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НАУЧНО-МЕТОДИЧЕСКОЙ КОНФЕРЕНЦИИ
«ИННОВАЦИОННОЕ ПРАВОВОЕ ОБЕСПЕЧЕНИЕ
УЧЕБНОГО ПРОЦЕССА»**

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«Инновационное правовое обеспечение учебного процесса: Материалы
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Сборник научно-методической конференции посвящен вопросам обеспечения учебного процесса современными инновационными методами, которые являются одной из первоочередных задач в работе вуза. В том числе использование мультимедийных технологий в процессе обучения позволяет представить учебный материал не только в традиционном, но и в более доступном для восприятия студентами визуальном вербальном виде.

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THE USAGE OF VIDEO PROGRAMS AT ENGLISH LANGUAGE CLASSES

There is, undoubtedly a lot of non-standard forms of the teacher's work that activate attention, which means that the students are interested in the foreign language. But work on the film is a more effective form of learning activity that not only activates, the attention of learners, but also contributes to the improvement of their listening and speaking skills, as the visual support of the foreign sounding from the screen helps to more fully and accurately understand its meaning.

The use of video in a foreign language class is an effective tool for the formation of a communicative culture of the students. It connects the lesson with the real world and shows the language in action, in a living context. This is a learning tool that enriches the materials already available in the teacher's arsenal. The video, among other things, can help overcome the cultural barrier when learning a language. Different types of exercises can be used at different stages of work with video materials (before, during and after viewing) various types of exercises can be used.

In fact, electronic media, such as a computer and a video recorder, are now becoming increasingly important in the teaching and education of students. More than that the use of video is very effective in the formation of learners' communicative culture, since the video materials not only present students live speech of native speakers, but also immerse them in the situation in which they get acquainted with the language of facial expressions and gestures, the style of relationships and the realities of the country of the studied language. The video material allows, in addition to assignments for understanding, to give students the task of interpreting facial expressions and gestures ("body language"), to recognize the style of relationships, etc. so that in a real situation, students do not make gross mistakes in communicating with representatives of the country of the studied language. The video in the lesson represents the language in a living context. It connects the lesson with the real world and shows the language in action. This is a learning tool that enriches the materials already available in the teacher's arsenal. The video, among other things, can help to overcome the cultural barrier when learning a language.

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

For example:

- if we want to present a complete language context;
- to show the communicative side of the language through the study of facial expressions and gestures;
 - to practice listening skills in a natural context;
 - to present situations for playing in the classroom (for example, role play);
 - to practice the skills of description and retelling;
 - to enrich the vocabulary;
 - to stimulate communication or discussion.

When conducting video lessons, it is necessary to observe the basic approaches and principles of their conduct, in particular, the criteria for selecting materials for the video lesson: What do the characters do? Watch the story or situation as a whole.

Then the questions are discussed by the whole class. If necessary, the passage is reviewed again and the discussion continues. Here are some of the activities

1. Match the adjectives (15-20 minutes)

The teacher selects a passage in which 3-5 characters of different types participate and prepares a list of adjectives that are used to describe the characters of people (or ask the children to do it).

The instructor hands out the list and discusses these features with the class in advance. If there are unfamiliar words in the list, he explains their meaning, warning that each character can be described by at least one of these adjectives.

Students look through the passage.

Students work in groups, discussing the actions of the characters and what they say, and they pick at least one characteristic for everyone.

Then the willing choose one characteristic and explain to the class what this word means, illustrating its explanation by some example.

2. Real questions (15-20 minutes)

The teacher selects an excerpt from a documentary or news that is of interest to students. The news should be reported by the announcer on the screen (not off-screen).

Ask students questions about what they know about the subject covered in the news.

Answers are written down on the board.

He suggests asking a few (2-3) questions on this topic.

After breaking up into groups, the students make up at least three more questions on the same topic.

Before viewing, the teacher warns that there may be answers to some of the questions in the proposed passage. They can be expressed directly, indirectly, or they will not be at all. The task of the students is to determine which questions in the passage will be answered.

Students look through the passage.

Representatives of groups read questions to which they received answers.

For the remaining questions, the teacher suggests finding answers in the form of a homework or group "project."

Option - the teacher shows the beginning of the passage and verifies that all students have understood the topic for discussion.

3. Biographies (20-30 minutes)

The teacher selects a passage for 5-10 minutes, in which the characters communicate with each other. The passage should give answers or stimulate guesswork as to who these characters are, where they come from, etc. If the students already understand the spoken language well, you can show them a longer passage or a whole film.

On the blackboard he writes down the questions:

What is the character's full name?

Where was he / she born?

When was he / she born?

What were his / her family like?

The teacher explains what the passage will be about, and the students choose one of the characters. After viewing the students need to write a brief biography of the character, starting with the answers to the questions written on the board.

The students watch the passage.

Time is given for writing a biography.

After that, the students in the groups discuss their "biographies" in turn.

Students look at the passage again to discover whether it confirms or refutes the assumptions made by the students.

4. Consumer opinion review (30 minutes)

The teacher selects an advertisement for a product or service that may be of interest to the students. He distributes the questionnaire, answering the questions of which it is possible to find out how much time (per day, per week, per month), on average, they watch TV.

Teacher makes an announcement that he will show the commercial advertisement. On the board he writes down the questions to be answered:

What is the message?

What is the target audience?

Are you part of the target audience?

Do you find the message convincing?

Students look at advertising.

Students in groups discuss their answers to questions.

Students watch the video again to make sure the answers are correct.

Fill in the video pass (10-15 minutes)

The teacher selects a passage in which the storyline is clearly visible and writes its beginning and the end (about one minute long).

He explains to the class that two passages will be shown. The task of students is to write a story that links these passages.

The students watch the first passage.

Students (in groups) discuss the situation and the characters (and the group representative expresses the opinion of the group).

Then they watch the second passage. The order of the discussion is the same.

Compare two passages - place, events, character relationships, etc.

Each group composes a story connecting these two events.

The representative of each group reads (or tells) their own version. Students compare persuasiveness and other merits of the story.

Students watch the whole passage, after they compare their stories with the original ones.

5. Debates

This activity is intended for groups who are fluent in the language.

The teacher selects a passage containing an idea that can cause disagreement, for example - "Every old or mortally sick person has the right to a quick and painless withdrawal from life (euthanasia)."

The teacher writes this statement on the board.

He says the learners that he will show an excerpt in which this idea is contained. The students watch the passage.

The teacher explains that in the discussion everyone should speak out using the pros and cons.

Choose two teams (2-4 people each), which will represent one or the other point of view. Each team must have a captain. The captain at the beginning expresses the point of view of the team and in the end sums it up.

If there is time and necessity, the students look through the passage again.

At home, students prepare their arguments. The teacher warns the students that they can use the notes, but can not read them on paper. Each performance is limited to 3 minutes. The class should prepare 3-5 questions for the speakers. It is desirable that the questions are based on what they saw and heard in the video clip.

In the next lesson:

The speakers sit facing the class. Each team comes forward with its statement.

After the speeches and summing up, the class asks questions. At the end, the class votes, whose position was expressed more convincingly.

In the event that the task is to show the feature film entirely, it is necessary to give the class assignments that would make you listen to the dialogue, and also compare the actions and actions of the characters and draw conclusions from this.

In the event that the film is a comedy, the students are given the task to write jokes that were understandable.

If it's a detective, the film shows up to the place where the criminal is exposed, and ask them to answer reasonably who is guilty and why they think so. This can be quite complex, so detective stories are advisable to look in parts, discussing each part and making preliminary conclusions about the identity and motives of the crime. This does not apply to those criminal stories that begin with the display of the crime. This does not apply to

In the event that the film tells about people's lives, you need to ask questions about their relationship. It is also desirable to stop from time to time and make predictions about the further development of events and the relationship of characters.

From the point of view of listening, species and other documentary films seem easier to understand, since most of the text is read by a speaker with a well-established pronunciation and a clear articulation. In addition to testing the understanding, the students can be given the task of writing a small article on the same or similar topic, for example, "The most terrible catastrophe of the 20th century" or "Peculiarities of the life of the South American Indians".

In conclusion, it should be stressed that video materials provide almost unlimited possibilities for conducting analysis based comparison of cultural realities and behavioral features of people in different situations of intercultural communication (provided that the selected video texts provide the necessary basis for such comparison).

It is also obvious that the video can have a strong emotional impact on the trainees, serve as a stimulus and reinforcement for creating additional motivation in further learning, searching and creative activities.

The effectiveness of the use of a video film in the teaching of speech depends not only on the exact definition of its place in the training system, but also on how well the structure of the video work is rationally organized, how the training capabilities of the video film are coordinated with the learning objectives. There are four stages in the structure of video lessons for teaching oral speech:

- 1) preparatory - the stage of preliminary removal of linguistic and linguistic-cultural difficulties;
- 2) perception of the video - development of information perception skills;
- 3) control the understanding of the main content;
- 4) development of language skills and oral speech skills.

The fourth stage may be preceded by a repeated scan of the fragment. To solve each of the tasks set, 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 actors, sing words and expressions from the voice accompaniment of the video.

Undoubtedly, the use of video in a foreign language lesson and in after-hour activities opens a number of unique opportunities for the teacher and students in terms of mastering a foreign culture, especially in terms of the formation of socio-cultural competence as one of the components of communicative competence in general.

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