Cекція №1: педагогіка

The Use of Professionally-oriented Video Materials in the Course of Foreign Languages Teaching

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 Audio-lingual and audio-visual methods of foreign languages teaching appeared in the 40-50th of the XX century in the USA and Western Europe and are a unique development of the Gealmer’s ideas. These methods have their disadvantages due to the underestimation of the role of language skills, reading, writing, insufficient stability of mechanical associations, exclusion of the native language use, and direct practical learning approach. But at the same time they have positive characteristics, among them are speech patterns practiced in the frames of normal communication rhythm, development of listening skills and memory supported by visual verbal means.

 At the modern stage of foreign languages teaching, when the primary task is to teach speaking and communicating, the use of some elements of the above mentioned methods is absolutely grounded.

 Professionally-oriented audio and video materials provide the group of learners with authenticity, variety, actuality of events, approaching to real life as these above mentioned items are lack in terms of foreign languages teaching. During listening and watching audio and video materials the students find themselves in the verbal environment. Moreover, you can listen to the same material as many times as you need. Due to the use of such materials the problem of the reading individualization can be solved, as the same material can be given different names, depending on the linguistic base of the student. For this purpose different materials such as short plots or film episodes, extracts from radio and TV programs, interviews, reports, and whether forecasts can be used. At the initial stage the teacher can propose such tasks as to calculate the number of people in the video episode, to identify their age or profession, to describe the main characters, to guess where the action takes place, to give the name to the episode and to retell the text briefly.

At the intermediate level the students can be asked to describe the situations or events, to explain the cause of events, ground their points of view with their own comments. Also the students can be asked to retell the episode in different time tenses and from the point of view of different characters.

The work with video material can be very effective and for this reason it is not necessary to watch the film from beginning to the end, an interesting short abstract for 5 minutes can be chosen. The following tasks can be proposed: to identify the characters, to prognose the place and historic period where it takes place, to describe the events and prognose the continuation; to describe the mimics, gestures, mood of the characters; and to reproduce the phrases spoken by the characters but with the sound off. Also in group with insufficient level of the language learning it is recommended for the teacher to retell the content of the video material beforehand.

Professionally-oriented video materials with a good accompanying sound give a possibility to create different situations for conversations on professional topics, allow to make the conditions of the foreign language studying closer to the conditions of the real-life situations.

It should be emphasized that working with such material requires pre-listening tasks. Before starting to watch the material it is recommended to have a brainstorming phase introducing the terms connected with the material which is being studied, and to discuss some aspects.

 The use of visual methods is the static visual method. When working with audio-visual language materials the students first can be asked to listen to the material with the aim of answering the teacher’s questions concerning some episodes of the material which is being studied. Also the students can be proposed to ask and answer the questions on the audio-visual material, to make a plan, to retell the gist of the listening material according to the plan and using key words and expressions, and to retell the main ideas of separate episodes or the whole audio-visual material in general. Also the students can be asked to retell the film from the third person or one by one. Then the students can work in pairs by asking and answering questions as for the material and make up short stories on the basis of its topic. It is advisable to give comments on the material.

 All these types of work are interrelated and have the main objective to teach the student to use a foreign language for specific professional purposes. When working with visual material in any group it is necessary to teach students to use the language in new real situations.

 When working with authentic material we keep to the main principles of audio-lingual and audio-visual methods: to use certain lexical units in the situation; simultaneous interaction of verbal and nonverbal factors; and auditory and visual perception.

To sum up, we should state that the use of the techniques of audio-visual methods at practical classes for ESP can increase motivation and communicative activity of students.