

**VIDEO IN ENGLISH LESSON**

The study of foreign languages, especially English, as the language of international communication, is especially relevant today, in the period of globalization, educational and labour migration.

Despite some progress (using the Internet, various programs, etc.), one of the difficulties of learning a foreign language is the very limited ability to communicate with native speakers and use conversational skills outside of university. Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language lesson using various methods of work. No less important is the inclusion of students to the cultural values of the people who speak the language. For this purpose, authentic materials are of great importance: videos and various video materials.

The use of video materials is a particularly popular and favour way for students to learn a language due to the visual image, the availability of the material presented and, as a result, positive motivation for learning. This is a good way to bring a living language to the audience: when a moving picture is added to sound effects and different voices, the examples of using the language become even more realistic.

Video materials allow students to see the language situation and hear spoken English at the same time, it gives an opportunity to improve the skills of listening and understanding of authentic spoken language intended for native speakers, as well as to deepen existing knowledge and enrich vocabulary. This method of teaching language encourages students to say that they can become an incentive for real communication in the audience when discussing different opinions about what they see or the basis for role-playing, because films are dynamic, entertaining and give visual clues for understanding. It is known that the understanding of speech increases, if there is an opportunity to see the speaker and guess by visual signals what is happening. Such views provide a

richer and more diverse linguistic environment within which the process of language learning takes place [2, p.60-62].

For example, viewing movies or individual episodes, simulates reality with a varying degree of realism or fantasy, contains all kinds of examples of human communication. Many videos simply show people and objects in different settings, and some materials are designed to specifically enter information about a country's social, cultural, or professional life. In addition, when watching videos, there is a subconscious working out of the correct pronunciation of English sounds [4, p.80].

The process of working with video materials is divided into four main steps:

1. Preparatory or pre-demonstration stage (previewing);
2. The perception of the film or a demonstration stage (while viewing);
3. Monitoring the understanding of the main content or the post-demonstration stage ((post) after-viewing);
4. Development of language skills and oral speech skills or creative stage [1, p.57-62]. At each stage there are a number of tasks, the fulfilment of which determines the effectiveness of the entire audiovisual process.

In the pre-demonstration stage, it is necessary to remove possible difficulties of perception of the text and prepare for the successful execution of the task; motivate students, set them up for the assignment, making active participants in the learning process.

The first stage of watching a video can include exercises to predict what the film is about: by title, keywords, or phrases that lead to questions. Then a new vocabulary is introduced, which is necessary for understanding the film and proper names that will appear in the film. Students also get acquainted with the tasks of the post-demonstration stage.

The second demonstration stage whose goal is to ensure the further development of students' linguistic, speech or socio-cultural competence, taking into account their real capabilities of foreign language communication. At the

stage of perception of video material, tasks are used aimed at finding, fixing, transforming a certain language material: vocabulary, grammar, phonetics. In this case, it is not so much the formulation of the task, as the content of the exercise provides for one or another degree of effectiveness and justification of the task. Trainees can also make notes to the text of the film, which will be needed when performing tasks at the post-demonstration stage.

The third stage is post-demonstration phase, the purpose of which is to ensure the further development of students' linguistic, speech or socio-cultural competencies, taking into account their real possibilities of foreign language communication. This stage includes the following types of exercises: answering questions on the content or drafting questions; choosing the right answer; completion of the offer; filling gaps with words, phrases, prepositions; error correction; correspondence of Ukrainian (English) equivalents of words; correlation: the words and their definitions, the characteristics of the characters and their descriptions, the beginning and end of the sentence; choice: right or wrong; change of the offer; restoration of the chronological chain of events; correlation of words and their synonyms; filling in the table: an explanation of the meaning of words or phrases; determination of the replica of the heroes; characteristics of the main and acting characters; description of the appearance of the characters, costumes, events; the correlation of disparate sentences with the semantic parts of the text (the outline of the text and the headings of each part are proposed).

This stage is development of language skills and skills of oral speech or creative stage, the purpose of which is to use the source video as a basis and support for the development of productive skills in oral or written language.

The fourth stage is the conclusion and summing up. Therefore, the following exercises can be attributed to: expressing one's own opinion, expressing an assessment of the film and its characters, writing a brief summary, retelling the plot of the film, a story on behalf of acting characters, a story about

the continuation of the film, expressing the main idea, problems of the film and its characters, poster or advertise this movie [3, p.102-105].

We can conclude that the use of video in English lessons today is an integral part of the learning process and a real help in the work of the teacher at the university. Its application not only enhances interest in learning the language, but also broadens the horizons of students. Watching video is more comfortable and enjoyable – it also contributes to better learning and memorization of the material. Thus, the introduction of video into the process of learning foreign languages helps to solve many problems: when working on a video fragment, all four types of communication activities can be involved: listening, speaking, reading and writing. Viewing authentic video material helps to create speech patterns that serve as a benchmark for speech activity and thus contribute to the development of speaking skills. The focus is on listening, the most difficult aspect in learning a foreign language. Also, the use of video in English classes allows students to develop a language guess and broaden their horizons. They have the opportunity to learn about the history, traditions and customs of the people of the country of the language being studied. In addition, the video serves as an incentive to learn foreign languages. Trainees have the opportunity to apply and expand their knowledge on unfamiliar authentic material. When trainees realize that they are able to understand authentic foreign language speech, they increase their self-esteem and motivation to study the subject. As a result, the use of video materials in class is an interesting and entertaining tool that increases the activity of students.

#### REFERENCES

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