

ціями, підприємцями тощо у формі дистанційних курсів та вебінарів. Важливо зазначити, що підвищення цифрової компетентності вчителів є актуальним завданням для всіх країн, зокрема й України. Це дозволяє забезпечити вчителям необхідні знання та навички для ефективного використання цифрових технологій в освітньому процесі, а також підвищити якість освіти в цілому.

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**Valeria TUPCHENKO**  
(Kharkiv, Ukraine)

### VIDEO MATERIAL AS A FORM OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

Modern reality of the educational process implies the use of information and communication technologies in foreign language teaching which in turn changes approaches to the development of teaching materials. Among different forms of ICT video material should be highlighted.

Interactive learning on the basis of computer-based training programmes allows to more fully implement a whole set of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative, allows to take into account the individual pace of work of each student.

Practical use of ICT implies a new type of cognitive activity of the learner, which results in the discovery of new knowledge, the development of students' cognitive independence, the formation of skills to independently replenish knowledge, search for and orientate in the flow of information.

The use of video material places great demands on organisation of the learning process, which should be distinguished by clarity, thoughtfulness, expediency. The teacher who uses video materials should be able to introduce students to the circle of problems under study, directing their activity, making generalising conclusions, providing individual assistance in the process of independent work. The teacher should carefully prepare for the lesson with the use of video materials. Thus, demonstration of a video film

should not be a mere entertainment, but should be a part of a purposeful educational process that meets all the requirements of foreign language teaching methodology.

There is a large number of methodologies for using video materials in the process of teaching speech communication. The most widespread methodology, approved by many methodologists, is summarised as follows:

- 1) teaching students to perceive the information they see in an organised and conscious way;
- 2) developing students' ability to observe, categorise, select, and hypothesise on the offered materials;
- 3) teaching students to analyse and summarise the information received;
- 4) perceiving and expressing in an authentic way oral statements;
- 5) correct presentation in the learnt language of the idea contained in the shown material, taking into account those socio-cultural norms which exist in foreign language communication, the ability to analyse critically the video materials seen.

This method of using video material is based on three stages of work:

- a) pre-viewing;
- b) viewing;
- c) post-viewing, which are supported by special tasks that require students to concentrate their attention.

Practice shows that the use of video materials gives an opportunity not only to create communicative situations, but also contributes to the unobtrusive learning of professional educational material. In practical work two types of video materials are usually used: videos and feature films. Videos are an indispensable element in the holistic study of professional topics. As a rule, they are used to develop monologic speech skills.

The relevance to the topic under study and its informative and cognitive value allow a feature film to act as a fascinating form of presenting educational material. The logic of work on the film should be carefully thought out and an algorithm of educational actions should be developed. Then the abilities and skills acquired by students are better consolidated from topic to topic. In general, the stages of work with a feature film include: 1. Preparation for viewing. 2. Viewing. 3. Performing control tasks. 4. Creative work on the film.

Analysing the experience of using authentic video materials in foreign language classes, it can be concluded that their use in the classroom improves the quality of learning, serves not only as a source of knowledge acquisition, but also as a means of its control, consolidation, repetition, generalisation, therefore, it fulfils all didactic functions. Accordingly, the use of video materials at practical classes awakens cognitive interest in students.

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