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# Some Issues about Using Video Materials during Language Lessons

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**Abstract:** This article discusses effective techniques for working with video materials in language learning classes. The effectiveness of the video lesson depends on how students feel about watching the video. For this, special techniques are proposed for working with video material.

**Keywords:** language assignment, specific material, video material, stages of watching a video film, to increase motivation, a cycle of lessons, repetition of vocabulary, expansion of vocabulary, learning tasks, types of exercises.

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Using video materials during language lessons is similar to working with book or newspaper texts. There are three main stages: pre-demo, demo stage, post-demo stage. At the predemonstration stage, it is necessary to motivate students, remove possible difficulties in perceiving the text and prepare students for the successful completion of the assignment.

For instance the teacher may ask students:

- What information do they have on this topic?
- What is the expectation from the film?

The teacher should draw the learners' attention to the fact that there will be previously unknown information in the film. Watching video materials can complete the cycle of lessons on any topic or problem. Students receive an assignment in advance to study a specific material, which logically prepares them for watching a video. Preliminary reading of texts and discussion of problems on the same topic also help to increase motivation while watching the video, provided that the video plot opens up new perspectives on the vision of the topic, contains an element of novelty and unpredictability.

The purpose of the demonstration stage: students' understanding of the content of the film, activation of speech-thinking activity. At this stage, the following exercises can be used:

- ✓ Freeze frame (stopping the film, question: "What was it about?");
- ✓ "silent viewing" (showing a part of the film without sound);
- ✓ Restore the text (while viewing, fill in the gaps in the text written on the printout).

Many videos have ready-made designs that offer exercises such as: answering questions, supplementing a sentence, putting verbs in the right tense, etc.

At the post-demonstration stage, speech creative activity of students is organized. Pupils describe film frames (without sound) through the "Snowball" chain, students ask questions about the content of the frame (frames), students must correct deliberately false information, and students describe those film frames where new information was presented.

As a homework assignment, students may be asked to create mini-projects based on

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information from the videos they watched. This can be a preparation for the plot or situation of the video.

The use of video for beginners is somewhat limited due to the small volume of their vocabulary and knowledge of grammar. However, the use of video from time to time pleasantly diversifies the lesson, introduces an element of real life into it. One of the learning tasks that can be solved with the help of videos is vocabulary repetition and vocabulary expansion.

Another task that can be solved with the help of video at this stage is the task of teaching listening comprehension. It should be noted that there are positive and negative aspects to using video to teach listening. On the one hand, video recording, in comparison with audio recording, has a more vital character - you not only hear, but also see the speakers, their facial expressions and gestures, and also receive information about the broad context of what is happening - the location of the action, the age of the participants, etc.

On the other hand, all these factors distract the listener from the actual speech, and

He may be carried away by looking at the picture, instead of focusing on listening.

Therefore, especially at the initial stage, before watching, students should receive a

Clearly formulated task on which they will have to focus. Of course, the use of video in a foreign language lesson and in extracurricular activities opens up a number of unique opportunities for the teacher and students in terms of mastering a foreign language culture, especially in terms of the formation of socio-cultural competence as one of the components of communicative competence in general. Unlike audio or printed text, which can have a high informative, educational, educational and developmental value, video has the advantage that it combines various aspects of the act of speech interaction. In addition to the content side of communication, the video contains visual information about the place of the event, the appearance and nonverbal behavior of the participants in communication in a particular situation.

Video materials provide almost unlimited opportunities for analysis based on

Comparison and juxtaposition of cultural realities and characteristics of human behavior in various situations of intercultural communication (provided that the selected videos provide the necessary basis for such a comparison). It is also obvious that the video can have a strong emotional impact on students, serve as a stimulus and reinforcement to create additional motivation in further educational, search and creative activities.

The effectiveness of the video lesson depends on how students feel about watching the video. For this, special techniques for working with video material are offered:

- Watching a video without sound: the students and the teacher discuss what they see, what train of thought it prompts them, and assume that the characters are really speaking. Once all the assumptions are made, the students watch the video again.
- Listening to video without picture: this changes the previous procedure to the exact opposite. While students listen to the video, they try to judge where the characters are, how they look, what is happening, etc. Once all the assumptions are made, students listen again, but with a video sequence.
- "Freeze" the image: the teacher puts the video on pause and asks students to guess what will happen next. Can they guess?

- Division of the group into two subgroups: the first subgroup sits facing the screen, the second subgroup - with its back to it. The first subgroup describes to the second subgroup what is happening on the screen. Of course, there are many other ways to work with video material.

For example, a video lesson outline might include the following steps:

### **1. Preparation**

- a) a preliminary discussion is held, during which vocabulary is repeated, close to the subject of the film, and also stimulates the interest of students in the topic;
- b) Creative work, during which students can be given the opportunity to propose the names of films themselves, to use problem situations related to the topic under discussion. You can ask students to make predictions about what the video will be;
- c) Work with new vocabulary, during which students are given new words on a given

### **2. Viewing**

When viewing, you can carry out the following types of work:

- a) Testing hypotheses made by students before viewing;
- b) Information search. After the first viewing, students are offered information search exercises, and the plot is watched again, in segments or in its entirety, depending on the class level and the objectives of the lesson;
- c) Work with a separate segment. This stage of the work provides the greatest opportunities for the formation of elements of communicative culture. In addition, at this stage, the basic skills of deciphering the text are practiced, which is the most important aspect of listening.

### **3. Work after viewing**

The following types of work are offered:

- a) repetition and development of speech blocks obtained after viewing;
- b) commenting on and consolidating the communicative techniques seen in the film;
- c) Discussion. Students relate what they see with real situations in their lives, in their country and analyze the similarities and differences in culture;
- d) Role-playing game. You can invite students to play the viewed plot or develop it;
- e) Reading on the topic. You can offer students problem or informational texts on the topic of the video plot for viewing reading and discussion. This is especially useful when viewing news items;
- f) Creative work. Students are invited to write a short retelling, reflection on the topic of the viewed plot, supplement the biography of a famous person who was discussed in the plot, and make up a dialogue or a scene or other similar tasks. Interpret the reactions, facial expressions and gestures of the characters.

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Precise definition of its place in the teaching system, but also on how rationally the

Structure of the video lesson is organized, how the educational capabilities of the video film are coordinated with the learning objectives.

In the structure of a video lesson for teaching oral speech, four stages can be distinguished:

- preparatory - the stage of preliminary removal of language and linguistic and cultural difficulties;
- the perception of a video film - the development of information perception skills;
- control of understanding of the main content;
- Development of language skills and speaking skills.
- The fourth stage may be preceded by re-viewing the fragment. To solve each of the tasks, students should know not only the general content of the video, but also remember the details, as well as be able to evaluate events, give characteristics to the actors, using words and expressions from the speech accompaniment of the video.

The very prospect of watching a video in a lesson can be a good incentive to increase the degree of student effectiveness and are used by the teacher as an "incentive prize" for good work.

As conclusion we can say that educational video courses open up many opportunities for active work in the process of forming speech skills and abilities of students, and make the educational process of mastering a foreign language attractive for students at all stages of learning. The effectiveness of using video films in teaching speech depends on not only the precise definition of its place in the teaching system, but also on how rationally the structure of the video lesson is organized, how the educational capabilities of the video film are coordinated with the teaching tasks. The use of video films contributes to the individualization of training and the development of motivation for the speech activity of students. A modern teacher has at his disposal an innovative technology that helps him in solving the tasks - media technology. It is necessary to use this new tool with maximum correctness, to professionally solve the problem set for a modern teacher - to teach a student to speak, write and read in a foreign language. Here, it is required to apply the accumulated experience in preparing for the lesson: the correct definition of the tasks of the lesson, clear planning of stages and the expedient use of technical means.

The main goal of learning a foreign language is communication. It is important here to give students the opportunity to learn a foreign language in context, to understand its use in situations relevant to real life. The basis of the work is made up of exercises in commenting, discussion, interpretation of the issues raised in the video material. The use of videos in the lesson is fun and entertaining and this increases the motivation of students to learn a foreign language. But it must be remembered that the teacher will need much more time and effort to prepare a video lesson. Teachers need to understand how useful working with video material is, regardless of the level of language proficiency of the students.

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