

## Using Video Materials In English Lessons

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**Abstract:** the article deals with the issues based on the efficiency of using video materials in English lessons. It should be noted that the use of a video in a lesson is not only the use of another source of information. Using a video film contributes to the development of various aspects of the students' mental activity, as their attention and memory. While watching in the classroom there is an atmosphere of joint cognitive activity. Under these conditions, even an inattentive student becomes attentive. In order to understand the content of the film, students need to make some efforts.

**Key words:** students, video resources, lesson, vocabulary, video film.

In modern conditions, teaching the basics communication, knowledge of English is an urgent task in the field of training students of the linguistic faculty. Undoubtedly many graduates dream of finding work in prestigious domestic and foreign companies. High level of proficiency depends on students' professional preparedness. Modern language teaching is impossible to imagine without the wide and active use of technical means. In this regard, we want to consider how we can use the resources of the cinema in the training of specialists.

Today, the use and application of video resources is becoming a very popular and effective technique in teaching students English.

For really effective use of video in the lesson, we need to make sure that:

The content of the video materials used corresponds to the level of general and language preparedness of students.

The duration of the video clip used does not exceed the real possibilities of the lesson or the lesson stage.

The situations of the video fragment provide interesting opportunities for the development of language, speech, and socio-cultural competence of students.

Context has a certain degree of novelty or surprise;

The text of the video is accompanied by clear instructions aimed at solving a specific educational problem, understandable to students and justified by the logic of the lesson.

Sometimes teachers complain that in the process of watching a video, students are distracted from the lesson, behave badly, and perceive the beginning of the viewing as a signal for entertainment. Of course, situations can be different, but more often these situations arise when the teacher<sup>1</sup>:

- did not take into account the real interests and capabilities of students when choosing a video material;
- insufficiently clearly explained the purpose of the assignment and how its implementation will be assessed or will affect the course of further work;
- failed to think through differentiated tasks for their successful implementation;
- uses video for the first time;
- he himself is not sure of the necessity and effectiveness of such work.

We can use such video materials as:

- 1) training video;
- 2) feature films and documentaries;
- 3) cartoons;
- 4) video recordings of television news and other television programs;
- 5) music videos;
- 6) advertising;
- 7) video tours of various cities and museums of the world;
- 8) various computer programs with video, etc.

The effectiveness of the use of videos depends on the effective organization of classes.

Educational tasks that can be solved using video:

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<sup>1</sup> Orlova S. How to teach English using video [Electronic resource] / 2015 - Link: [https://www.youtube.com/watch?v=gKa\\_\\_FbwmHo](https://www.youtube.com/watch?v=gKa__FbwmHo)

### 1. Repetition of vocabulary and expansion of vocabulary.

1) For this we use a video fragment from 30 seconds to 1 minute, which presents objects, actions or characteristics on a lexical topic. It's better that the video is accompanied by music or English text. We can also use a video clip with text in our native language, removing the sound.

2) The study group is divided into subgroups or pairs, each of which receives its task. Tasks do not have to be different. They can be duplicated for several groups or pairs.

3) Students watch a video where different animals are represented (professions, colors, people performing various actions). Then discuss in groups (pairs) what they saw. If necessary, they can use the dictionary or seek help from a teacher.

4) For example: in English, name the animal that we saw;  
tell what the elephant does; who is the person we saw by profession; what yellow objects did we see, etc.

5) Then the students answer the questions. The teacher warns in advance that they will watch the video again and will have to check how correctly the group completed its task.

6) Then everyone looks at the passage a second time and checks the answers.

### 2. Video can also be used to introduce new lexical units or a new lexical topic.

We can show animals in the zoo or in their habitat, which will make a much more vivid impression and will contribute to better memorization than when working with a textbook.

As in this case, for the “describe the picture” task, we can use the “pause” function so that students have the opportunity to see all the details on the screen.

### 3. Learning to understand speech by ear.

We can say that the use of video for teaching listening has its positive and

negative sides.

On the one hand, video recording is more emotional in comparison with audio recording - students not only hear, but also see speakers, their facial expressions and gestures, and also receive information about the context of what is happening - the scene, age of the participants, etc.

On the other hand, all these factors distract the student from the actual speech, and he can be carried away by what is happening on the screen, instead of focusing on listening.

The teacher needs to take into account, first of all, the interests of the students in order to increase their motivation and select those videos that best meet their needs and the level of linguistic training of students. The advantages of using films in the classroom include the fact that the trainees can also see the characters, and not just hear what happens when listening. Observation of the non-verbal characters, the environment, the appearance of the interlocutors helps to quickly and better understand the situation. The disadvantages of using video in the lesson can be that the students can view viewing as watching TV, uncritically and relaxed. Therefore, the teacher needs to set up and prepare students so that they are actively involved both in viewing, in the content of what is viewed and in the language used.

When working with video materials, we can use the following types of tasks:

1. Play the video without sound: students and the teacher discuss what they see on the screen and how this helps them understand what is happening. Then they have to guess what the characters really can talk about. In conclusion, we can check how successful the stated assumptions were.

2. Play the storyline by turning off the image. While listening to the plot, students should guess where the characters of the film are, what is happening around them, what they do, etc. Having discussed the above issues, the teacher can turn on the video sequence along with the sound, the group has the

opportunity to test itself.

3. Use a still image. The teacher presses the pause button and asks the trainees what can happen next. Students need to predict further events and the language material that can be used in the plot.

4. Divide the group of students into 2 subgroups. During this assignment, half of the group sits facing the screen, the second with its back to the screen. The first group describes visual images for the second subgroup<sup>2</sup>.

In addition to the above, I would like to note the methodological skill of the authors in preparing the video course for the Market Leader Intermediate study guide, which I had to work with in many domestic and foreign companies. This course allows students not only to observe the use of the lexical and grammatical material they are studying, but also to form an idea of the various situations that arise in communication. Each section of this manual is built systematically and includes the following types of tasks:

1. Briefing. At this stage, the students delve into the situation, the main issues, the main vocabulary for the film to be watched. Articles, web pages, advertisements, emails, etc., can be presented here, i.e. those materials that help to understand the essence of the problem.

2. Talking points. Students should give their point of view on the issues under consideration.

3. Video. This type of work presents tasks that help students understand the language and content of the film.

4. Character assessment. Trainees should evaluate the characters of the film, relationships, communication, shown in the video.

5. Video vocabulary involves a more detailed analysis of vocabulary from the film and active work with it, with its indispensable conclusion in the speech of the students.

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<sup>2</sup> Market Leader Video. Market Leader Intermediate New Edition Course Book. Pearson Education.

6. Language assignment enables students to play role-playing games based on the movie they've watched. At the same time, students get the opportunity to practice such basic language skills as negotiating, presentations, business meetings, etc.

In conclusion, we can say that the use of video materials in the lesson allows us to solve a number of training problems, such as mastering the lexical material of communication and language skills and a successful career in the further professional process. The effectiveness of the use of a video film in teaching communication depends not only on the precise determination of its place in the training system, but also on how rationally the structure of the video session is organized, how the training capabilities of the video film are aligned with the learning objectives.

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