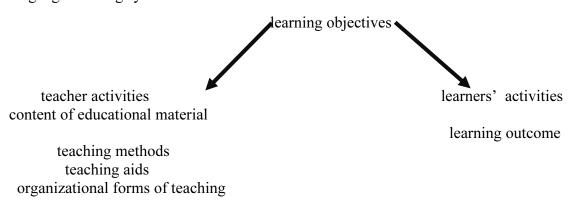Modern versions of this approach are implemented in the form of student centered learning, collaborative learning and the concept of communicative foreign language education, which provides for an organic combination in the learning process of factors of the language and culture of the country of the language being studied. The result of such learning is the formation of communicative and socio-cultural competence in their unity.

Unit 3. Learning process
3.1. Participants in the learning process

The learning process is a consistent and pedagogically sound interaction between the teacher and students, during which the goals of learning, education and development of students are achieved. The success of the learning process depends on the teacher's possession of professional skills of a language teacher; on the readiness and abilities of students to learn; on the effectiveness of the training program used in the learning process.

As a component of the learning system, the learning process is closely connected with other components of this system: goals, methods, and means of learning. The goals of learning determine the content of the learning process, i.e. the amount of knowledge, skills, and abilities that students must master during the lessons; methods are the techniques by which the goals can be achieved in the best possible way; means ensure the formation of various competencies in the parameters specified by the program and reflected in the teaching aids.

The diagram below gives an idea of the learning process as an integral system. The system-forming concepts of the learning process as a system are the learning goal, the teacher's activity, the students' activity and the learning result. The variable components of this process are the content of the educational material, the methods, means of teaching and its organizational forms in the form of practical classes in the language, lectures, seminars, laboratory work, etc. The unifying principle of all components of the learning process is the joint learning activity of the teacher and students involved in the communication process. Thanks to the joint activity of the teacher and the student, the learning process functions as an integral part of the language learning system.

learning objectives

teacher activities
content of educational material

learners' activities

learning outcome

teaching methods
teaching aids
organizational forms of teaching

Structure of the educational process

Teacher is the main participant in the learning process, organizing and directing its course. In modern methodology, a new approach to the learning process has become widespread, called the student-centered approach, the essence of which lies in the maximum transfer of the learning initiative to the student himself, which creates a partnership between the teacher and students in the lesson and ensures the maximum disclosure of the personal potential of students as a result of the special organization of classes (use of role-playing games, learning in cooperation, etc.). However, in any case, the leading role of the teacher is preserved, which should not be limited to managing the assimilation of individual learning tasks, but should also consist in the implementation of the principle of activity and self-management in the educational and cognitive activities of students.

The teacher's activity in language classes is implemented around three main organizational forms of the learning process: the lesson, students' homework, and extracurricular work. The lesson is the main organizational structural unit of the learning process, and its structural and functional unit is an exercise or a series of exercises. Thus, the exercise combines the goals and content of learning, and the learning activities for their implementation. The peculiarity of organizing learning in a foreign language is that learning takes place not in the native language, but in the language being studied, the mastery of which involves solving two problems: mastering the language system (new language code) and mastering the methods of using the language in various communication situations.

The solution of these problems largely depends on the professional training of the teacher, the requirements for which are formulated in the "Professionogram of a Foreign Language Teacher" (Professionogram..., 1985). In a generalized form, the requirements for the teaching profession can be presented as a set of professional and pedagogical functions (function - from the Latin fimctio - duty, scope of activity). These include:

1) *constructive and organizational* - manifested in the process of preparing a lesson, in determining its goals, the ability to change the course of a lesson during the course of classes;

2) *educational* - determines the nature of the teacher's activity in mastering the language by students (the concept of communicative-educational function is often used in this case to emphasize the qualitative difference between its content and the teacher's activity in teaching other disciplines);

3) *educational - manifested* in the teacher's activity in forming and developing the student's personality, mastering moral qualities and ethical standards;

4) *Gnostic* (from the Greek - knowledge) - consists in studying the speech abilities of students, their interest in the subject, which allows you to choose the optimal training program and methods of its implementation;

5) *Evaluative - associated* with the ability to assess the level of formed knowledge, skills, abilities and compare them with the requirements of the State standard and the language program;

6) *Motivational and stimulating* - provides the opportunity to interest students in the studied language as a subject of study and stimulate them to master the language;

7) *Instrumental - manifested* in the ability of the teacher to use teaching aids as a component of the educational process and a tool for pedagogical work;

8) *Self-realization and self-development* - consists of the ability of the teacher to recognize himself as a participant in the learning process and regulate his professional activity depending on the circumstances of its course. The function is associated with the concept of reflection (from Latin reflexio - reflection). It has a stimulating effect on the professional development of the teacher, helps in overcoming such personal qualities that have a negative impact on the effectiveness of his pedagogical work.

In addition to the functions of the teacher, his pedagogical abilities are also of great importance for the effectiveness of pedagogical activity.   Abilities are the individual characteristics of the teacher, on which the nature of the knowledge, skills, abilities and the success of the performance of a particular activity depend. In our case, we are talking about professional pedagogical activity, and the success of pedagogical work largely depends on the presence of abilities for such activity. Diagnostics of pedagogical abilities is carried out with the help of special pedagogical tests (see, for example, Krugetsky, Balbasova, 1991).

It is customary to distinguish the following types of abilities for pedagogical activity:

1) *didactic* - the ability to explain educational material in a form accessible to students;

2) *academic* - the ability to constantly improve in the chosen specialty;

3) *perceptual* (from Latin perceptio - perception) - the ability to penetrate into the inner world of the student, psychological observation;

4) *speech* - the ability to clearly and distinctly express one's thoughts and feelings in both one's native and the studied language; rationally use non-verbal means of communication (facial expressions, gestures);

5) *organizational* - the ability to organize both the educational team and one's own work (planning work, monitoring its progress). This also includes the ability to distribute attention between several types of

activity. While explaining the material, the teacher at the same time keeps all students in sight, promptly reacts to signs of fatigue, misunderstanding, and breach of discipline, while simultaneously monitoring his own behavior (posture, tone of voice, facial expressions, etc.). "The ability to keep several objects in sight at once is the most important professional skill of a teacher," E. I. Passov rightly notes. "Without it, no organization of group, pair, or collective work is conceivable" (Passov, 1991);

6) *authoritarian* - the ability to emotionally and volitionally influence students and the ability to achieve authority among students on this basis. These abilities depend on many personal qualities of the teacher, in particular on his volitional qualities (determination, endurance, exactingness, persistence in achieving the set goal), as well as on a sense of responsibility for the assigned task of teaching and educating students;

7) *communicative* - the ability to communicate with students, the ability to find the right approach to them, establish contact,be natural and sincere in your behavior, be able to listen to the interlocutor, be expressive in intonation, gestures, facial expressions;

8) *prognostic* - the ability to foresee the consequences of your educational and educational actions, to predict the speech development of students.

From the above it is clear that the teacher's abilities for pedagogical activity include many qualities of the teacher's personality, which are acquired during the course of study at the university and improved in the process of pedagogical practice. In general, such qualities of the teacher can be presented in the form of skills:

1) to organize and plan their educational activities;

2) to implement the set educational tasks during educational activities;

3) to control both their own activities in the classroom and the educational activities of students;

4) to improve their educational activities, including in the process of advanced training;

5) to make maximum use of the individual psychological characteristics of students in the course of educational activities.

We can also talk about the professional and pedagogical qualities of the teacher's personality, the presence of which provides optimal opportunities for improving the quality of the educational process.

Among such qualities, the most frequently mentioned are pedagogical erudition, pedagogical thinking, observation, resourcefulness, reflection, pedagogical foresight.

Among the professionally significant qualities and personal characteristics of a teacher, which together make up the psychological portrait of an ideal teacher, are politeness, exactingness, self-control and composure, flexibility of behavior, conscientiousness, goodwill, initiative, responsibility, responsiveness, erudition, integrity, self-criticism, modesty, a sense of the new, self-esteem and a number of others (Markova, 1974; Mitina, 1994). Actually, the psychological and pedagogical preparation of a student for the profession of a teacher is aimed not only at acquiring knowledge and developing skills and abilities of professional activity, but also at mastering the abilities and personal qualities that characterize the professional competence of a teacher.

The development of professional and communicative competence, ensuring the possibility of high-quality work of a teacher, constitutes the main goal of education at a philological university.

Let us summarize our understanding of the professional competence of a foreign language teacher.

1. Sources of formation of professional competence: philosophy, psychology, linguistics, pedagogy, methodology, cultural studies, sociology, economics, political science, literature, history, foreign language, native language, seminars on methodology, term papers and theses, pedagogical practice at school (at the university).

2. Levels of professional competence: elementary, threshold, competent, master level.

3. Skills of professional competence: constructive (related to the organization of the educational process), educational (related to the implementation of the educational process), epistemological (related to the ability to correctly assess educational activities and individual characteristics of the student), reflexive (related to the assessment of one's own activities).

4. Abilities for professional activity: didactic, professional, perceptual, communicative, speech, organizational, authoritarian, prognostic.

5. Qualities of professional activity: politeness, conscientiousness, objectivity, goodwill, responsiveness, sensitivity, endurance, self-control, modesty, sense of the new, self-esteem, flexibility, initiative, observation, resourcefulness, pedagogical foresight, etc.

6. Professional and pedagogical functions of a teacher: constructive and organizational, educational, informational and educational, gnostic, evaluative, motivational and stimulating, instrumental, self-realization and self-development function.

7. Types of professional activity (professional field): foreign language teacher, translator, philologist, teacher-mentor, researcher, cultural studies specialist.

Student. A person receiving knowledge in any educational system is a learner and a participant in the learning process. The periodization of the stages of education depending on the age of the learners is as follows: pre-school, pre-school, primary school, secondary school, or adolescent, senior school, student (Krutetsky, 1976).

Knowledge of the age characteristics of students seems to be very important both for building a general education system and for determining the features of teaching a foreign language.

For primary school age (6-10 years), readiness for school education is characteristic, which is based on interest in new activities, which are a source of motivation for learning. A child's readiness for school is determined by his general physical and mental development, possession of a sufficient amount of knowledge in the field of everyday communication, culture of behavior, ability to cooperate, desire to learn.

These qualities are formed in the family in the pre-school years, and the child's entry into school life, his attitude to school and success in learning largely depend on the level of their formation. Researchers note a number of difficulties faced by primary school students: a new lifestyle, the need to work systematically to acquire knowledge, and acceptance of the teacher's authority. Educational activity is the leading activity at school age, and in the process of it, such types of speech activity as reading, writing, and oral speech are formed.

A foreign language is included in the educational area "Language and Literature", and many methodologists consider the early start of foreign language classes to be preferable for achieving a basic level of language proficiency in the

shortest possible time period. In connection with the planning of the transition to 12-year education, foreign language classes in secondary school are recommended to begin from the 2nd grade (Barannikova, 2002).

Primary school age is the most favorable for learning a foreign language. This is facilitated by the plasticity of the natural mechanism of language acquisition by children at an early age, their imitative abilities, natural curiosity and need to learn new things. The absence of a "frozen" system of values and attitudes, as well as the so-called language barrier, is a favorable factor in mastering a new language.

The main objective of teaching foreign languages at school is to develop the student's ability to communicate in a foreign language. The implementation of this objective is associated with the formation of a number of communicative skills in students: to understand and generate foreign-language utterances in accordance with a specific communication situation, speech task and communicative intention; to carry out their communicative behavior in accordance with the rules of communication and the national and cultural characteristics of the country of the studied language.

The content of teaching within the framework of the primary school stage is determined by the program and is aimed at the formation of the basics of communicative competence, allowing for foreign-language communication and interaction of children, including at the elementary level and with native speakers.

This competence includes language material, socio-cultural knowledge and skills, the topic of oral and written communication. At the same time, we are talking about the education and development of schoolchildren by means of the language being studied: the formation of interest and a positive attitude towards the language being studied, towards the culture of the people speaking this language, an understanding of the importance of learning the language, and the need for self-education.

The peculiarities of the initial stage, taking into account the age of the students, are that the classes are of a playful, non-translated nature and are conducted mainly in oral form. Middle school age (11-15 years) is a difficult transitional age from childhood to adulthood. A teenager is distinguished by a high susceptibility to the assimilation of norms, values and behavior patterns that exist in the adult world. He strives to distance himself from everything that is emphatically childish.

As a subject of educational activity, a teenager is characterized by a tendency to assert his position, a desire to stand out among his peers, which often contributes to

the strengthening of cognitive motivation. A teenager is able to predict the form of continuing his education, focusing on the values of either learning or work.

In teaching a foreign language, the middle school age corresponds to the main stage, which, on the one hand, is a continuation of the initial stage, preserving its features, and on the other hand, is a new step in the development of communicative competence. The result of training is the achievement of a basic level of language proficiency (in secondary school conditions, this level characterizes a 9th grade graduate). The goal of teaching a foreign language in basic school (grades 5-9), according to the program (Assessment of the quality of training ..., 2000), is for students to master the ability to communicate directly with native speakers in the most common situations of everyday communication and to read simple authentic texts in order to extract information about the country of the language being studied, culture and everyday life. This presupposes that schoolchildren achieve a minimum sufficient level of communicative competence, at which the upbringing, development and education of schoolchildren occur by means of the language being studied.

Foreign language teaching aids for the main stage of training have a clearly expressed communicative and socio-cultural focus. Their content consists of texts from everyday, educational and work, and socio-cultural spheres of communication. A large role at this stage of training is given to the independent work of students, since the number of hours of study in a foreign language (3 hours per week) is clearly insufficient for mastering oral speech. For this reason, more attention is paid to reading, and this type of speech activity provides for achieving a higher level of language proficiency in comparison with other types of activity.

Senior school age (16-18 years) characterizes a new stage in the development of a teenager, his desire for autonomy, the right to be himself. Psychologists distinguish between the behavioral autonomy of a teenager (the need and the right to independently solve problems that concern him personally), emotional autonomy (the need and the right to have his own attachments, chosen independently of his parents), moral and value autonomy (the need and the right to his own views, the actual presence of such (Age and Educational Psychology, 1979).

The need for self-determination not only affects the nature of the educational activity of senior pupils, but often determines it. This applies primarily to the choice of an educational institution, a class for further education - humanitarian or natural

sciences, ignoring individual disciplines that do not meet the interests and scientific preferences of the student.

The main internal motive of educational activity for the majority of students is the orientation toward a practically significant result, rather than toward mastering the sum of knowledge.

Thus, the development of independence, a creative approach to acquired knowledge, and the subordination of educational activity to future professional activity constitute the content of the educational work of senior pupils. This is also manifested in the attitude of students to a foreign language as an academic subject.

The absence of motivation in mastering a language or its vagueness have a negative impact on the level of proficiency in it. Internal motivation depends on the student's awareness of the importance of a foreign language for his future profession, the significance of information that can be obtained through a foreign language. External motivation is no less important, which depends on the teacher, his ability to interest students in the lesson, on the educational materials used in the classroom, on the study group, the environment, and parents.

At the senior stage of school education, language classes are used to consolidate the achieved basic level and expand it, which most often occurs in the specialized training (humanities or natural sciences). Along with the first, a second foreign language can be introduced, in which students must achieve a basic level by the end of school. Teaching a foreign language at the senior stage of 10-11 (12) grades is defined as supra-basic and is correlated with the threshold level adopted in a foreign school.

In this case, the preparation of students of full secondary school in a foreign language can correspond to the common European standard formulated in the document "Common European Framework of Reference for Languages" (Strasbourg, 1996). At the same time, school graduates can use the language in direct communication with native speakers in elementary standard situations of everyday life and in mediated communication (reading, writing); the level of their socio-cultural competence ensures knowledge of the country of the language being studied, the peculiarities of speech behavior and etiquette within the limits established by the training program, and the knowledge, skills and abilities they acquire create a solid basis for further study at a university and other educational institutions with the aim of using the language to meet personal needs and in professional activities.

Student age. Students as a special social category are characterized by professionally focused interests and the formation (for most students) of a stable attitude to the future profession. They are distinguished by a high level of cognitive motivation, actively and independently organize their activities.

The specifics of university education are determined by the profile of the educational institution (philologists or non-philologists), the level of professional competence being formed (bachelor's or master's), and the stage of study (beginner, basic or advanced).

The ultimate goal of training a non-philologist student in a foreign language is to achieve such a level of practical proficiency in the language that makes it possible to use the language to obtain additional information on the chosen specialty, as well as to participate in communication with native speakers in the profile of the university. The main attention is paid to reading as the main type of speech activity in a non-philological university. In a philological university, the curriculum is oriented toward mastering the language being studied to a level close to that of a native speaker, which allows the language to be used in teaching, when working as a translator, and in scientific work (Borodulina, Minina, 1968; Balykhina, 2000).

The focus on the most complete possible mastery of the language at a professional level and at the level of native speakers is reflected in the State Standard and curriculum.

3.2 Educational activity as the basis of the learning process.

The process of language teaching is based on educational activity, carried out with the purpose of transferring (receiving) knowledge and developing speech skills and abilities. Educational activity, like any intellectual act, is characterized by the presence of a motive, a plan for its implementation (design), execution and control.

The structural organization of educational activity includes:

1) motivation as an incentive to activity. It can be internal or external to the activity;

2) an educational task offered in the form of an educational assignment.

It is important that the educational task is accessible to students. For example, it can be: "Listen to the explanation", "Answer the questions", "Participate in communication", "Write down";

3) solving an educational task by performing educational activities that are aimed at mastering the material, consolidating it and applying it in various communication situations as a result of performing preparatory, conditional speech and speech exercises;

4) teacher control of the implementation of educational activities,

transitioning into self-control;

5) teacher assessment of the quality of the implementation of educational activities, transitioning into self-assessment.

In language classes, the structure of educational activity is implemented in the form of the following stages of training: installation, explanation, consolidation, development, control, assessment. Educational activity is cyclical in nature and includes the listed stages of training, implemented in each lesson or series of lessons.

The procedural nature of educational activity is manifested in the following features:

1) educational activity takes place in the form of interaction

of teaching and learning. The mutual coordination of these components ensures the functioning of the educational process;

2) educational activity is characterized by dynamism, ensuring the advancement of students along the curriculum in the direction of mastering its content.

The methodological literature provides descriptions of various

models of educational activity. This is what the model of informative (or explanatory-illustrative) learning looks like.

Stage of learning	Teacher's action	Learners action
setting	Represents the aim of the lesson	Understands the aim of the lesson
explanation	introduces new information by explaining it or by practical action	perceive information by demonstrating its understanding
reinforcement	organizes the consolidation of educational information	In-depth acquisition of educational information is achieved as a result of completing language exercises. Speech skills are developed.
development(practice)	organizes the application of educational material in various communicative situations	as a result of performing speech exercises, speech skills are formed
Control	organizes control with the aim of checking the level of development of knowledge, skills and abilities	perform control tasks

assessment	conducts an assessment of the quality of educational activities	participate in assessing the quality of acquired knowledge, skills and abilities

The advantages of communicative learning are systematic, logic and consistency in mastering the educational material, its consolidation and activation in the process of speech practice. The disadvantages include the reproductive nature, lack of sufficient activity and independence of students in the learning process. Attempts were made to overcome the disadvantages within the framework of the so-called problem-based learning, which was implemented in language classes in various versions of the communicative model of educational activity.

This model of learning is characterized by the orientation of students' educational activity not on the assimilation of ready-made knowledge communicated by the teacher, but on independent search and assimilation of information during observation and active mental activity of students. It is believed that the communicative model of educational activity is optimal for practical orientation of learning, and the maximum transfer of initiative to students during classes contributes to the creation of a creative atmosphere in the lesson. This model is successfully implemented within the framework of the concept of learning in cooperation (Galskova, 2000).

3.3   Integrating video into the language programme.

It is time now to turn our attention to how video can fit into our teaching as a whole. Here we would like to examine reasons for using video in language teaching and consider when and how we could introduce it into the syllabus and into the lesson. What does video contribute?

Video is not the only resource we have at our disposal in the language classroom. It takes its place among a range of other aids we use quite regularly, so we have to decide what its strengths are. What does it do particularly well in the context of language teaching?

If your students want to study spoken English, you will spend part of the time in the classroom working on examples of the spoken language.

So video is a good means of bringing 'slices of living language' into the classroom.

In many language classrooms today there are times when we want to get our students talking- to us and each other. We want to give them the opportunity to put their own language into practice in a genuine effort to communicate. So we look for situations where our learners will really have something they want to say to each other. The right video material can do this in a range of ways: its vivid presentation of settings and characters can be used to set the scene for role play; it can present a case with such impact that it sparks off fierce debate; we all make our own interpretations of what we see and so video can be a stimulus to genuine communication in the classroom by bringing out different opinions within the group.

We all send and receive visual signals when we talk to each other. These help us decipher what is being communicated. It must therefore help learners when they listen to a foreign language if they can see as well as hear what is going on. And video's moving pictures also help learners concentrate because they provide a focus of attention while they listen. Both these forms of support suggest that video is a good medium for extended listening to the foreign language. The more exposure learners have to the language, the better they are likely to learn it. In some situations, the classroom is the only place learners can hear the foreign language spoken, so video becomes a means of giving them a 'language bath' in the classroom.

In our homes we associate the small screen with entertainment. We expect to enjoy the experience of viewing. Learners bring the same expectations to the experience of viewing video in the classroom and we can encourage this positive attitude by using video in a flexible way. It is a medium of great variety, with a wealth of different kinds of software which we can use to ring the changes in our teaching. Video helps us provide a richer and more varied language environment within which learning can take place. The combination of variety, interest and entertainment we can derive from video makes it an aid which can help develop motivation in learners.

The integration of video into the syllabus will depend on the kind of video installation we have. If you have video playback available in our classroom whenever we want it, along with a good choice of materials, we can afford to use it in a variety of ways. In some lessons we might use it for five minutes. In others it could be the springboard for a two-hour sessions. If you only have access to the machine once a month in a special video room, you will want to make it in the centre of attention for

that session. Whatever access you have, it is much better to plan video sessions into the syllabus. If it is left as an optional extra, it's too easy to forget about it or to decide not to bother. It helps everyone get started if there are notes indicating where and how video materials would fit into the syllabus.

On what basis can this syllabus integration be organized? There isn't always an obvious link between materials you have and the syllabus in use.

The link through language is the most obvious and most straightforward one to make if your syllabus is based on linguistic item such as language structures or functions. Published materials for ELT normally reflect trends in language teaching and the current language-focused series can generally be linked to the syllabus through the language functions or structures they present.

In non - ELT materials you can look for situations which are likely to feature highly predictable language: scenes set in restaurants or shops, at parties, the reception desk or the dining table can sometimes be picked out of a longer programme and used in isolation to give an example of particular language functions in operation.

Once you've found a video sequence you could use to present specific language items, you then have to decide when you will introduce it in your teaching of a unit. There are several possibilities:

- it could be used to present language - either for the introduction of new areas of language or to supplement what has been taught by other means and methods;

- it could be used to check whether students are already familiar with the language and can use it confidently, to help the teacher diagnose problems;

- it could be used to stimulate learners to produce the language themselves through role play or discussion.

Links through topics. Topics are a feature of some language syllabuses. A unit of work might be based around a topic like ecology or the leisure interests of young people in Britain or the education systems of different countries. It could put a different perspective on the topic; it could introduce new information; it could invite comparison of the ways the same subject can be treated in different media or from different points of view.

Another way of linking through topic is by means of subject matter introduced in the textbook for language practice. For example, talking about the jobs people do is often used to practise describing daily routines. There may be video materials on your shelves showing people at work which you could use to extend practice of this kind.

An exercise in describing places could be based on a video sequence which showed a particular town. All of this uses of video to introduce variety and interest to classroom work.

Link through activities. Your syllabus may include slots for the development of certain skills such as listening to lectures or writing reports. You could think of using video material occasionally as an input to these activities. A video recording of a meeting could give practice in taking notes of main points. A documentary programme could form the basis for discussion in the weekly slot for communicative activities. Viewing an interesting story requires the exercise of listening skills.

The 'video slot'. You don't always have to have a specific link to other items on the syllabus. Some sets of video material are self-contained and come with their own activities: a serial story, a training series for management skills, a set of business meetings. Any of these could create their own regular slot on the timetable: a Sherlock Holmes story once a month, perhaps, or a weekly session for the Business English group to view the next episode of *Bid for Power.* Alternative a range of different video materials could be used in a period earmarked for video. The important thing is that the slot be timetabled in , so that even where video provision is very limited, everyone is encouraged to think about how they can use what there is.

Integrating video into the lesson. This brings us on to thinking about how you can integrate video into your lesson. Teachers can use examples from a range of video materials, ELT and non - ELT or other print support produced for published video materials. Although the suggestions are for a specific piece of video, they have been selected because the ideas are transferable to other materials.

Using materials which focus on language. Is video better suited to one stage of a lesson rather than another? With materials designed to highlight language items, we have an indication of how materials designers approach the question of video's role in the lesson. We have to look at this in relation to the traditional stages of a language lesson, presentation, practice, reinforcement, and to the elicitation stage some teachers introduce before presentation.

a) Video for elicitation

There are times when you want to encourage talk within the classroom group, with students drawing on their own language resources to express thoughts they want to communicate. There are also times when you need to find out how much your students know or can do with language. You may have a new group for whom you

have to work out a syllabus, or you may want to check to see whether a revision session is necessary or not. For all of these reasons you may want to hear your students talking with as little prompting as possible from you. Students often find that their ability to produce language which is appropriate for a particular situation is less than they had expected. The technique of getting them to supply the missing dialogue after a silent viewing of a scene provides a good opportunity for you and them to find out what language they have at their command and how flexible they can use it. When this is your purpose you might use a short sequence for as little as five or ten minutes at the beginning of a lesson.

b) Video at the presentation stage.

In a sense all video material is presenting examples of language. A video presentation is a popular format of video content with a duration of several seconds or minutes that shows the benefits of a product, service, or a new idea with the help of relevant images, concise text, and appropriate audio narration.What is presentation stages?

Just like other forms of academic writing, a presentation can be divided into three parts: an introduction detailing the purpose and structure of the talk, a body covering the main points; and a conclusion summarizing and highlighting the significance of your talk.

Why are videos good in presentations?

Using video presentations is crucial because they engage multiple senses, like sight and hearing. By incorporating sound, text, and visuals, videos ensure everyone comprehends your message, creating a memorable experience for your audience. What is the first stage of presentation?

The first stage is to capture the audience's interest and attention. Think of something you can do at the beginning of your presentation; for example, tell a story, use statistics, or show a short video clip or a powerful image.

Assuming that all the materials you have are equally suitable for your students, the main distinguishing feature of the video materials is likely to be that they provide the most realistic examples of the language in use. Your choice therefore could be boiled down to whether you want to start with the 'real thing' on video, as an example

of what the unit is about, or whether you want to keep the most realistic example for later, to reinforce what has gone before.

c) *Video used for reinforcement.* This is a good use of video because it capitalizes on video's naturalism to present more realistic examples of language, and the visual support video offers can lighten the additional language load.

In this treatment a variety techniques is used to elicit the language learners already know before they reach the 'View, Listen and Compare' stage. By then, known items have been recycled and summarized and any new ways of asking permission in the sequence can be highlighted.

A lesson of this kind would be appropriate as the final stage in a unit of work on ways of asking permission. It could also be a revision session.

d) *Role play.* This activity is suggested with several sets of material and at different stages in the video-based lesson. In video plans you can see role play introduced after silent viewing and before students listened to the dialogue. It was suggested again as a final recap of the video sequence. You can also stop the tape at a dramatic point in a story and ask your students to devise their own ending to it. Several teachers' books suggest a final move away from the situation portrayed on the video to other, similar situations.

e) *Video drills. S*ome video materials have a practice stage built into each unit. We can use laboratory drill techniques, with gaps left for the student to supply parts of the dialogue, we sometimes use audio cassette players in the classroom: the 'listen and repeat' technique of pausing the machine after each utterance for students to repeat it. This is simply using your control of the machine and could be applied to any video material.

f) *Comprehension exercise.*Comprehension is involved when we look at video and so techniques for developing and checking comprehension with audio or print are equally valid for video.The examples we have seen include multiple choice and true/false questions, gap-filling tasks, reordering jumbled sentences, filling in information on worksheets. All of them treat the video sequence simply as another form of text and are familiar exercise types. This is a useful reminder that video is just another aid at your disposal. Even if you are new to it, you probably already have a range of ideas for language work could be perfectly well apply to video.

g) *Materials which present topics.* We turn now from materials with a focus on language to materials you choose because of the topic they present. This could include

ELT and non ELT material and will mostly consist of documentary programme or extracts from current affairs programme.Topic-based programme presents information and opinions. You can use them to stimulate discussion, or as sources of data for tasks or projects.

h) *Collecting information.* An information gathering task serves the purpose of directing viewing. This is a good activity for small group project work as it lends itself to the pooling of information and sharing different elements of the task. You can use television programme about the life of different countries and use them as aspects of lives in contemporary countries.

i) Debating a topic. We can choose a topic which we know will interest and involve our students. It would be better if the topic is about which your class will have differing views. You will see how topic-based material can slot into debate which takes place before and after the viewing.

Unit 4. Modern teaching technologies.

4.1. Modern technologies and their importance in education

The term teaching technologies (or pedagogical technologies) is used to denote a set of methods of a teacher's work (methods of scientific organization of his work), with the help of which the achievement of the learning goals set in the lesson is ensured with the greatest efficiency in the minimum possible period of time for their achievement.

The term became widely used in the literature of the 60s of the 20th century in connection with the development of programmed learning and was initially used to denote learning using technical means. In the 70s, the term was used more widely: and to denote learning using TSO and as rationally organized learning in general.

Thus, the concept of "teaching technologies" began to include all the main problems of didactics associated with improving the educational process and increasing the efficiency and quality of its organization.

Nowadays, there has been a differentiation of two components, the content of the term: Technology of Teaching and Technology in Teaching.

The first term denotes the methods of scientific organization of the teacher's work, with the help of which the set learning goals are best achieved, and the second term denotes the use of technical teaching aids in the educational process. The following are considered the most important characteristics of teaching technologies:

a) effectiveness (high level of achievement of the set learning goal by each student),

b) economy (a large volume of educational material is learned per unit of time with the least expenditure of effort on mastering the material),

c) ergonomics (learning takes place in an atmosphere of cooperation, a positive emotional microclimate, in the absence of overload and fatigue),

d) high motivation in studying the subject, which contributes to an increase in interest in classes and allows you to improve the best personal qualities of the student, reveal his reserve capabilities.

Most researchers consider teaching technologies as one of the ways of implementing a personal-activity approach to learning in the classroom, thanks to which students act as active creative subjects of educational activity (I.A. Zimnyaya, E.S. Polat, I.L. Bim, etc.).

In the methodology of teaching foreign languages, modern teaching technologies are usually considered to include: collaborative learning, project method (project technologies), student-centered learning, distance learning, the use of a language portfolio, tandem method and intensive teaching methods, the use of technical means (primarily computer and audiovisual technologies).

Let us consider some of the listed teaching technologies.

Cooperative learning. This learning technology is based on the idea of interaction between students in a group of classes, the idea of mutual learning, in which students take on not only individual but also collective responsibility for solving educational problems, help each other and bear collective responsibility for the success of each student. Unlike frontal and individual learning, in which the student acts as an individual subject of educational activity, is responsible only "for himself", for his successes and failures, and the relationship with the teacher is subject-to-subject, in cooperative learning, conditions are created for interaction and cooperation in the "student - teacher - group" system and the collective subject of educational activity is actualized.

The concept of teaching has received practical implementation in a number of variants of the technology of such teaching, proposed by American educators E. Arnoson (1978), R. Slavin (1986), D. Johnson (1987) (Polat, 2000) and is aimed at creating conditions for active joint activity of students in different educational situations proposed by the language teacher.

This is the general idea of cooperative learning, and to complete an educational task, the study group is formed in such a way that it includes both strong and weak students. One grade for the completed task is given to the group. Various options for cooperative learning have been developed (Polat, 1998). Here it is important to emphasize that when organizing educational activities using the technology of cooperation, the individual independent work of the student becomes the initial part of the collective activity.

Methods of collaborative learning are implemented in the course of students completing game tasks in the communication situations offered to them. Communication in the target language is an important condition for language acquisition. According to our observations, collaborative learning is learning in the process of students communicating with each other, and targeted work in

collaboration allows for an increase in interest in classes and a significant increase in the time of each student's speech practice in class. Project-based learning technology.

This learning technology is a further development of the concept of collaborative learning and is based on modeling social interaction in a study group during classes. Students take on various social roles and prepare to perform them in the process of solving problematic tasks in real interaction situations. The popularity of project-based technology is explained primarily by the fact that the project task that the student must complete directly links the process of language acquisition with the acquisition of certain subject knowledge and the ability to actually use this knowledge.

Thus, the focus on creating a project as a personal educational product makes the process of mastering subject knowledge personally significant for the student and personally motivated.

Experience of world and domestic practice shows that active introduction of information technologies into the educational process has contributed to the creation of qualitatively new teaching technologies, which are actively used in the study of foreign languages. The most promising is the use of computer technologies in teaching English, since the use of computer technologies expands the scope of the educational process, increases its practical focus, contributes to increasing the motivation of students in the educational process, the development of intellectual, creative abilities and skills to independently acquire new knowledge.

Today, new methods using CT tools are opposed to traditional teaching of foreign languages. This form of organizing lessons is the most accessible for the teacher.

Computer training programs allow training various types of speech activity and combining them in different combinations, contribute to the formation of linguistic abilities, create communicative situations, automate language and speech actions, and also ensure the implementation of an individual approach and the intensification of independent work of students. The possibility of using CT as a pedagogical tool in teaching English is unusually wide. A computer in the educational process is an active means of developing students, expanding the possibilities of their cognitive activity. A computer provides the teacher with the opportunity to free up time for creative activities and create individual educational routes for students.

Computer technology in English lessons is an effective pedagogical tool for developing communication skills. CT helps speed up the learning process, increase

students' interest in the subject, improve the quality of material acquisition, and allow for individualization of the learning process.

The most frequently used computer technology tools in the educational process include:

* electronic textbooks demonstrated using a computer and a multimedia projector;
* electronic encyclopedias and reference books;
* training simulators and testing programs;
* educational Internet resources;
* DVDs and CDs with pictures and illustrations;
* video and audio equipment.

When organizing a lesson using computer programs, information is provided to students in a colorful format, using animation effects, in the form of text, diagrams, graphs, and drawings.

The use of Internet resources creates conditions for obtaining any information located anywhere in the world and effectively solves a number of didactic problems in the educational process.

Computer technologies help:

- provide the educational process with new materials;
- accustom students to independent work with the materials;
- objectively evaluate the actions of students;
- implement a personal-oriented and differentiated approach to learning;
- increase the level of imagination and attention.

It should be noted that the advantage of using computer technologies is the transition to methods of search and creative activity of the teacher and students. This helps to influence the formation and development of language competence of students, listening, speaking, reading skills, improving written speech, raising a creative, social-active personality [3].

Computer technology gives students the opportunity to improve their computer skills, as well as to increase the language level, motivation of students and their interest in the subject [3].

Thus, the use of computer technology makes the lesson attractive and modern, individualization of training occurs, control and summing up are objective and timely.

Computer technology - as an effective pedagogical tool presents a wide range of opportunities to increase the productivity of teaching process.

From the above it is clear that the project method assumes that the student solves some problem. And to solve it, the student needs not only knowledge of the language, but also possession of a certain amount of subject knowledge, necessary and sufficient to solve the problem. According to the fair statement of one of the developers of this teaching technology E.S. Polat, "the project method is the essence of developmental, personality-oriented teaching. It can be used at any stage of education, including in primary school" (Polat, 2000, p. 5).

Let us list some general didactic features of the project technology, which determines the structure and content of projects that students must prepare in language practice classes.

1. The dominant types of activity in the project: role-playing, informational, project-oriented;

2. The subject-content side of the project: a mono-project (within the framework of one communication situation or one area of knowledge or an interdisciplinary project (affects situations and range of knowledge from different subjects);

3. The nature of the coordination of actions in the process of implementing the project: with open, explicit coordination (direct) or with hidden coordination (implicit, simulating the possible nature of the action in a particular situation);

4. The nature of the project implementation: several members of the study group who are united by an interest in implementing the project, the entire group, students of the educational institution;

5. Duration of the project: short-term, long-term.

Of course, project-based technology is most suitable for use with more prepared and developed students. This technology can be most widely used in senior secondary schools, where specialized education is provided. For this reason, project-based technology is increasingly becoming part of bilingual education, i.e. education that is organized on the basis of a specific subject area of knowledge (content-based language learning).

The greatest experience in bilingual education has been accumulated primarily in regions with a natural bilingual environment (for example, in Canada, Belgium) and is now relevant for secondary schools in neighboring countries. Bilingual education, one of the ways of implementing which can be project-based education, provides for:

a) students' acquisition of subject knowledge in a specific area based on the interconnected use of two studied languages (native and non-native) and

b) mastery of two languages as a means of educational activity.

The relevance of bilingual education as a component of in-depth language education is determined primarily by the global trend toward integration in various spheres of life, which determines the trend toward the integration of subject knowledge aimed at understanding the holistic picture of the world. Taking these trends into account, bilingual education provides students with broader access to information in various subject areas and creates additional opportunities to compete in the pan-European and global market of specialists (Galskova et al.,2005, No.2).

The methodological literature offers various project options in the field of language learning (e.g., Koryakovtseva, 2002). These can be game-role-playing projects (acting out a situation, dramatizing a text), information projects (preparing a message on a proposed topic), publishing projects (preparing materials for a wall newspaper, radio broadcast), script projects (organizing a meeting with interesting people), creative work (writing, translating a text). In the context of our study, taking into account the age of the students, Role and Games Projects are of the greatest interest.

In such projects, children take on certain roles determined by the content of the project. We use fairy tales for this, and children are invited to play the role of literary characters in the work. They imitate, act out situations, complicating their content with actions invented by the students. The degree of creativity here is very high, but the dominant type of activity is role-playing.

Student-centered learning. This type of learning has become widespread in foreign secondary and higher education (student-centered approach) as one of the options for modern learning technologies. The essence of such learning is the maximum transfer of initiative in the process of classes to the student. From a didactic point of view, this learning technology assumes the most complete disclosure of the student's personal potential as a result of a special organization of classes, the creation of partnerships between the teacher and students.

This approach differs from the traditional learning technology, when the teacher is the main actor in the student's educational activity, ensuring the assimilation of the program material: the teacher transfers knowledge to the student, forms skills and abilities and monitors their assimilation by questioning.

With this learning technology, which can be considered as a further development of the idea of communicative learning, in a foreign language communication becomes more effective due to the establishment of partnerships between the teacher and students and the creation of conditions for the disclosure of personal characteristics of students.

Since the goal of teaching within the framework of the named technology is the autonomy of students in learning, the student himself must know how to learn better. For this purpose, he chooses strategies for mastering the language and tries to use them in the learning process. Here is a list of some of these strategies: 1) show individuality; 2) organize your learning;3) show creativity; 4) learn to cope with uncertainty; 5) learn from your mistakes; 6) use the context.

Thus, the learning process is a way of implementing the activities of the teacher and students in a language practice lesson, during which the set learning goals are achieved. Being a part of the learning system, the learning process is closely connected with its other components - teaching methods and tools. The components of the learning process are its participants (teacher, students), learning activities as the substantive basis of this process, organizational forms of such activities.

The requirements for the profession of a language teacher, who determines and directs the learning process, are formulated in the "Professionogram of a Foreign Language Teacher". They include a list of professional and pedagogical functions of the teacher, abilities for pedagogical activity, knowledge, skills, abilities that ensure the effectiveness of pedagogical work, and in their totality constitute the content of professional competence.

- Psychological and pedagogical training of students for the profession of a language teacher is focused on the formation of professional competence, development of abilities and personal qualities that ensure the effectiveness of pedagogical work.

The role and place of a student in the learning process are determined by his age, stage of study, individual psychological characteristics of the personality. The ultimate goal of teaching a language in each age group and at different stages of study is the acquisition of knowledge and skills that provide the opportunity to practically use the language in the parameters specified by the curriculum.

Learning activity, which is the basis of the learning process, is characterized by the presence of a motive, plan, execution and control. It is based on an educational

task, the solution of which is the focus of the efforts of the teacher and students. Different models of learning activity are used in language classes, each of which has its own advantages and disadvantages. The most commonly used are the informative (explanatory-illustrative) and communicative (search) models.

Modern technologies in education and their importance.

Modern technologies are associated with fundamental changes in the activities of the teacher implementing the new standard. Technologies allow eliminating the monotony of the educational environment and the monotony of the educational process, create conditions for changing the types of activities of students, and implement the principles of health conservation. It is recommended to select a technology depending on the subject content, lesson objectives, level of preparedness of students, the possibility of satisfying their educational needs, and the age category of students.

At the moment, various educational technologies are being actively introduced in education. Technologies are understood as such educational strategies that require the study and acquisition of not only certain skills, but also knowledge, which implies a special methodological load of the educational process. In education, such a term is used for such educational practices that are not suitable for the traditional educational process.

The essence of modern technologies is that there is a change in the method and nature of education. In addition, with the development of the students' mental potential, their personal development also occurs, and the educational process itself presents a different position of the student and teacher in learning: they appear as equal participants in the educational process.

4.2 Information and communication technologies

In the modern world, society requires increasingly effective ways of learning foreign languages. Traditional teaching is becoming obsolete, losing its value and has a number of problems. In the new post-industrial society, modern technologies come to the aid of teaching foreign languages.

Modern technologies are complex systems of techniques and methods united by priority general educational goals, conceptually interconnected tasks and

content,forms and methods of organizing the educational process, where each position leaves an imprint on all the others, which ultimately creates a certain set of conditions for the development of students.

Discussion of this topic should begin with consideration of the definition:Information technology of education is a pedagogical technology that uses special methods, software and hardware (audio - video, computers, telecommunication networks) to work with information.

Currently, most educational institutions, whether a school or an institute, are introducing information technology into the educational process. They are developed and used in the form of separate software products for educational purposes, as well as automated training systems for various academic disciplines, which include a set of educational and methodological materials such as: theoretical, practical, demonstration and control.

In addition, computer programs are also used to manage the educational process. Software products of the educational process are:

• Electronic dictionaries-reference books or textbooks;

• Computer presentations containing illustrations;

• Simulator programs;

• Laboratory workshops with the ability to simulate real processes;

• Test systems.

As everyone knows, with the advent of the Windows operating system, new opportunities became available in the field of education. Various types of graphics (diagrams, drawings, charts, drawings, photographs, maps) began to be widely used. The use of graphic illustrations with the help of computer systems significantly helps to improve the transfer of information to students, as well as its assimilation and develops imaginative thinking.

For information support of the pedagogical process, each student and teacher must have access to a virtually unlimited volume of any possible information and its analytical processing in order to directly join the information culture of society [4].

The introduction of information technologies into the educational process occurs through an increase in the volume of independent work of students, which requires constant monitoring and support of the educational process from teachers. Particular attention is paid to consultations, which are complicated from the point of view of didactic goals: they are stored as independent forms of organization of the

educational process and at the same time are elements of other forms of educational activity (lectures, practices, seminars, laboratory workshops).

With the introduction of information technology, opportunities for organizing independent work for students are expanding. Independent work with educational literature and a research approach, on paper media remains an important link in the independent work of students in general, but its basis is now independent work with educational programs, testing systems, information databases [4].

The effectiveness of using information technology in the pedagogical process depends on the success of solving methodological problems associated with the information content and the method of using automated learning systems. Therefore, it is advisable to consider automated learning systems as software and methodological complexes (a set of software and hardware tools and teaching methods (techniques) implemented with their use, designed to solve specific problems of the educational process). Organizing independent work with the help of information technologies has a number of advantages:

• Provides an optimal and individual sequence for each student, speed of perception of the material, the possibility of independent organization in studying the theory, methods for solving typical problems, analyzing examples, etc.;

• Develops skills in research and analytical activities;

• Creates the opportunity for self-monitoring the quality of knowledge and skills acquired by students;

• Significantly saves the student's time required to study the course.

In addition, all types of control can be implemented using electronic publications and specially developed computer programs. This relieves some of the burden on the teacher and increases the effectiveness and timeliness of control. The introduction of information technology in the educational process affects the nature of students' educational and cognitive activities, directs students to independent work with various electronic educational tools.

The most effective is the use of information technology to practice the skills and abilities required for professional training.

It also leads to a reduction in the volume and, at the same time, to the complication of the teacher's activities. For example, not only classroom lessons are used to master theoretical lecture material, but a system of pedagogical support is also created (consulting, ongoing monitoring, computer testing, work with educational and

methodological materials). The structure and forms of educational activity, such as monitoring, consultations and independent work of students, become more complex.

Information and communication technologies or ICT for short have become an important element of progressive educational activities. In the post-industrial world, a teacher is required not only to have a high level of teaching their subject, but also to use information and communication technologies competently.

Information and communication technologies represent the mastery of the technology of working in an integrated multimedia environment, implementing the further development of the idea of associative linked information received, processed and presented in various forms, taking into account the psychological and pedagogical foundations of using ICT tools in the educational process [8].

The use of information technologies is widely popular in progressive countries. The technology forms a multi-level system of presenting information using different media, in such a system traditional and modern information technologies interact, they help the teacher in teaching students, which is why this is an important aspect of modern education [20].

The need for this technology in pedagogy is due to the fact that:
• The use of ICT affects the quality in changing the structure of educational systems;
• ICT is necessary for the formation of an information society;
• ICT brings new opportunities and methods of teaching.

Currently, in the practical use of information and communication technologies, a number of didactic opportunities can be identified such as:
• The ability to access various sources of information via the Internet, as well as further use of the information received;
• The ability to copy and store the information and materials received on your own media and then use it when necessary;
• The ability to quickly transfer any information, any volume over any distance;
• The ability to store any desired information on the hard drives of a personal computer for any time, the ability to edit, and print.

In addition, it is worth noting an important fact that ICT is excellent for the implementation of general educational universal actions, such as:
• Structuring the acquired knowledge, presentation in the form of maps, diagrams, family trees, as well as organization of knowledge.
• Preparation of various kinds of presentations with audio-visual support;

• Reinforcement of information about the educational process and the surrounding world, using video - audio recordings of digital measurement.

Having considered various ICT tools, we can understand that the use of information and communication technologies actually helps to optimize the learning process [7]. This is facilitated by comfortable psychological conditions in the classroom, thereby improving the quality of education due to an individual approach to each student in learning. Such tools are necessary to normalize the work of students and organize the educational process.

4.3 Classification of educational computer games.

There are many programs in the world that are specially designed for teaching individual subjects: fiction and speech development, mathematics, foreign and native languages, etc. There are also entertainment programs that do not contain pedagogical tasks, but nevertheless can also be effectively used for educational purposes due to a variety of methodological techniques.

At the moment, in the modern world, in lessons at schools or universities, a tool called a personal computer or PC has become widely used. Let's consider the definition of what a personal computer is - it is a universal teaching tool that can be used in a wide variety of educational and non-educational classes in content and organization. It fits into traditional education with a wide use of the entire arsenal of teaching tools. A PC can promote the active inclusion of a student in the educational process, maintain interest, and promote understanding and memorization of educational material. Learning with the use of a computer should provide:

• Individualization of the learning process;

• Increased visibility of the learning process;

• Increased feedback in the learning process;

• Search and use of information from any sources;

• Organization of group and collective work.

At this stage, there are many different approaches to the systematization of computer games in education [16]. Classification of games is required not only for consumer convenience: it is easier for teachers to navigate all possible games if they immediately give answers to questions such as: "What games are available for a

certain age of children?", "What games have a positive effect on the development of speech, abstract, figurative or logical thinking?", "Which games have the necessary images embedded in them?", etc. This significantly simplifies the selection of the required game according to various criteria.

Classification is also required for developers of similar computer games in education: the classification shows, for example, that there are no games yet aimed at developing a particular ability in students, or educational games that would have the characters required for discussion. Games can be divided into subgroups based on different criteria: age, plot theme, level of complexity of the game task, complexity of control, tasks for developing mental abilities and other characteristics.

But, first of all, all educational games and programs can be grouped into the following large classes: educational games, developmental games, games - experiments, games - fun, diagnostic games.

Let's look at existing educational computer games:

1. **Educational games.** These are "open" type computer programs designed to form and develop children's general mental abilities, goal setting, the ability to mentally correlate their actions to control the game with the images being created, to develop fantasy, imagination, emotional and moral development. They do not have a clearly set goal - they are tools for creativity, for the child's self-expression. Programs of this type include:

• various types of graphic editors, including editors for creating images, "coloring books", designers that provide the ability to freely draw on the screen with straight and curved lines, contour and solid geometric figures, and spots, coloring closed areas, inserting ready-made drawings, erasing images, and correcting drawings in other ways;

• simple text editors for entering, editing, storing and printing text;

• "environment designers" with a variety of functional capabilities for free movement of characters and other elements against the backdrop of scenery, including those that serve as the basis for creating "director's" computer games; "music editors" for entering, storing and playing simple (usually monophonic) melodies in musical notation;

• "fairy tale designers" that combine the capabilities of elementary text and graphic editors for the formation and playback of illustrated texts;

Such games imply a variety of pedagogical methods for their use.

3. Educational games

These are didactic ("closed") game programs in which one or more didactic problems are proposed to be solved in a game form. This class includes games associated with the formation of mathematical concepts in children; with teaching the alphabet, word formation, writing through reading and reading through writing, native and foreign languages;with the formation of dynamic concepts of orientation on a plane and in space; with aesthetic, moral education; environmental education; with the basics of systematization and classification, synthesis and analysis of concepts.

4. Experimentation games

In games of this type, the goal of the game and the rules are not explicitly set - they are hidden in the plot or the way the game is controlled. Therefore, in order to succeed in solving the game problem, the child must, through search actions, come to the realization of the goal and the method of action, which is the key to achieving the general solution of the game problem.

5. Diagnostic games

Developmental, educational, and experimental games can be considered diagnostic, since an experienced teacher and, especially, a psychologist, can say a lot about the child based on the way computer problems are solved and the style of game actions. However, more strictly, only validated psychodiagnostic methods implemented in the form of a computer program are considered computer diagnostic methods (they are used to confirm the accuracy of the method used).

In this case, such a program records the specified parameters, stores them in the computer's memory, then processes them and also saves the processing results on the disk; later, these results are displayed on the display screen or on a printing device for interpretation by a psychologist) or such an interpretation can be pre-programmed and output automatically by the computer.

The diagnostic results can be output in the form of recommendations for kindergarten staff and parents. If a computer game meets all the requirements, it can be used with the greatest efficiency. But, unfortunately, the analysis of computer games has shown that not all games meet the requirements. Therefore, it is important, having analyzed the lesson, to highlight those stages of the lesson that require additional consideration.

In this case, the teacher will be able to adjust the lesson using traditional teaching methods. Thus, today there is a fairly wide range of computer educational

games aimed at solving a particular range of problems. In order to decide which games to use during the educational process, it is necessary to decide what goal the teacher is pursuing.

1. An educational game is a complex systemic formation that allows for various ways of presentation. In particular, it can act as an activity, as a process "woven" into another activity, and as a special form of educational activity. Each of these ideas has its own scope of applicability.

2. Game technologies are multifaceted, have their own specifics and influence on the pedagogical activity of the teacher.

3. Designing educational programs is a complex, systemic, multi-level process that acts as a link between the theory and practice of computer training.

4. A computer game is a type of gaming activity, possibly with the use of multimedia technologies, as well as virtual or, in other words, alternative reality technologies.

5. An educational computer game is a form of educational activity that simulates certain practical situations, is one of the means of activating the educational process, and promotes mental

development. In essence, an educational computer game is a didactic game organized at a higher technical level.

6. A feature of computer games is that one of the players is a computer.

7. All educational computer games can be grouped into the following large classes:

• developmental games;

• educational games;

• experimental games;

• training;

• combined;

• diagnostic games;

• fun games.

In fact, all developed countries are actively developing computer technologies for education, including gaming technologies. At this stage, there are a lot of educational programs and games ready for use. The process of creating computer educational games and programs and their use in education is becoming widespread.

The advantages and disadvantages of a software product will be determined first of all by asking questions that must be answered during development: who will use it and how? Why will they use it? How much does it cost? Thus, it is worth noting that today the quality of a software product for educational purposes is determined, first of all, by its consumer properties.

Advantages and disadvantages of using computer games in teaching.

It is an obvious fact that computer games really help students in learning a foreign language. Their use brings many new opportunities for the implementation of the taught material. Computer games help to increase interest in the subject being studied, as well as motivation. The use of different games in teaching has a beneficial effect at any stage of learning, from the first school grades to the last years of University.   Regardless of how well the teacher teaches his subject, the interest of the students themselves may be low.

It is at such moments that the introduction of computer games in teaching promotes the growth of perception of the material, memorization, the desire to study and the ability to reproduce it at the proper level in the future. It is worth noting the advantages of computer games in teaching:

1. Efficiency of teaching;

2. Increased motivation for teaching;

3. Individualization of teaching;

4. Increased interest in the subject being taught;

5. Activation of students' cognitive activity;

6. Clarity in the presentation of educational material;

7. Using the program takes on the character of an educational game;

It becomes possible to model various processes; a cognitive situation is created in the lesson using computer animation. As we can see, there are many advantages to using computer games in teaching. They improve the educational process, making it more educational and memorable. Each of the listed points is important so that the student can obtain all the necessary knowledge at a high level in order to subsequently become a qualified specialist.

But despite this, any technology involved has its own disadvantages, I would like to highlight what disadvantages there are in computer games:

In addition, students' eyesight deteriorates. There are certain SanPiN standards in the world (Sanitary (sanitary and epidemiological) rules (SP), standards (SN), rules

and standards (SanPiN), hygienic standards) that indicate that using a computer should not exceed 15 minutes, after which a break is necessary, as well as possible warm-up for the eyes and musculoskeletal system.

However, most often, these standards are not followed in educational institutions. A voluminous amount of teaching material is prepared for students and they try to cram as much of it as possible into each lesson, therefore, there is simply no time for breaks and warm-ups. This has a sharply negative effect on students' eyesight, exposing them to the risk of its deterioration.

Following this, computer addiction may appear. When conducting lessons using computer games in education, such lessons as a rule can drag on for the entire allocated lesson, therefore, the child spends a lot of time at the computer. This fuels his interest in using the computer outside of classes.

In the modern world, every second family has a personal computer at home and the incompetent use of educational computer games arouses the child's interest in learning and using other various games at home. Thus, the time spent at the PC increases, which can cause addiction and, as a consequence, deterioration of health, decreased academic performance, efficiency and the manifestation of a number of other problems.

It is also worth noting that it is not enough to have competent teachers who know how to handle computer games in education, because there are many such games, as well as additional software and not all of them are really effective in use. They also have their pros and cons that must be taken into account before use.

One of the main disadvantages of computer games in education is the price. Many of the really interesting and necessary programs in education require considerable expenses for purchasing licenses. Which entails a lot of problems since not every institution, whether a school or a university, is ready to pay for any programs and games for teaching its students. Or not every parent is ready to pay for such additional technologies in education, which creates a problem in the form of a lack of the necessary components required for the implementation of the taught material.

Computer games in education are good, but they have a significant disadvantage - the lack of emotions. Sometimes people absorb the information they receive much better when they directly see and evaluate the emotions of the person who presents this information to them. Eye contact significantly increases the chance

of a deeper understanding of what they are trying to tell. A person can analyze the information received, as well as create an emotional portrait, which will help him perceive information better and more accurately. Computer games in education cannot boast of emotions, since this is a direct dialogue with the program, devoid of any motions.Consequently, the student may not understand and remember everything as required.

The disadvantages of computer games in education do exist and in large quantities, but the essence of using such technology is to achieve a better result in comparison with the use of traditional education, therefore, highlighting the advantages of such games is of great importance. Based on this, I would like to talk about the advantages of computer games in education:

Psychological advantages: The computer guarantees confidentiality, as a result of which, the self-esteem of students does not decrease, the child's skills are not condemned, a psychologically comfortable atmosphere is created.

Technical advantages: One of the advantages is the ability to record your own answers in audio format for further playback and comparison with a native speaker of a foreign language. This contributes to the development of speaking and listening skills in students. This is achieved by improving the technology of computers and computer games, which have the ability to reproduce individual phrases, words, sentences and entire texts.

Advantages for the methodology: Computers and educational games, promote the expanded use of interactive learning in comparison with traditional teaching. This is achieved through direct and constant response of the PC to the answers received by the student during games and completing assignments.

Advantages of the Internet: With the help of the global Internet, namely chat forums, social networks, students have the opportunity to communicate with foreign friends and acquaintances, finding common interests. This promotes the development of speech activity - language and written literacy.

Advantages for the teacher: Computer games help to improve the professional level of teachers.

In the theoretical part, we examined the basic concepts and determined that: Information technology of teaching is a pedagogical technology that uses special methods, software and hardware (audio - video, computers, telecommunications networks) to work with information.

Information technology has a lot of useful qualities that are aimed at improving the efficiency of the educational process.

The use of such techniques has a positive effect not only on students, but also on teachers.

We analyzed information and communication technologies and realized that: Information and communication technologies contribute to the optimization of the learning process, this is due to the fact that technical support for lessons transforms much more comfortable psychological conditions, where through this psychological barriers disappear, which has a beneficial effect on the pace of learning various topics taught in a foreign language, and the quality of education improves due to the provision of an individual approach to learning [11].

It was found that computer games in education: help to normalize individualization of students' education, and also increase general interest in learning a foreign language. Games in education are the key to achieving high results in assimilation and further reproduction of acquired knowledge by students. In comparison with the traditional method of education, the use of computer games promotes active participation of each student in the learning process.

Identified the advantages and disadvantages of computer games in education:

Advantages:

1. Effectiveness of education;

2. Increased motivation for education;

3. Individualization of education;

4. Increased interest in the subject being taught;

5. Activation of students' cognitive activity;

6. Clarity in the presentation of educational material;

7. The use of the program takes on the character of an educational game;

It becomes possible to model various processes, with the help of computer animation a cognitive situation is created in the lesson.

Disadvantages:

1. In addition to the mistakes made by the student in traditional lessons, technological errors associated with working in programs appear;

2. The teacher must have special knowledge;

3. The use of programs is devoid of emotion;

4. The vision of students is impaired;

5. The development of computer addiction is possible;

6. Possible problems with the musculoskeletal system and posture;

7. Lack of high-quality software in the institution;

We looked at the advantages of computer games in education in more detail, this helped us understand that their use at a professional level contributes to increasing the effectiveness of the overall educational process, which entails high quality of the material taught.

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4.4 Techniques for using video materials in developing communicative competence in English

One of the main tasks of teaching foreign language speech in a language university is the formation of communicative competence in a foreign language. However, many difficulties often arise when implementing this task. As a rule, they are associated with the limited opportunity to communicate with native speakers and use English

conversation skills outside the university. Modern educational

technologies allow us to solve these problems and lead to the need to use

new teaching tools [1].

One of the most effective and promising means of teaching a foreign language is considered to be video materials, due to the high information content of the visual-auditory series, as well as the dynamism of the image. Using video support in class helps to improve the quality of knowledge, since it allows using the following types of communicative activity: listening, speaking, reading and writing (when doing exercises). The use of video is justified psychologically: it is through the organs of sight and hearing that a person receives the bulk of information about the surrounding world [2].

There are several techniques for working with video materials, the correct choice of which will determine the effectiveness of the video lesson [3].

1. Watching video without sound (silent viewing).
This technique can be used both to stimulate speech activity when discussing what was seen on the screen, and to draw attention to what was said;

for this, various guessing tasks are used. The simplest ways to use this method are [4]:

- Select scenes with short lines in a dialogue, where the action, emotions, location, situation, etc. (even lip movements) give clues to what is being said. Students predict words and then compare, watching the fragment again, but with sound.

- Use longer lines to predict the main content or the situation itself, rather than the words.

- Watch the whole fragment to try to write suitable scenarios, which can then be compared with the real audio track.

- Use a freeze frame at the beginning of each line to predict the language of each line.

- Students imagine or write a descriptive commentary on what they saw.

2. Listening to the video without images.

Students make guesses about the setting, the action itself, the characters, etc., using only the audio track. This can be done in a variety of ways, such as the methods presented in point 1 (see above) [4].

3. Freeze-frame control (used with/without sound and with/without image as in the above-mentioned technique) [4]:

- With sound, pausing at the beginning of each line, the teacher asks the students to predict the words. Then you can immediately compare with the actual content of the lines, playing each one.

- With sound, stopping at important places in the plot/action, the teacher asks questions about the situation (what happened/what will happen next).

- Pausing on the facial expressions of the characters to predict their thoughts, feelings, etc.

4. Both sound and video are on (checking comprehension of what was heard and seen):

- Students are given a list of questions before watching the clip, the answers to which must be found while watching.

- Students are given a list of questions after watching the clip, they must decide what was in the clip and what was not.

- Students listen and watch the clip and pay attention to anything that begins with (X), or something (blue), or something that rhymes with (U), etc.

- Before watching, students are given comprehension questions, the answers to which are given after watching.

- Students are told what the video clip will be about, and they need to make a list of what they expect to hear, see, etc. After watching, they can compare and discuss.

- Before watching, students are given paraphrased dialogues, then they need to correlate/separate direct speech.

- Students are given a fragment of dialogue or a description of a scene with gaps and must fill in the gaps during/after viewing [4].

5. Jumbling sequences: students watch sequences in parts. They need to determine what happened/will happen in each case, and then match the parts and the sequences.

6. Split viewing: some students watch the sequence without sound; others listen but do not see. This is followed by a variety of tasks based on filling in the gaps in understanding the content [4].

Below are some techniques for working with short video sequences, as well as the stages of working with them in the classroom [4].

1. A change of seasons.

Intermediate and higher level Objective discussion, speaking

Fragment genre drama Fragment length 1-3 minutes

Time to complete tasks 10-15 minutes. Preparation.

Choose a video fragment in which a certain season/time of year affects the story, setting, characters, etc.

In class

1. Tell students that you are going to show them a fragment that takes place in a certain time of year. Their task is to imagine how different the fragment would be if the action took place in a different time of year.

2. Write the following questions on the board:

If the scene took place in [season], what differences would there be in: What do the characters say?

What are the characters wearing? What do the characters do? The story or situation as a whole?

3. Play the fragment.

4. Students work in groups of 3-4 and discuss the questions.

5. Groups present a report to the audience.

6. Watch the fragment again to make sure that nature really affects the characters, the story, etc. Continue the discussion if necessary.

2. Adjective match

Intermediate and higher level Purpose speaking, enriching vocabulary

Fragment genre drama

Length of fragment 1-3 minutes

Time to complete tasks 15-20 minutes

If the scene took place in [season], what differences would there be in: What the characters say?

What the characters are wearing? What the characters do? The story or situation as a whole?

Preparation

Choose a video clip with 3-5 characters with different personality types. Prepare a list of 15-20 adjectives that describe people's personality traits (e.g. cheerful, helpful, selfish, friendly, unfriendly, trusting, suspicious, naïve, sophisticated, etc.)

In class

1. Hand out the list of adjectives and find out if any of them are unfamiliar.

2. Tell students that you are going to show them a clip in which each character can be described by at least one adjective from the list. Their task is to match each character with one or more adjectives.

3. Play the clip.

4. Students work in groups of 3-4, discuss what the characters do and say, and match each character with at least one adjective.

5. After group discussions, individuals select an adjective and tell the class which character they think it describes. They then give an example of behavior that reflects the meaning of the adjective.

3. Analysing commercials

Intermediate and above Objective discussion, listening, note-taking Genre of fragment TV commercial Length of fragment 30-60 seconds Time to complete tasks 30 minutes Preparation: Find one or more commercials that provide important information and discussion of some points. Prepare copies of the cards for each student (see below).

In class

1. Hand out the cards. Look through them with the students to make sure they understand what information they need to find while watching.

2. Tell the students that they are going to watch a TV commercial. Their task is to fill in the cards with the information from the commercial.

3. Turn on the commercial, watch it several times if necessary.

4. Students fill in the cards individually.

5. When finished, ask them to compare their answers with their neighbour.

6. Watch the commercial again. Students confirm or correct their answers.

Alternative

If time is limited, divide the class into 2 groups. Each group searches for information to fill in one part of the card. At the end of the task, the groups compare their answers.

Discussion

Students analyze 2-3 advertisements in the same way, then compare.

TV Advertisement Information Sheet

Product Information:

Company Brand Name_____

Product/Service_____

About the Product_____

About the Seller_____

About the Consumer_____

About the Buyer_____

About the User (may be the same as the buyer)_____

Other Information (concerning the change the product will make in the Buyer/User's life)_____

Use of language

"Positive" words_____

"Negative" words_____

Words denoting action_____

Invented words_____

All of the above techniques were used by us in teaching English to 1st-2nd year students. Video fragments were selected in accordance with the oral topic of the discipline "Practical course of a foreign language (English)". Different techniques for working with video were used in each lesson.

To summarize the results and determine the effectiveness of these teaching techniques, a questionnaire was conducted among students. As practice has shown, the most interesting, from the point of view of the students themselves, were such

techniques as watching a video with sound and image, as well as dividing the group into two subgroups.

The video techniques described above make students more prepared to communicate in English. The examples of communicative tasks presented in these teaching techniques encourage students to exchange information based on the video itself and also facilitate their interaction in class.

UNIT 5. VIDEO MATERIALS IN A F L L.
5.1 The Role of listening in video activities.

Since listening is one of the most difficult types of speech activity to master, the issue of the need to use video materials for the purpose of more successful mastery of this skill is considered. In this regard, the main advantages of using video materials in teaching listening are identified and summarized.

A conclusion is made about the possibility of increasing students' motivation when using such materials in English lessons. In order to realize the potential of video materials in lessons, their typologies and selection principles are considered.

The authors of the current state educational standard define an in-depth interpretation of the goal of teaching a foreign language at school - the achievement by students of foreign language communicative competence at a threshold level, in other words, the ability and real readiness of schoolchildren to communicate in a foreign language and achieve mutual understanding with native speakers of a foreign language [1, p. 3]. Communicative competence, according to I.A. Zimnyaya, is "the formed ability of a person to act as a subject of communicative activity of communication" [2, p. 34].

Formulation of the article's purpose. The purpose of the article is to consider the issue of the need to use video materials for the purpose of more successful mastery of listening skills, to identify and summarize the main advantages of using video materials in teaching listening, and to consider their typologies and principles of selection.

The practice of leading methodologists and teachers shows that the greatest number of problems and failures among students is associated with understanding foreign language speech by ear. Listening is a complex type of speech activity, since its processes in real communication (towards which the process of learning English should be directed) are practically irreversible [3, p. 238]. In this regard, we can conclude that the problem of understanding foreign language speech by ear is truly relevant today.

Over the past decades, with the development of technologies in the field of language teaching, a large number of innovations, qualitatively new aspects have appeared, enriching the existing methods and techniques of teaching a foreign language. The

development of various sectors of the economy, the rapid change of technologies, the change of types of professional activity causes an increased demand for educational services and gives rise to new forms of professional training focused on the use of information and communication technologies and independent work of students [4, p. 1].

The role of teachers in a changing world is obvious - to do everything possible to show students that technical (including audiovisual) means can serve not only as a source of entertainment, but also provide invaluable assistance in learning. Today, the fact that a modern teacher uses not only a textbook, but also all kinds of video materials in order to enrich the lesson, to instill in students a desire to study a foreign language, is the norm.

It is believed that students are much more enthusiastic about attending classes with teachers who are up-to-date, as it helps them concentrate harder and relate learning to real life more easily. Teaching and learning becomes monotonous when teachers are forced to rely on textbooks as the only source of learning, because with the availability of necessary technical means in schools (such as computers, interactive whiteboards, projectors), the possibilities for teaching foreign languages increase many times over.

It is especially important to emphasize the role of using video materials, which enrich not only the life experience of students, but also the teacher, since not every teacher has the opportunity to visit the country of the language being studied. Scientists have proven that teaching listening is one of the most difficult tasks for foreign language teachers.

However, the development of technology, including the emergence of various video materials, makes this task easier, exerting an increasing influence in the field of English language teaching due to its ease of use and high ability to motivate students. The formation of positive motivation is extremely important, as it leads to the fact that the student himself will want to acquire new knowledge, without outside coercion and help [5].

E. N. Solovyova also confirms the advantage of using video materials in the process of teaching listening, emphasizing that a visual image helps to solve some difficulties caused by listening conditions. We are talking about the visible presence of the speech source. E. N. Solovyova emphasizes the scientifically substantiated

statement that if the speech source is visible, then the percentage of speech understanding by ear will be much higher than in its visual absence.

Facial expressions, gestures, lip movements, eye contact – all of this helps us understand the speaker during real communication. Unfortunately, when listening to an audio recording, the opportunity to reinforce the information perceived by ear with the extralinguistic means of communication listed above is lost [6, p. 126].

So, let us generalize and supplement all of the above-mentioned advantages of using video materials:

1. First of all, the use of video materials in the process of teaching listening in English lessons allows the teacher to implement one of the most important principles - the principle of visual teaching, which was first substantiated by the outstanding Czech educator Jan Amos Comenius in his work "The Great Didactics" [7];

2. It becomes possible for students to hear authentic speech, with the support of not only linguistic but also translinguistic means of communication;

3. Video materials provide the opportunity not only to hear about interesting sights, famous people and events, but also to see all this with their own eyes, thus expanding their cultural knowledge and reinforcing the auditory image with a visual one;

4. The use of video materials helps to increase two types of motivation: self-motivation (in the case when the video is interesting in itself) and motivation that awakens in the student when he realizes that he understands the language being studied. This, without a doubt, gives confidence in his own strength and a desire to further study English;

5.55Another advantage of video materials is their ability to have an emotional impact on the student, thanks to such a selection of materials, regarding the content of which students can express their personal attitude to what they saw;

6. Video materials are not only an additional source of information (visual), but also help develop attention and memory. When watching video materials that are correctly selected and included in the lesson structure, the student is interested in the content, concentrating attention, which from involuntary goes into voluntary, contributing to better memorization;

7. The use of specialized educational video courses in English lessons helps to improve the quality of knowledge and practice not only the listening skill as such, but also reading, writing, and speaking (when doing exercises for the video).

In order to see the positive effect of using video materials in teaching listening, it is important to focus students on acquiring knowledge, practicing listening skills, explaining to them that watching educational video material is an exciting, but labor-intensive process that requires high concentration. Careful selection of video materials is of great importance, since not all video materials are suitable for students, correspond to their age, abilities, and successfully solve educational goals.

To realize the potential of video materials, the teacher must carefully familiarize himself with them, clearly determining whether they meet the following requirements:

• the video material must correspond to the level of knowledge of the students;

• video materials must be used in moderation, otherwise the students' interest in this type of activity will quickly decrease;

• video materials should be shown at a specific, carefully planned moment in the lesson;

• when watching a video recording, all students should be able to clearly see the video material being shown and hear the audio;

• it is necessary to think about the moments of the video recording at which the teacher will stop (if necessary) and give any comments;

• the video material being shown should be precisely aligned with the educational material and correspond to the topic being studied.

When analyzing the works of foreign authors, we summarized and identified the criteria that the quality of filming, plot, speech of the characters, language and content of the video material must meet:

1) Requirements for the quality of filming:

- the image and sound must be clear and of high quality;

- there must be close-ups showing the speaker or several speakers;

- the facial expressions of the characters must be clearly visible.

2) Requirements for the plot:

- a clear connection between the development of the plot line and the content of the dialogue in the scenes;

- plots should take no more than 10-15 minutes or be divided into meaningful segments that can be repeated several times during the lesson; - all segments should have a complete plot.

2) Requirements for the characters' speech:

- speech must be clear, without extraneous and background noise;

- speech must be clear enough, not too fast, but not too slow;

- the speaker's accent or dialect must be understandable to students.

3) Language requirements:

- the language must be modern, corresponding to the requirements and norms of the literary language from those areas that students will most often encounter;

- there must be natural pauses between statements;

- the text must not be overloaded with new words and expressions.

4) Content requirements:

 - situations should be practice-oriented, i.e. such that students may encounter in real life during foreign language communication [8].

As noted earlier, the ideal length of video material is no more than 10-15 minutes. This issue has long been the subject of debate.

Some scientists claim that the average time spent working with video material in a lesson is from thirty to forty minutes. Mac William says that the most productive time is working with video materials from six to seven minutes long [9].

J. Willis says that the length of a video can vary from thirty seconds to twelve minutes [10].

Thus, it is quite difficult to determine the ideal length of a video, since many factors must be taken into account (equipment of the audience, the ability of students to maintain concentration, the purpose of the lesson). However, most scientists agree that educational video material should be long enough to ensure understanding of the meaning and economical enough in terms of time to ensure the possibility of performing exercises at the stages before and after viewing the video.

After selecting the material, a general lesson plan is drawn up. At this stage, it is important to remember that the inclusion of video materials requires special care and thoughtfulness on the part of the teacher. Often, video materials are used ineffectively in English lessons, being only entertainment for students without any educational value. However, when used correctly, video materials are a powerful educational resource. Therefore, it is important to note that the effectiveness of their use largely depends on the skill of the teacher.

His task is not only to ensure high-quality operation of technical equipment, select video material and develop tasks for it, or, if such are already provided as part of the educational video course, to check their adequacy to the goals and objectives of

teaching listening at this stage, as well as the age and mental characteristics of students, but also to stimulate students to be constantly involved in the work, from the beginning to the end of the lesson.

This means that, unlike passive and often thoughtless viewing of television or non-educational videos on the Internet, working with educational video materials should stimulate students to actively watch, during which various tasks requiring a high level of concentration are performed.

In order to fully realize the didactic potential of these tools, their systematic use is required. Obviously, systematic work with video materials requires a significant investment of time in preparing lessons on the part of the teacher, who must not only select video materials in accordance with certain criteria, but also know their typology.

Using video materials in teaching English as a foreign language is a common practice in the modern world, largely due to the possibilities of the Internet, which provides access to thousands of videos designed for teaching English. Modern teachers can easily select the necessary video materials in accordance with their needs.

At present, the following categories of video films can act as educational ones: documentaries, historical films, educational films, films that touch upon social problems, dramas, adventure films, and cartoons.

Having studied the points of view of various scientists, we came to the conclusion that at present, there are various typologies of video materials.

Typology of video materials by purpose of creation specially created for educational purposes; adapted for educational purposes not educational; professionally filmed by order of the institution; independently filmed according to your own script, by genre video materials that are feature films; cartoons; video clips; news blocks; sports and historical chronicles; fragments of documentaries, etc. by number of topics covered situational single-topic; situational multi-topic by didactic purpose instructional; illustrative; instructional and illustrative, by structure and degree of completeness holistic; fragmentary, by conditions of use of video materials materials for work under the guidance of a teacher; materials intended for independent work of students.

Thus, a modern teacher, when working with video materials, must know their typology, which will help to correctly select them in accordance with the set goals and objectives. Also, it is especially important to strictly adhere to the technology of

working with video materials, which ensures the greatest efficiency of their use in teaching listening in an English lesson.

In recent years, the issue of using new information technologies in the educational process has been increasingly raised. These include both new technical means and new forms, methods of teaching, a new approach to the learning process. Formation of foreign language competence, outside the country of the studied language, is a complex task associated with a number of difficulties.

The main task of the teacher in a modern school is to create optimal conditions for practical mastery of the language by each student, preference should be given to the choice of such teaching methods that would allow each student to be active and creative when using Internet resources.

Modern pedagogical technologies, such as collaborative learning, project-based methods, the use of new information technologies, Internet resources, help to implement, a personality-oriented approach to learning, provide individualization and differentiation of learning taking into account the abilities of students, their level of training, inclinations, etc.

In our opinion, the most promising may be the introduction of video content in foreign language lessons. Video opens up unique opportunities for studying the language and culture of the country of the language being studied both in lessons and extracurricular activities, and during independent work of students.

The advantage of video content over audiovisual is the content of visual information along with the substantive side of communication. The visual series help to better understand and consolidate factual information, linguistic features of a specific text, since visual support contributes to a more complete and accurate understanding of the meaning. This form of educational activity activates attention and memory, broadens the horizons of students, contributes to the development and honing of listening and speaking skills. Several criteria are identified for the compliance of video content with the objectives of a foreign language lesson; The content of the video materials used corresponds to the level of general and linguistic preparedness of students.

The duration of the video fragment used doesn't exceed the actual possibilities of the lesson or the lesson stage. The situations of the video fragment provide interesting opportunities for the development of the language, speech, socio-cultural competence of students.The context has a certain degree of novelty or surprise;

The video is accompanied by clear instructions aimed at solving a specific educational task, understandable to students and justified by the logic of the lesson. Video materials used in foreign language lessons include educational videos, feature films and documentaries, cartoons, video recordings of television news and other programs, music videos, advertisements, video excursions to various cities and museums, computer programs with video alongside, and others.

It should be noted separately that in order to achieve the goals of the most effective acquisition of a foreign language and intercultural communication skills by students, video content should be regularly present in lessons, and its demonstration should be methodically organized. There are four stages of working with video.

At the first, preparatory stage, a preliminary discussion takes place, during which the vocabulary on the topic of the video is repeated, the students' interest in the work is stimulated; students are involved in educational activities by providing the opportunity to suggest video titles themselves, predict its plot.

At the final stage of the preparatory stage, new vocabulary is introduced.
At the second stage, the viewing stage, work is carried out to check the students' predictions, then they are offered exercises to search for information in the story after the first viewing, and the story is viewed again, in parts or in full, depending on the level of training of the students and the objectives of the lesson.

In addition, at this stage, work can be carried out with a video segment- students watch part of the story and perform one or more exercises. Such work hones the basic skills of deciphering the text, and also provides ample opportunities for the formation of elements of communicative culture.

- Matching words and their synonyms;
- Explaining the meaning of words or phrases;
- Determining which lines belong to which characters;
- Characteristics of the main and acting characters;
- Description of the characters' appearance, their clothes, and events.
- Matching disparate exercises with the semantic parts of the text.

The final, fourth stage is aimed at developing language skills and oral speech abilities, as well as developing the students' creative potential. Here, the original video plot is used as a basis and support for developing productive skills in oral or written speech.

As exercises at this stage, you can use expressions of opinion, evaluations of the video plot and its characters, writing a short summary, retelling the plot, telling the story on behalf of the characters, identifying the main idea, the problem of the plot, creating a role-playing game, poster, advertisement based on the plot. It should be noted separately that the use of authentic video content gives students a visual representation of the life, traditions, and linguistic realities of English-speaking countries. This allows you to imagine the process of mastering a language as understanding a living foreign - language reality.

Thus, the use of video in English lessons opens up new opportunities in the development of foreign language competence. Video stories not only contribute to increasing interest on the part of students, but also broaden their horizons, knowledge about the country of the language being studied, and allow them to realize the individuality and uniqueness of each culture.

Watching authentic video stories helps create speech patterns that serve as a standard for speech activity, and develops language guesswork. In addition, when students realize that they are able to understand authentic foreign language speech, their self-esteem increases, which leads to increased motivation for learning a foreign language.

5.2 AUTHENTIC VIDEO AS A MEANS OF DEVELOPING STUDENTS' MOTIVATION TO STUDY INDEPENDENTLY.

The use of video materials in the process of teaching foreign languages can significantly increase the effectiveness of the teacher's teaching activities, since video materials represent examples of authentic language communication, create an atmosphere of real language communication, make the process of assimilation of foreign language material more lively, interesting, problematic, convincing and emotional. Authentic video materials are one of the sources of the socio-cultural approach to teaching foreign languages.

The socio-cultural approach to teaching foreign languages is that teaching a foreign language as a means of international communication is closely interconnected

with its active use as a tool for learning world culture, national cultures and social subcultures of the peoples of the countries of the studied language [1, p. 14].

Cinema combines spoken speech with a dynamic image of life situations, allowing you to clearly identify the main features of any situation.

The issue of increasing motivation, maintaining and developing students' interest in a foreign language and, as the highest stage of educational activity, the desire to independently improve their level of knowledge of a foreign language outside the classroom, is given much attention both in psychology and in the methodology of teaching this subject.

The complexity and versatility of this issue is emphasized by many methodologists and, in accordance with this, they offer various approaches to solving this problem.

The solutions are associated with several aspects:

1) the creation of a specially designed system of exercises, by performing which students would feel the result of their activities;

2) the involvement of the emotional sphere in the learning process;

3) the nature of the teacher's pedagogical influences, in particular the presence of incentives and reinforcements;

4) the use of audiovisual means in lessons;

5) the use of personal individualization [2, p. 275].

Let us dwell on one of the solutions to this issue - this is the involvement of students in independent work using authentic video materials.

Using authentic video materials in lessons contributes to the individualization of learning and the development of motivation for students' speech activity. When using videos in foreign language lessons, two types of motivation are developed: self-motivation, when the film is interesting in itself, and motivation that is achieved by the fact that the student will be shown that he can understand the language he is studying. This brings satisfaction and gives faith in one's own strengths and a desire for further improvement [3, p. 37].

Video materials differ favorably from printed information sources in that they offer relevant, burning topics for discussion, voiced by a variety of articulation features and voice types of native speakers of the target language, allowing to study not only a living modern language, but also cultural aspects.

According to E.V. Smirnova, "a new technology of non-contact information interaction - "virtual reality", which implements the illusion of direct entry and presence in real time in a stereoscopic presented "screen world" with the help of complex multimedia is becoming increasingly widespread", which contributes to "the development of creativity and curiosity of students, instilling interest in search and cognitive activity" [4, pp. 33-36].

The advantage of a video film is its emotional impact on students. Therefore, attention should be directed at forming a personal attitude to what students see. Using a video film also helps develop various aspects of students' mental activity, primarily attention and memory. While watching a film, an atmosphere of joint cognitive activity arises in the classroom, and in these conditions even an inattentive student becomes attentive. In order to understand the content of the film, students need to make a certain effort.

Thus, involuntary attention turns into voluntary, its intensity affects the memorization process. The use of various channels of information receipt (auditory, visual, motor perception) has a positive effect on the durability of the imprinting of regional and linguistic material.

Thus, the psychological features of the impact of educational videos on students contribute to the intensification of the educational process and create favorable conditions for the formation of communicative competence of students [5, p. 472].

However, mastering the ability to watch and understand a film in English without being in the country of the studied language, and even doing it independently, is a very difficult task. This process is strictly personal and complex, since it depends on many factors, including the development of speech hearing and memory, the ability to use probabilistic forecasting, the presence of attention and interest [6, pp. 161-162].

Therefore, an important task of the teacher is to help students learn to watch films. Of course, there are highly motivated and gifted students who are able to independently master such skills, but most motivated students need help.

Let's consider how to help students watch films in English and not be disappointed due to a lack of understanding of what they have watched. In order for students to be motivated to watch films in a foreign language on their own, methodologists recommend conducting training sessions in the classroom.

According to Pidkasisty P.I., "pedagogical guidance on the part of the teacher consists of planning his own activities and the activities of the student, organizing these activities, stimulating the activity and awareness of the students' activities in acquiring knowledge and methods of activity, monitoring the regulation of the quality of learning and the students' performance of educational activities, analyzing the results of learning and predicting further shifts in the personality development of the student" [7, p. 153].

Each video lesson should be carefully prepared. In fact, a video lesson is a non-traditional lesson, and "it is the non-traditional approach to conducting a lesson that allows us to encourage students to activate their mental activity, to independent creativity, to the hidden potential of each student [8, p. 246]. Non-traditional lessons involve rational methods of teaching students.

Speaking about rational methods of teaching students, we should remember the modernization of higher education and here we need to take into account the fact that "the number of teaching hours necessary for mastering educational material in the context of an increasing flow of information is largely determined not so much by the volume and content of the educational material, but by the educational technologies used in the educational process" [9, p. 178].

The teacher must first review the material and plan the work: select the minimum vocabulary, think through questions for developing the topic and a strategy for discussing the problem.

Those who study and teach foreign languages are unanimous in the fact that listening is one of the most difficult types of speech activity [10-12]. The complexity of the psychological mechanisms of listening causes a number of difficulties [13, p. 71], therefore, watching an educational film, then authentic video materials, involves practicing teaching listening. According to N.D. Galskova, "teaching listening involves working on two functional types of this speech activity: listening in the process of direct communication and listening to coherent texts in conditions of indirect communication" [14, p. 149].

The use of educational films can be considered as the highest form of situational clarity. It is known that the presentation of educational material using video is characterized by a number of specific features. The following can be attributed to these features:

1) information is presented by means of art, which determines the presence of a figurative model of introducing the material. The main characteristic of this model is the presence of a plot and composition. This fact emphasizes the closeness of the figurative model to art on the one hand, and on the other - the difference of such a model from traditional means of teaching foreign languages; in this case, an emotional presentation of the educational material and its emotional perception are assumed.

The use of video in the lesson contributes to the emergence of the "effect of complicity and empathy with the characters", which in turn creates conditions for real motivated communication in the lesson. Emotional motives in the activities of students are associated with the formation of an evaluative attitude;

2) the information is presented dynamically, which enhances the effective aspect of learning, increases the density of communication in the lesson, and, consequently, increases the effectiveness of the entire educational activity.The dynamism and emotionality of the introduction of the material contribute to the memorization of information, increasing the probability of reproducing this content in the future;

3) the information presented using video has a high degree of authority. The said authority of video information is ensured by the factor of authenticity of the video materials used in the educational process, which generates a high level of trust in the perceived information on the part of the students [15, p. 208]. Traditionally, the scheme of working with video materials includes three stages: pre-demonstration, demonstration and post-demonstration.

Before the demonstration, the teacher conducts some psychological preparation, explaining to the students that it is natural that at first most students will understand the content of the fragment they have watched partially or will not understand it at all.

Naturally, students should be prepared for the fact that they will encounter unfamiliar words. Students will guess the meaning of some of the unfamiliar words based on the situation, which develops their linguistic guess and helps them overcome the fear of encountering unfamiliar words in context. Work on vocabulary that is significant for the fragment should be done orally during viewing, or on the basis of oral anticipation, that is, familiarization with the vocabulary before the film fragment is shown.

Then comes the viewing of the film fragment. From the very beginning, it is advisable to show the film fragment at least 2 times. If the teacher sees that many students have not understood a significant part of the film fragment, it is necessary to show the fragment with the sound turned off and comment in English, and then show the fragment again.

To check the understanding of the film fragment, the following methods of work can be recommended:

a) teacher-student dialogue. Questions can be asked in the following order: general, dividing, alternative, special;

b) students determine whether a particular statement of the teacher corresponds to the plot of the film;

c) the teacher retelling the content of the film fragment, in which there are phrases that do not correspond to the plot of the film. Students who notice such phrases should give the correct answer.

At this stage, students can be offered receptive exercises for perception, understanding and memorization; reproductive exercises, which involve training students within the framework of conventional speech exercises, as well as productive exercises, that is, unprepared speech, which is carried out in individual, paired and group modes. In this situation, video materials act as a semantic support and an incentive for speaking. The content of the set of exercises can be represented by commenting on events, discussing problems, dramatizations, role-playing games, discussions, etc.

It should not be forgotten that the teacher must then consciously lead students "from favorable learning conditions to unfavorable ones, from the presence of verbal supports to their gradual removal" [16].

If we are talking about linguistic students or "advanced" students in a non-linguistic direction, it is very important when preparing material for such classes to select exercises that contribute to "the development of translation competencies that allow one to isolate the main semantic information" [17].

A teacher's thorough preparation for classes on teaching how to watch films in a language should help motivate students to watch films independently. But for now, independent work is carried out under the teacher's supervision.

The main goal of independent work is to expand and deepen the knowledge and skills acquired in classes, to develop individual inclinations and abilities of

students [19-23]. It also helps the student not only complete assignments without the direct guidance of the teacher, but also to develop himself, carrying out cognitive activity independently [24].

The choice of video material is not difficult given the existing abundance of video products - feature films, documentaries and popular science films, as well as recorded stories of news programs on BBC, EuroNews, DeutscheWelle. The selection criterion is the relevance of the material to the interests and needs of students. As a rule, the story is selected as a supplement to the topic studied in the program. This makes it easier to work with the video story, since the vocabulary and basic information on the topic have already been worked out.

The use of regional geographic information in the educational process ensures an increase in the cognitive activity of students, expands their communication capabilities, promotes the creation of positive motivation for the subject, and provides an incentive for independent work on the language [25, pp. 48-54].

At the next stage, for independent work, we recommend watching only part of the proposed material in class, so that students will be interested in finishing the film at home and understanding the ending on their own. The next stage requires greater independence from students.

Next, we recommend that students watch a film based on a fictional work. But first, they need to read this work, of course, in English. It is very important that the students like this work, have an emotional impact on them, and the topic is close and understandable. In this case, students are especially motivated to watch this film, and the process of independent viewing is facilitated by the fact that the students already know the content, and, while reading the work, have already encountered the corresponding set of vocabulary. If the film consists of several episodes, after independent viewing of the next episode, you can prepare and conduct a role-playing game.

Often students, even if they are familiar with the vocabulary, cannot understand the text either because of the tempo or because of the specific pronunciation of the actor. Jeremy Harmer argues that we recognize someone's voice by its pitch point. If the pitch point is high, then the voice is considered high and vice versa. In different situations, for example, when a person is excited, scared, etc., the pitch point of the voice changes [26, p. 28].

And the fact that students already know the meaning of the situations on the screen will help them hear the speech of the actors. In this case, as a good example of watching a classic film, you can offer the video film "Pride and Prejudice" based on the novel by Jane Austen (UK, starring Colin Firth and Jennifer Ehle). Since there are several different versions of videos for this work, you can offer students to watch other versions, which will allow them to hear the pronunciation of different actors.

It is known from practice that students already find and watch other films based on Jane Austen's novels completely independently, without any prompting from the teacher. Naturally, students are also interested in modern films. Thus, in the process of independent work, students assimilate foreign-language culture, "that part of the general culture of humanity in which everything that the student has mastered in the cognitive, developmental, educational and training aspects is integrated" [27, p. 41]. The German democratic scientist A. Diesterweg wrote:

"Development and education cannot be given or communicated to any one person. Anyone who wants to become involved in them must achieve this through his own activity, his own strength, his own effort. From the outside he can only receive excitement... Therefore, independence is a means and at the same time a result of education" [28].

Thus, carefully designed and conducted classes on involving students in watching authentic video materials will contribute to the motivation of students and will be an impetus for independent acquaintance with films in English, which will lead to a significant improvement in knowledge of the language.
Practical aspect of using authentic video materials during the English language classes.

The change of the educational paradigm and the spread of the communicative approach in teaching foreign languages caused the necessity of search for new methods and ways of teaching intercultural communication in the work of a teacher of foreign languages. Here we examine the use of video as a means of audiovisual visibility in the practice of teaching English, pointing out the benefits of using authentic videos in classes with students of different levels of language skills, give different criteria for selecting materials to achieve different goals of teaching English as a foreign language.

Basing on the analysis of the methodological literature and practical experience with the use of video films of various nature, we can easily see that authentic video materials provide great opportunities for solving various educational

tasks and present valuable material for the formation and development of communicative competence. It also gives a variant of the practical organization of work with the film during teaching English as a foreign language and includes various types of tasks used at different stages of working with video.

Modern methods of teaching foreign languages in general and English as a foreign language in particular are aimed at developing students' foreign language communicative competence, by which we mean "knowledge, skills and abilities necessary for understanding others and generating their own programs of speech behavior".

As we know for languages, communicative competence consists of linguistic (lexical, phonetic, grammatical and other skills related to knowledge of the language itself), sociolinguistic (skills and abilities that facilitate the effective use of language in a social context) and pragmatic (use of language tools for functional purposes) components.

As E.I. Passov notes, the learning process should be organized in such a way that, in its main characteristics, it is as similar as possible to the real communication process.

In the context of the modern socio-cultural situation, taking into account the growing processes of globalization and integration, the intercultural component is becoming one of the main ones in teaching foreign languages. It can be noted that more and more often the subject of study is not a foreign language as such, but the so-called "linguaculture". Therefore, the use of authentic material in classes, which demonstrates the "live", real functioning of the language in its natural sociocultural conditions, is becoming relevant.

S. Stempleski and B. Tomalin emphasize that video is the best means for presenting linguistic and non-linguistic material in a situational context in classes after real-life situations [5 – p.3]. Analysis of methodological works and their own practical activities allow us to identify the following advantages of using various authentic video materials in the process of teaching foreign languages.

- they represent a real, not a training speech situation;

- facilitate immersion in the language environment;

- provide an opportunity to develop non-verbal communication skills, study facial expressions and gestures;

- effectively develop listening skills of foreign language speech;

- create conditions for the development and consolidation of lexical and grammatical skills in relevant areas of communication, on "live" material;

- facilitate the development of various mental processes, for example, memory, attention, mechanisms of linguistic guesswork and probabilistic forecasting;

- effectively develop sociocultural competence, expand background knowledge about the country of the studied language;

- provide material for various types of role-playing games, development of communicative competence;

- have a noticeable emotional impact on students, satisfy their curiosity;

- increase students' motivation, as they see the use of the studied language in real situations of everyday communication;

- contribute to the creation of a favorable psychological atmosphere in the classroom, provide an opportunity to use the emotional involvement of students;

- remove the fear of communication outside the classroom, since video is an effective means for developing language and speech skills, teaching spontaneous foreign language speech outside the classroom in real communication conditions.

Video is an excellent means of audiovisual clarity, as it uses two channels in the perception of information: visual and auditory [18-20]. The visual series makes it possible to better understand and quickly consolidate both the factual information presented in the video and the linguistic characteristics of speech in a certain context.

In addition, this method of presenting material is closest to live communication, the conditions of which contribute to involuntary memorization, without any pressure. As with real communication, students are involved in the communication process, a kind of "participation effect" is created, which not only helps to increase students' interest in the material, satisfy their cognitive interest, but also affects the quality of their speech, its emotional coloring, increases the level of assimilation of educational material in the limited time of the lesson.

It should also be noted that authentic video materials, in particular feature films, provide opportunities to understand the ethnocultural characteristics of the country of the language being studied and to compare them with the uniqueness of the native culture, as well as the behavior of people in different situations of intercultural communication [21].

Considering the obvious advantages of this type of work in the classroom, it should be noted that the use of video materials in English as a foreign language

classes also entails a number of difficulties. First of all, the issue of selecting material for presentation to the audience is relevant. Obviously, watching videos requires a fairly high level of language training for students, so the use of this type of source is relevant at the intermediate and advanced stages of language learning [22]. However, it is possible to use this type of work at the initial stage, moreover, it seems important and necessary.

This is due to the fact that students who are beginning to learn English and are in an unreal linguistic and cultural environment, every day face difficulties not only of a linguistic, but also of a socio-cultural nature, which makes the use of authentic video materials in English classes very relevant, since it allows students to quickly adapt to a different linguistic culture [4].

They are an excellent means of demonstrating the so-called "cultural patterns", models of behavior in typical situations of speech communication, as well as the usual features of the Russian language. In addition, the earliest possible introduction of authentic materials into the learning process, despite their complexity, provides students with the necessary tactics and strategies for working with them, which are impossible to obtain when working with specially developed educational texts.

The selected video materials must meet the following selection criteria [21-23]:
- have interesting content in areas of communication relevant to students;
- be as accessible as possible for understanding;
- have semantic completeness;
- be short in duration (no more than 15 minutes at the initial stage of language learning and 1-1.5 hours for intermediate and advanced students) or the ability to meaningfully divide the video into small, complete fragments;
- correspond to the level of both general and linguistic development of students;
- correlate with the topic of the series of lessons covered in class;
- be of interest in terms of developing students' linguistic, speech and socio-cultural competence;
- contain a certain conflict that is of interest in terms of further problematic discussion and debate;
- have good playback quality.
However, only careful methodological elaboration of the video presentation allows making work with them effective, coping with insufficient linguistic accessibility of the material and ultimately achieving the final goal of the lesson.

Working with video materials involves the following stages:

1) pre-demonstration;

2) demonstration and

3) post-demonstration. Each stage pursues certain goals and includes various tasks, the logic of the selection of which depends on the goals determined by the teacher for working on the video [24-25].

Thus, the pre-demonstration stage is aimed at preparing the emotional and logical perception of the film. The direct viewing should be preceded by tasks that remove difficulties of a lexical and grammatical nature, introducing linguistic phenomena necessary for understanding the video. In addition, it is useful to precede the viewing with questions related to the topic under discussion, to ask students to guess what the video is about based on several frames from it, and also to complete tasks that prepare for viewing the video and increase interest in it [26].

The tasks offered to students during the demonstration of the video contribute to the adequate perception of the material at the linguistic and socio-cultural level. Effective perception of the material at this stage is possible only if the students have a clearly formulated task that should be solved while watching the video. The teacher is responsible for managing the process of perception of the video material. Students are offered tasks for information search, texts with gaps to fill in.

The same fragment can be viewed more than once, each time with a new setting. You can also stop viewing and precede further demonstration with questions about what will happen next, what the characters will do, and subsequent verification of assumptions.

It is effective to use a freeze frame, viewing an image without sound with students voicing the fragment and then demonstrating the same fragment with sound for the purpose of verification, listening to a sound sequence without a picture for the purpose of prediction, and other types of work.

The post-demonstration stage of working with video consists of two types of tasks: those aimed at monitoring understanding of the content of the video and creative tasks. At this stage, the most important speech constructions and speech blocks encountered while watching the video are repeated and practiced, the plots watched are dramatized or their continuation is invented, the character and actions of the heroes are explained, and the communication techniques seen in the video are consolidated.

As a rule, students enthusiastically relate what they saw in the video to situations from their own lives, discuss the socio-cultural features noticed in the film, and analyze the similarities and differences in culture [27].

After this, you can offer students problematic or informational texts on the topic touched upon in the video, prepare a brief retelling of the content of the video or, for students at an advanced stage of language learning, a reflection on the topic of the video excerpt.

Thus, the use of video materials in English as a foreign language classes has great potential for solving a number of educational problems. Video is an important and effective means for developing students' linguistic and communicative competence, introducing foreign speakers not only to the speech behavior of native speakers of the language being studied, but also to the life and culture of the people whose language they are studying. In addition, thanks to the use of various types of video materials, classes are as close as possible to natural communication situations.

5.3   Video Materials as a Means of Developing Students' Intercultural Competence.

Electronic media, such as computers and video projectors, are currently becoming increasingly important in teaching and educating students.The use of video is very effective in developing the communicative culture of schoolchildren, since video materials not only give students the opportunity to hear the live speech of native speakers, but also immerse them in a situation in which they become familiar with facial expressions and gestures, the style of relationships and the realities of the country of the language being studied. It is probably not an exaggeration to think that video as a phenomenon plays an important role in the process of developing intercultural competence of students in modern society. Video in the classroom presents the language in a living context.

It connects the lesson with the real world and shows the language in action. Video, among other things, can help overcome the cultural barrier in learning a language. The use of video materials in teaching a foreign language is based on one of the oldest and most basic methodological principles - the principle of clarity. The perception and processing of information are embodied in the form of auditory-visual

synthesis, which formed the basis of an entire direction in the methodology of teaching foreign languages and served as the basis for the creation and development of audiolingual and audiovisual methods of teaching foreign languages [2].

There are a number of situations where using video can be particularly useful in the classroom.

For example:

* if we want to present a complete language context;

* to show the communicative side of language through the study

of facial expressions and gestures;

* to practice listening skills in a natural context;

* to present situations for acting out in class (for example, role-playing);

* to practice description and retelling skills;

* to enrich vocabulary;

* to stimulate communication or discussion [1].

When conducting video lessons, it is necessary to adhere to the basic approaches and principles of their implementation, in particular, the criteria for selecting materials for a video lesson.

Language requirements:

* the language must be modern, corresponding to the

requirements and norms of the literary language, from those

areas that students will most often encounter;

* natural pauses between statements are necessary;

* slang expressions and exclamations must be short enough and

* not too difficult to understand;

* the text should not be overloaded with new words, expressions and unfamiliar gestures [3].

It is also worth mentioning the duration of the plots, which should take no more than one academic hour or be divided into semantic segments that can be divided into several lessons. There are requirements for the content of video materials, namely: situations should be typical, such as students may encounter in practice; educational, feature, advertising films, news broadcasts and other subjects can be selected for the lesson [3].

The content of teaching and the choice of suitable materials is influenced by the fact that an important moment in the process of teaching a foreign language is the

development of students' ability for intercultural interaction and the use of the language being studied as a tool for this interaction.

This becomes possible through the use of all kinds of video materials in foreign language lessons. In order to introduce students to the cultural achievements of the countries of the language being studied, it is necessary to introduce country studies and linguistic country studies components [9].

Linguistic competence is an integral part of communicative competence, as it ensures communication at the level of identification of concepts, associations and images that arise in people in the process of communication [11].

First of all, when teaching English, attention should be paid to the development of students' speech competence, namely, training students' skills to carry out intercultural communication within the framework of the topic being studied. The development of linguistic competence in the lesson is carried out through the ability of students to apply their existing lexical and grammatical knowledge on the topic in the proposed communication situations. The use of cultural and regional information about the countries of the studied language in the lesson, compared with the culture of the native country, contributes to the development of socio-cultural competence, which allows building intercultural communication with representatives of a foreign culture [4].

Mastering communicative competence in a foreign language is a complex task. Authentic video materials are of great importance for solving this task. Video films, film fragments, film loops are used to intensify the educational process and give it maximum communicative focus. They create an additional language environment and reproduce the speech situation by sound and visual means.

In a short period of time allotted for watching a video story or video fragment, students receive a large amount of information at once through two channels: visual and auditory. The visual series helps to better remember language structures, expand vocabulary and stimulate the development of speech and listening skills.

Summarizing all of the above, the use of video materials in English lessons has a beneficial effect on the formation of intercultural and communicative competencies.When using video materials, the teacher must clearly understand what function they will perform in a particular lesson. At the same time, there are certain criteria that videos in foreign language lessons must meet. For example, such as

compliance of the language content, the level of knowledge of students; video quality; relevance of the topic; the video must contain cultural and linguistic information and at the same time reflect the areas of communication and the situation.

The use of video materials makes it possible to imagine the situation in full, see and hear the participants in the educational process, participants in communication, expand the understanding of the image in question, which is important for ensuring high-quality intercultural communication.

Thus, the effectiveness of using video resources for teaching foreign languages depends both on the precise definition of its place in the education system and on how effectively the structure of video lessons is organized.

Authentic video materials have great potential for solving educational and training tasks if properly organized by teachers.
This informative material creates an atmosphere of real language communication and ensures successful perception of foreign speech by representatives of other cultures.

In addition, the use of video materials is of particular interest in terms of increasing students' motivation to study a foreign language. Videos in teaching a foreign language are used to teach listening, create dynamic visual aids in the process of learning and practicing foreign language communication, create situations of such communication in a lesson and form an audiovisual sphere of learning a foreign language. The use of educational films can be considered as the highest form of situational visual aids. Video materials in lessons are used as support, of a substantive and semantic nature, as well as a stimulus for speech.
The use of video materials in the process of teaching foreign languages can significantly increase the effectiveness of the teacher's teaching activities.
Video materials are a means of successfully developing students' intercultural competence.

5.4 INTERDISCIPLINARY CONNECTIONS IN TEACHING ENGLISH USING VIDEO LECTURES.

At the current stage of development of knowledge, the role of the globalization and integration process, which implies the development of sciences as a single complex, is becoming increasingly obvious. Scientists not only study the laws of nature in more detail, but also find their connections with other areas of human activity.

This phenomenon cannot but influence the learning process. A specific expression of these integration processes in the courses of academic disciplines are interdisciplinary connections. Due to this, the content of education qualitatively reaches a higher level based on the integrated use of interdisciplinary connections in the learning process. Growing requirements for the level of foreign language proficiency and changing goals of teaching foreign languages necessitate the search for more effective technologies and teaching methods. In particular, the role of Internet resources in the learning process of modern schoolchildren is becoming increasingly obvious. For example, various video materials not only fill lessons with modern and interesting content for the younger generation, thereby creating a strong motivation to study the subject, but can also be a source of interdisciplinary knowledge. Thus, the popular video hosting "YouTube" offers a large number of video materials that can be used in the learning process. English-language video lectures are widely distributed on such YouTube channels. In our opinion, such educational ideological materials have a special methodological potential: they are able to ensure students' sustained interest in interdisciplinary content on any topic.

Modern teachers are always in search of more effective ways of teaching. Teachers of such a school subject as a foreign language are no exception. Today, several problems can be identified, the need to solve which is dictated by the development of the process of teaching a foreign language and the requirement to increase its effectiveness. Firstly, the need for intensification of education is now clearly expressed. It implies the transfer of a large amount of educational information at a higher quality level over the same period of time. Secondly, there is a need to ensure the ability of students to learn throughout their lives, to learn independently. This point is reflected in the strategic goal of secondary education in the State Educational Standard. Also, a modern schoolchild should not only master the language as a foreign language communicative competence, but also be aware of the possibilities of a foreign language as a means of gaining access to new information. These seemingly diverse problems are quite closely related and have one solution - interdisciplinary. Nowadays, due to the development of technology, more and more information around us is accompanied by video. Fewer and fewer people listen to the radio and read newspapers. Television and Internet resources such as YouTube have become the main sources of knowledge about the world for a modern young person.

This trend is also observed in the field of education. More and more often,

school teachers of English are trying to include work with video in their lessons, seeing great methodological potential in this. Video is one of the most common sources of media educational authentic information. By video materials, following E.V. Ilchenko, we mean any "television products (news, interviews, talk shows, etc.), as well as feature films, documentaries, animated films, recorded on film or digital media and used as didactic material with the possibility of repeated viewing" [2, p. 7].

Video materials are usually classified as audiovisual teaching aids. Much has been written about the role and importance of such means in the theory and methodology of teaching foreign languages. Thus, A.N. Shchukin notes that these means "are an effective source of learning due to the brightness, expressiveness and informational richness of visual-auditory images" [7, p.37]. It is the organic combination of the visual and auditory series, according to the scientist, that has the situationality and dynamism of the image, the power of impression and emotional impact.

One of the main advantages of video materials is their authenticity. Traditionally, authentic materials are understood as "materials for language learners that are used in the real life of the country.
These include newspapers and magazines, tickets for transport, to the theater, letters, advertising, radio and television programs, announcements, etc." [4, p. 25].

Such video materials not only expand the possibilities of mastering the language, but also allow one to join live communication, introduce the features of foreign language culture and colloquial speech.
Also, the use of authentic video materials allows one of the main didactic principles to be implemented - the principle of clarity: video materials provide students with an ideal model of natural communication, which is characterized by greater emotion, which determines both the style of the text, in particular its imagery, and the features of speech behavior and non-verbal communication.

An equally important advantage of using video materials in the learning process is its ability to create a favorable atmosphere in the classroom. Modern schoolchildren are always eager to engage in activities related to ICT technologies; for them, YouTube and other resources are an integral part of life. The integration of audiovisual teaching aids creates a natural environment in the classroom, a suitable atmosphere for discussion and exchange of opinions. And of course, the use of video materials in the classroom helps to increase the internal motivation of students.

It is believed that positive learning motivation is a set of motives that are associated with the satisfaction of cognitive interest. Therefore, to form motivation does not mean to lay down ready-made motives and goals, but to put the student in such conditions and situations of activity deployment, where the desired motives and goals would be formed and developed taking into account and in the context of past experience, individuality, and internal aspirations of the student himself [3]. Video materials from various Internet resources, being extremely popular among schoolchildren, are becoming an effective tool capable of attracting attention and increasing interest in the language of even the most in different student.

The use of video materials in English lessons has become an integral part of the process of teaching listening. Listening is a receptive type of speech activity, and, along with speaking, provides the opportunity to communicate in a foreign language. In connection with the frequent use of video materials in English lessons, it is fair to introduce the term "video listening". It is gradually taking its place in educational standards. The document Companion Volume to Common European Framework of Reference has a special section devoted to video listening (Audio-visual Reception). It presents levels of proficiency in this type of speech activity from A1 to C1 and the skills to which they correspond.

Thus, with a B1 level, students can catch the main points in TV programs on familiar topics when the transmission is relatively slow and clear, can follow the plot of most films that use simple language and where visual effects and actions carry most of the information about the plot line, and also understand most of a significant number of TV programs on topics of personal interest, such as interviews, short lectures, news. [8, p. 46].

At level B2, learners of English can understand documentaries, live interviews, talk shows, plays and most films, understand most television news and current affairs programme, and extract the main points from arguments and discussions in news and current affairs programme [8, p.46].
Modern documents recognize the need to teach video listening at different levels of language proficiency. And although in the state educational standards of our country video listening is not yet considered a full-fledged type of speech activity, the development of modern technologies dictates the need for the systematic use of video materials in lessons for effective teaching of a foreign language.

The most relevant and least disclosed format of authentic video material for a

modern schoolchild and student seems to us to be short video lectures that talk about a wide variety of areas of life. At present, the second type of video lecture is becoming especially widespread in the media as an educational initiative. The most popular service for such video lectures is the video hosting service "YouTube".

The audiovisual content of this resource is so diverse that for many target audiences it replaces television products. The mass user can find educational, educational videos and courses on almost any topics, as well as lectures by Nobel laureates, scientists, etc. [1].

Modern popular science video lectures are informative and influential, the main principle of lectures is the truth of the information, as well as its relevance in a particular area of knowledge, a typical type of speech is a monologue. However, despite the monologue nature, lecturers often speak in a relaxed manner, share their personal experience, joke during breaks, accompany their stories with slides containing certain quantitative and qualitative information.

Speaking about the linguistic features of this genre, it is worth noting that the narration contains full grammatical forms and is distinguished by a variety of grammatical constructions - conditional sentences, complex sentences, common participial and adverbial participial phrases.

The structure of the speeches is clear and concise, includes various cliches characteristic of the scientific style of narration, as well as introductory words and constructions. Most speakers of the popular science genre use speech indicators in their speeches, widely known as filler words, which belong to the conversational style. Used in the flow of speech "you know", "let's say", "actually" attract the attention of the listener. At the same time, monologue speeches are diluted with rare but capacious colloquial words and expressions (super-duper technology, you betcha = you bet), as well as phrasal verbs and idioms (to crack a joke, to roll out) [6].

As an example of such video materials, we have considered the video lectures of the YouTube channel Crash Course. With hundreds of millions of views on the channel, Crash Course has a global audience among both schoolchildren and adults. The creators of the channel themselves describe their YouTube channel as an educational platform for students around the world, as well as an auxiliary tool for teachers who can use the channel's lectures in the classroom.

To date, the team of this channel has prepared more than 15 courses, each of

which includes up to 50 mini-lectures on a huge number of topics from the high school and middle school curriculum. Lectures can be watched as a whole course (for example, History or Ecology), or separately on a narrower topic of interest to the student. Crash Course transforms the traditional model of a course, presenting information in an interesting, rapidly changing format, thereby increasing the effectiveness of the learning process.

We chose this YouTube channel based on a number of its advantages that will allow us to successfully use video lectures in an English lesson. Let's consider them in more detail.

As the first advantage, we can highlight the high-quality video sequence. The key content of the lecture is accompanied by pictures, various diagrams and text information. Moreover, at the end of the lecture, a visual list of the main points that are worth remembering from the video

lecture is provided. Also, Crash Course video lectures are optimal in duration. Each lecture lasts from 8 to 15 minutes, this is the optimal size that does not allow students to get tired and holds their attention until the end of the video.

Moreover, this duration fits perfectly into an English lesson, which confirms the possibility of using these video lectures in the classroom. A wide selection of topics can also be attributed to the advantages of the channel. Due to the fact that there are now more than 500 videos on the channel, the teacher can select video material for almost any unit of the textbook.

The next advantage of these video materials is their relevance to students. Individual lectures or the entire course meet the needs of high school students: watching these video lectures on the basics of science, students repeat and consolidate what they have studied in school subjects, and also learn something new in one area or another.

Moreover, it is worth noting that the video lectures from the Crash Course YouTube channel, despite the content of specific subject information, are not too academic. The processes and phenomena are described in an understandable language, the subject content is simplified to facilitate understanding. Lecturers use examples and visually support oral speech. Moreover, given the capabilities of the YouTube service, subtitles are available for each lecture, which further simplifies the perception of the lecture material. Thanks to all of the above, the videos become accessible to a larger number of people studying English.

All of the listed features of this YouTube channel, as we see it, allow for the periodic inclusion of such video lectures in English lessons in high school at an advanced level. Listening to such video lectures also meets the requirements of the Model Educational Program of Secondary General Education at an Advanced Level, which assume that a graduate must learn to "fully and accurately perceive information in common communication situations, generalize the information heard and identify facts in accordance with the task/question, as well as understand in detail simple audio and video texts of a monologue and dialogic nature with clear normative pronunciation in everyday communication situations" [5, p. 42].

Moreover, a graduate must be able to learn to "follow the course of a long report or a complex system of evidence" [5, p. 45].

Thus, we can state that the periodic inclusion of video lectures from the YouTube channel Crash Course will not contradict our standards, but on the contrary, will make the process of teaching listening at the senior stage of a specialized school more effective due to the use of a resource that is relevant for students.

We see the potential of Crash Course video lectures not only in their use as a means of developing video listening skills, but also as a means of implementing interdisciplinary connections in teaching English. Due to the scientific and educational focus of this channel, the principle of interdisciplinary can be most successfully implemented.

Watching such video lectures can deepen students' knowledge in various field knowledge of sciences and, of course, introduce high school students to a high-quality resource. In connection with the described potential of using video lectures in English lessons, we analyzed the specifics of their video listening in high school. We came to The conclusion that:

1)for understanding, it is necessary to activate existing subject knowledge;

2) the understanding of these video lectures should be complete, and the result is a complete idea of any event, process or phenomenon and the ability to talk about it in English;

3) when watching these video lectures, you need to be able to use the video sequence as a support.

The use of YouTube video lectures in English lessons can significantly increase not only diversify the process of teaching listening at school, but also, due to its scientific focus, successfully enrich the content of the lesson with interdisciplinary knowledge.

Watching video clips will allow you to implement factual, conceptual, as well as previous, accompanying and promising interdisciplinary connections in an accessible and interesting form. And the very familiarization of students with video lectures from the Crash Course channel will help them realize the potential of a foreign language as a means of learning something new from any area of life.

5.5   The role of music in foreign language lessons.

Nowadays a huge number of different technologies and methods are emerging that allow you to quick and effective learn a foreign language or obtain the most necessary basic knowledge. As many methodologists believe, one of the most productive ways to learn foreign languages is to learn a language through art, in particular through music. Indeed, using music can be of great benefit in learning. For example, listening to music activates such structures of the brain in which emotional and mental processing of information occurs with an impact on the vegetative system - the associative series, analytical mechanisms. Seven main functions of music can be identified that lie in the concept of teaching foreign languages: psychological (strengthens memory); psychohygienic (develops interest in music at the level of pleasure); mood function, expression of emotions and feelings; socio-psychological (increases cohesion in groups);functions of expressing cognitive processes; function of unconscious study of a foreign language; function of solving communicative problems.

There are several ways of to use in the learning process. 1) Music as a background in the lesson. Instrumental music is best suited for this, as it helps to create a favorable atmosphere when children work in groups, pairs or individually. The main thing is that such music should be quiet, in no way distracting, but on the contrary, setting the mood for work. 2) Music as a stimulus for speaking, because music can also stimulate the imagination of foreign language learners in preparation for speaking and writing.

That is, for example, the teacher asks students to listen to a piece of music, and then they must imagine the place that the music "describes". Then the teacher asks questions like "What kind of place is this?", "What is the landscape like?", "What's

the weather like?" etc., and the students answer orally or write an essay on the topic.

4) Working with songs in foreign language lessons. And of course, probably the most interesting thing that can be taken from music is the use of songs in foreign language lessons. There is a huge range of exercises used when working with songs:

- Listen to a song and fill in the missing words. Students listen to a song and fill in the missing words. If the teacher is not sure that everyone can handle the task, the words can be written jumbled on the board.

- Correct mistakes and perform a song. The lyrics are given with mistakes, students listen to the song, correct the mistakes and sing the final version.

- Translation. Students can translate popular songs from cartoons from English to Azerbaijani or Russian or vice versa.

- Creating projects. The class and the teacher choose several songs, the children are divided into groups, each group searches for information about their song (the artist, where the song was used, the history of its creation, etc.), prepares a multimedia presentation or presents all this in the form of a role-playing game or an interview.

- Question and answer. After listening to the song, the teacher organizes a conversation in which all the unclear moments of the song are discussed, encourages the students to ask questions.

- Favourite song. Several students bring the lyrics to their favourite songs to class, talk about them, translate them, and then sing the song with the whole class.

- Musical warm up pause. Warm up in elementary grades is a necessary element of the lesson, and to make it even more exciting, you can use foreign songs related to movement ("Head and shoulders, Knees and toes…." or "Put your Finger on your nose…").

- Concert. If children regularly work with songs in class, then, after accumulating the material studied, as a way to consolidate it, the teacher can organize a concert for parents or other teachers and students. Children love to sing in English, and for elementary grades such concerts can become an incentive to study a foreign language. Thus, the use of music and songs in foreign language lessons contributes to the development of students' linguistic and creative abilities, and also adds emotional colour to the lesson and increases children's interest in learning the language, immersing them in a foreign language culture.

It is really very difficult to imagine our life without music. Every day we listen to songs of various performers or musical groups. Sometimes it is possible to combine

business with pleasure: using authentic songs in English lessons, to expand your knowledge in studying a foreign language. Such an opportunity is provided by classes in which students listen to songs in English, studying or consolidating basic grammar rules, as well as a large number of lexical units on a certain topic. For many junior students, songs of modern English or American groups are of particular interest, so one of the favorite activities in class is working with a song in English in the form of audio recordings of popular performers. Often this comes down to reading the lyrics, translating it into your native language, listening to the song, completing several tasks on the content of the lyrics and performing together to the soundtrack.

Listening to foreign speech and understanding the semantic content of idiomatic and phraseological lexical expressions are the most difficult aspects in learning a foreign language, which are much easier to learn with the help of songs. Using songs, students can master grammatical language structures at an unconscious level, without making efforts in the traditional sense, i.e., without trying to memorize lexical phrases for the sake of the phrases themselves, but trying to construct them according to a given model in specific speech situations.

This kind of acquisition of active language and speech material will contribute to the formation and subsequent improvement of practical speaking skills. "Working on songs in English lessons helps to improve students' pronunciation skills, learn and activate grammatical constructions, achieve precision in articulation, rhythm and intonation of speech, deepen knowledge of the English language in general, enrich vocabulary, develop reading and listening skills and abilities, stimulate monologue and dialogic expression, develop both prepared and spontaneous speech, as well as unite the team and more fully reveal the creative abilities of each [1].

The use of songs in English classes also helps develop students' personal qualities, namely creativity, critical thinking, activity, the ability to conduct a constructive dialogue, and respect for the opinions of others. The development of personal characteristics is one of the important tasks listed in the State Educational Standard of Higher Education [2].

In addition, the repetition of small lexical blocks accompanied by music has a beneficial effect on the formation of long-term memory, which in turn preserves the presented lexical images in close contact with the personal feelings that arise in students while listening to and playing a particular song. Lexical units that are difficult to remember disappear, and vocabulary expands unconsciously, ready to be

realized in appropriate speech situations. Foreign language teachers need to have a selection of authentic songs so that they are aimed at the practical implementation of language and speech skills. In classes, song material is most often used in the following cases:

1) phonetic exercises at the initial stage of training, as well as for practicing difficult sounds. Here you can use short children's songs that will be interesting for junior students (for example, "ABC song", "Clap your hands", etc.);

2) for a more solid consolidation of lexical and grammatical material. Songs can be introduced in connection with the study of a lexical topic (for example, "Appearance", "Youth", "Life in the city", etc.) or grammatical material (English verb tenses, the phrase there is, etc.);

3) as a stimulus for the development of speech skills and abilities (for example, composing a dialogue or monologue based on the plot of a song, etc.);

4) using a piece of music as a relaxation in the middle or at the end of a lesson, when students are tired and need a release that relieves tension and restores their ability to work [3].

It is advisable to introduce this song when reviewing (reinforcing) the grammar topic Present Progressive. To begin with, you can discuss the title of the song, guess what this song is about (provided that the song is unfamiliar to the students). After that, the students receive the instructions for the first listening to the song: Listen to the song and try to understand what is about. The students listen to the song and answer. Most first-year students have a fairly good knowledge of English, so it is assumed that the answers will be complete. The next stage of working with the song is reading and translating line by line. Students are given song lyrics. The teacher explains difficult passages and corrects errors as needed. Then the students look at the lyrics again and conclude that the song uses Present Progressive tense. After that, you can begin doing exercises based on the song lyrics.

In conclusion, it should be noted that the use of songs in the target language is very relevant due to the fact that: (1) students are introduced to the culture of the target language country, learn to correlate the cultural values of the target and native languages; (2) when working with this linguistic and cultural material, a good prerequisite is created for the comprehensive development of the students' personality; (3) a song, like any other text, has a communicative function, but a song also affects the emotional sphere of a person and his figurative and artistic memory.

From the point of view of the methodology, English-language songs can be considered not only as an example of authentic speech that sounds, reflecting the peculiarities of life, culture and everyday life of the people of the target language country, but also as an integral part that helps to form the spiritual culture of students.

5.6   Watching movies in foreign language lessons.

Is watching English movies effective for improving your language skills? Learning a foreign language is a process that requires constant practice and exposure to various language materials. One of these materials is English movies. But how effective is this tool for improving your language skills?

Immersion in the English-speaking environment. Watching English movies allows you to immerse yourself in the English-speaking culture and atmosphere. This creates a direct connection between the language and its use in real situations. The actors speaking in the movies use natural speech, slang and expressions, which helps you get used to real everyday language.

Listening to native speakers in movies improves your listening comprehension and understanding of real English speech. This is especially important for developing pronunciation skills, as you can listen for intonation, accents and correct stress in words.

Movies offer a rich context for learning new words and expressions. The viewer is exposed to a variety of themes, situations, and characters, which helps expand vocabulary and contextualize it. In addition to language, movies also offer a visual representation of English-speaking culture. The viewer can see the architecture, traditions, customs, and lifestyle of English-speaking countries. This not only helps you understand the language, but also helps you better understand the context in which it is used.

How to choose the Most Watching Movies for Language Learning

1. Choose movies with English subtitles: This will help you follow the plot while improving your reading skills.

2. Repeat phrases: Stop the movie and repeat after the actors to practice pronunciation and intonation.

3. Take notes: Write down new words and expressions so that you can repeat them later and use them in conversation.

4. Analyze dialogues: Pay attention to the structure of sentences and expressions, their use in different contexts and situations.

5. Discuss films: Discussing the plot, characters and themes of films with friends or online communities to help consolidate new knowledge and practice speaking.

Watching movies in English is a fun and effective way to improve your language skills. It not only offers immersion in the language environment, but also ample opportunities to practice listening, speaking, reading and writing skills. The key is to be persistent and use this method regularly in your language learning.

How does watching movies in the original language help you learn English?

Many of us like to watch movies, TV series, video interviews, various videos. When we study a foreign language, we always want to make this process not only useful, but also interesting. If you like watching movies, try to make watching your favorite films one of the methods of learning the language.

You can learn and memorize new words by watching movies. If you watch movies with subtitles, you will come across new words that you don't know. Their number depends on both the movie and your current level of English. You can start a separate notebook for words and expressions and write down all the words you don't know there, and then memorize them. If you watch a TV series, write down and learn the words after each episode.

Thus, after watching the first season of the series, you will have accumulated a large amount of new vocabulary.

Watching movies gives you the opportunity to study words and phrases in context. When we watch a movie, we remember not only individual words, but also the context, the situation in which they are used. Memorizing words this way is easier and more effective. So, even before writing down the words, right while watching the movie, you can guess the meaning of many words from the context. Also, if we are talking about objects and things, they can be seen visually. Here, the perception of "word-object" will work without translating the word, as happens when a child is just learning his native language.

What to do with the words you have written down? If you periodically write down new words, you will get something like your own "dictionary" with words,

expressions, and even examples of their use. From time to time, words need to be repeated so that they are not forgotten, but given that we memorized them in the situation of use, this will be much easier and faster. While watching films and videos, we come across modern phrases of "live" communication. Note that in this way we can hear and remember the English language constructions that native speakers use in their speech. Why is this important? If you learn to use these expressions, your speech will become more natural, closer to the speech of a foreigner.

Can watching movies in the original help you start thinking in English? In fact, it is not as difficult as it may seem. Literally translating a phrase from one language to another is wrong, it may not sound natural to a native speaker. This can happen when we try to translate each word separately into English. In addition, it also takes much longer, because we have to do double the work. If we memorize vocabulary and ready-made constructions in context, then these phrases will automatically arise in our memory, and we will not have to translate each word separately.

Does watching movies help in learning grammar? Of course, because by memorizing whole phrases, we involuntarily memorize grammatical constructions. We do not memorize grammar rules, but by listening and repeating we begin to "feel" the language and speak correctly.

What about pronunciation? By watching movies and TV series in the original, we learn new vocabulary, while simultaneously memorizing grammar. The same thing happens with pronunciation. The more often we listen to speech in the original, the more we copy the intonation, manner, and rhythm of speech. So, you can improve your pronunciation by copying speech, without long exercises in setting sounds. When a child masters his native language, he simply repeats the speech of those around him. Approximately the same thing happens in this case. After regular repetition, you will notice that your sounds have become completely identical to the sounds in the native speaker's speech.

And of course, when we listen to live speech in English and do it often, we improve our listening skills. The more movies we watch, the easier it is for us to understand native speakers. Therefore, starting to understand foreign speech is not an impossible task, but just a force of habit that is quickly developed.

Thus, learning English by watching movies, TV series and videos in the original is interesting and useful. By expanding your vocabulary, you imperceptibly

improve other skills (pronunciation, grammar, listening). Therefore, enjoy watching more movies in English!

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The best option, especially for beginners, would be a movie they have already watched with translation. If a person knows the plot, it will be much easier for him to understand English speech. You can choose a TV series, it will be even easier. For learning English, many recommend easy and well-known TV series, for example, "Friends". How to watch movies in the original? To learn English from movies or TV series, you need to follow the advice: do not watch the video in its entirety, but in fragments - this way you can analyze each scene and focus on details; when you find unfamiliar words, write them down so that you can later look up their translation in the dictionary and remember them; make sentences with the written words - this way it is much easier to remember their meaning and features of use in context. In our blog, you can read the article "How to learn English words correctly". By following the recommendations given in it, you will significantly expand your vocabulary. So that the analysis of a movie or TV series does not stretch out for several days, fully work only with some of the unfamiliar words, for the rest you can simply write out the translation.

Remember that with each video you watch and work on, your vocabulary will grow, and your pronunciation and spoken language will improve. Will subtitles help you improve your English? The ideal option is to watch a video without subtitles. This way, you can concentrate all your attention on the speech and you won't have to be distracted by reading the translation. At the same time, your listening comprehension of English will improve. However, not everyone will be able to understand a movie or TV series without subtitles the first time. To do this, you need to be very fluent in a foreign language.

Beginners can start by following these simple instructions:

1. Turn on a movie in English with subtitles, watch a clip and write down all the words you don't understand. Then work on these words as described above. This should be done with all the clips of the movie/series, so it's better to choose series with short episodes to make them easier to understand.

2. Turn on the movie you've already watched and worked on again. This will help consolidate the knowledge you've gained and identify gaps.

3. Turn on the same movie, but in the original. If you have carefully analyzed all the points, there will be no difficulties with understanding. This time, all attention should be focused on intonation and pronunciation features. Regular repetition of these simple steps will help you quickly learn to watch videos in English without subtitles, which means significantly improving your level of English.

Tips for learning English while watching movies To quickly achieve the desired result, you need persistence and hard work. To make learning English from movies and TV series a pleasant and useful activity, you need to follow simple tips:

1. Do not overuse subtitles. If you regularly watch movies with translation, all attention will be focused on reading the text. This way, you will remain at the same level, without improving your English speech. Subtitles can help if you are still a complete beginner, but this should be an auxiliary step, after which you can learn to understand English without translation.

2. Repeat the characters' lines out loud. Simply watching movies and TV series will help you understand English better. Practice pronunciation, you need to repeat the phrases you hear - this way you will understand the intonation of the sentence and the features of pronunciation of English speech.

3. Watch the films you have already studied again. For a good result, you need to consolidate the knowledge you have gained. By re-watching the video, you will see your progress and remember the words you have forgotten.

4. Try to use the words or phrases you have learned in life situations. Regularly repeating the material you have covered and associating it with real life events will help you remember it for a long time. Learning English is an interesting activity, although some people find it difficult. If you combine it with your favorite activities, learning will go faster, and the process of mastering the

language will only bring joy. Learning English from films and TV series gives you many
bonuses: you simultaneously improve your vocabulary, pronunciation, and perception of oral speech. At the same time, you learn not banal words, but colloquial expressions that will definitely come in handy in everyday life.

Listening to native speakers in movies improves your listening comprehension and understanding of real English speech. This is especially important for developing pronunciation skills, as you can listen for intonation, accents and correct stress in words.

Movies offer a rich context for learning new words and expressions. The viewer is exposed to a variety of themes, situations, and characters, which helps expand vocabulary and contextualize it. In addition to language, movies also offer a visual representation of English-speaking culture. The viewer can see the architecture, traditions, customs, and lifestyle of English-speaking countries. This not only helps you understand the language, but also helps you better understand the context in which it is used.

How to choose the Most Watching Movies for Language Learning;

1. Choose movies with English subtitles: This will help you follow the plot while improving your reading skills.

2. Repeat phrases: Stop the movie and repeat after the actors to practice pronunciation and intonation.

3. Take notes: Write down new words and expressions so that you can repeat them later and use them in conversation.

4. Analyze dialogues: Pay attention to the structure of sentences and expressions, their use in different contexts and situations.

5. Discuss films: Discussing the plot, characters and themes of films with friends or online communities to help consolidate new knowledge and practice speaking.

Thus, watching movies in English is a fun and effective way to improve your language skills. It not only offers immersion in the language environment, but also ample opportunities to practice listening, speaking, reading and writing skills. The key is to be persistent and use this method regularly in your language learning.

5.7 Video materials as examples of communication.

A different approach to video materials is to look at how they communicate their message. This is particularly relevant to non ELT materials since they were produced to convey a message to a particular audience. They can be studied as examples of uses of the medium in the context of the society that produced them. In language programs which include an element of project work and with students who are interested in contemporary issues, this flavour of media studies can be very motivating.

All films, video and television production are examples of the use of tools other than language to communicate to an audience. One way of analyzing video programs is to look at the film techniques employed;

Editing decisions, camera angles, the way images are juxtaposed all have an effect on the viewer, who is often unaware of it. The group tasks in some video activities encourage students to think about the way a programme was put together and could form the basis for discussions.

It is very interesting and useful using video materials which tell stories.

There are three things to look for in a story: the characters, the plot and the style of telling the story.This is a useful basis for thinking about how you could use a story in class.You will certainly want to make sure your students can follow the plot, and an appreciation of the characters is usually very closely linked to our understanding of a plot. How far you discuss the style will depend on the interests of your students.

Interesting stories are good material for developing the skill of gist listening. You can set a clear goal: the ability to retell the main elements of the plot. It is usually possible to follow the plot without understanding every word in the story and you can choose stories on video which have a strong visual contribution to the storyline. We have to look particularly for information about characters: attitudes are often indicated by facial expressions or movements. Below is an example of the way you could organize your notes.

It is also necessary to use materials which focus on cultural features. The camera can take us into people's homes and lives and places of work and lay before

us evidence of what life and work is like in another country. You would probably choose to use materials of this kind because the aspects of the culture featured are of relevance to your students. Perhaps they are soon to go to foreign countries to study or as tourists, or perhaps they might work in foreign countries and having to interpret the culture that is all around them.

If these are your reasons for using video material which highlights aspects of society, use the video to find out what your students want to know about it. Different students will notice different things even some of them may surprise you. Try to leave it as open as possible and encourage them to ask questions, by setting preview questions such as "What differences do you notice between ……. customs and those of your own country?' 'Does anything seem strange to you in the scene?

Let's speak video or audio? The aid that we are most likely to use for the same reasons as video is the audio tape or cassette recorder. We are accustomed to using audio to present examples of language in use. It lets us bring into the classroom different voices and different accents and skilful use of sound effects can suggest a setting. We can do all of these things better with video. So, if we had the same range of materials on video as we do on audio, would we continue to use audio in language teaching? The answer is yes, but it would have a more limited role. It would be limited to the function it is most useful for in the language classroom: intensive listening.

We have established that video is a good medium to use for extensive listening. It is not however so well studied to an intensive, detailed study of spoken language. The present generation of videocassette machine does not respond speedily or accurately to the stop, rewind, replay sequence you go through in intensive listening to identify every word. There is the added irritation of having the picture interfered with and the screen takes a moment to settle down after a restart. If you want to listen your students intensively to a dialogue, don't do it on video. The idea would be to have the soundtrack on an audio cassette. Then, after using it on video, any intensive listening tasks could be carried out on audio. Where this is not possible, it is best not to attempt intensive listening. You don't need to treat every dialogue in the same way anyway, so keep that kind of work for audio materials and try to use video for the work it is best suited for.

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