



## USE OF MEDIA MATERIALS IN THE FOREIGN LANGUAGE CLASSES

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**Abstract:** *The paper discusses the use of authentic videofilms in the foreign language classes, their importance for the development of students' communicative competence, and the problems of their use. Particular attention is paid to film soundtracks, having numerous functions and making it possible to achieve various educational goals. It is concluded that the speaking and audiovisual skills acquired while watching and analyzing films provide a multifaceted perception of a foreign language text and develop the ability to navigate in any communicative situation.*

**Keywords:** *communicative competence, speaking skills, media materials, videofilm, soundtrack, interactive class, audio and video perception, associative thinking, creative writing.*

### Introduction.

The study of foreign languages has always been an integral part of studying at a higher educational institution. However, in the modern world, due to globalization processes, knowledge of foreign languages is one of the key factors for successful positioning in the labour market. In this regard, the need arose for a more thorough study of a foreign language, primarily in the development of communicative skills. Communicative competence in foreign languages is based on understanding what is said or written, on the ability to express one's thoughts, feelings, ideas, and facts orally or in writing in various situations in the cultural and social sphere. As a result, both the approach to language learning and methods and techniques of its teaching have changed. Methods of mechanical learning of a foreign language have been replaced by the interactive communicative teaching methods aimed at quick and effective mastering of a foreign language. Modern methods pay great attention to the development of communicative skills (speaking, writing, and listening) and the ability to apply these skills in practice [1, P.182].

Preparation for classes aimed at training specific skills requires additional efforts from a foreign language teacher, but it is definitely worth it. Exercises like "fill in the blanks" or "find true and false statements" do not engage students enough. On the contrary, meaningful and interesting material engages students in learning foreign languages with great enthusiasm. Properly selected material and its variability allow students to learn foreign languages with greater interest. Communicative tasks motivate not only students but also teachers helping them achieve the expected learning results in a more successful way.

One of the modern and well-known ways to create a meaningful context for foreign language learning is the use of media materials presented in various forms (visual, audio, and printed ones). Media materials can be integrated into language classes using selections from radio programs, TV shows, newspapers, and various thematic video files. Incorporating video into the lesson context creates a visually appealing and interactive classroom environment.



Video materials can be conditionally divided into several groups, depending on the video's length, language proficiency level, and the topic being studied. The first group includes educational videos, which are highly effective in lessons as their length varies from 1 to 6 minutes, depending on the students' knowledge level. Moreover, these videos train grammatical structures and thematic vocabulary, always aligning with the course material and supported by grammar pauses and necessary vocabulary sets. This type of video is simple and efficient to use in lessons.

The second group includes full-length feature and documentary films as well as TV series in a foreign language, lasting between 40 and 90 minutes. This type of video requires special attention and preparation from the teacher. Additionally, they should be selected according to the given topic and audience, ensuring that the minimum knowledge threshold of the students corresponds to the intermediate level according to the international knowledge scale. This type of video requires additional thematic discussion both before and after viewing as well as the study of vocabulary and more complex grammatical constructions. Otherwise, such videos may be tiresome for the audience if the topic is not pre-processed. Moreover, it is better to watch them outside of class time.

The third group includes authentic videos and self-videos. These are very useful in lessons and cover a wide range of topics: cooking tips, fashion trends, news, and people's opinions on various subjects. This type of video requires special preparation from the teacher: finding videos, adapting them to the lesson, and providing lexical and grammatical support. An equally important part of this group is self-videos, created either by the teacher or the students themselves. This type of video is highly beneficial as it helps in the practical assimilation and application of the studied vocabulary and grammar. The best use for such videos is for reinforcing material.

The paper examines one of the most effective groups of video materials, i.e. full-length feature films, documentaries, and TV series in a foreign language lasting from 40 to 90 minutes. This video source requires teacher's special attention and preparation. Moreover, they must be selected in accordance with the given topic and audience, where the minimum threshold of student knowledge will correspond to the average level according to the international scale of knowledge. This video material requires additional thematic discussion before and after viewing as well as study of vocabulary and more complex grammatical structures; otherwise such a video can be tedious for the audience if the topic is not worked out in advance.

Feature films improve students' speech competencies and promote the development of creativity. It is also impossible not to take into account the local and intercultural potential of feature films, since when watching them, students get acquainted with other countries and other cultures. Modern feature films, dealing with interpersonal relationships, are good to use for listening and speaking tasks, for developing local knowledge and for intercultural comparison. The use of films during the foreign language classes has such a unique feature as combination of visual and acoustic perception. Owing to the combination of visual images with texts and music, it becomes possible to connect educational materials with emotions.

It should be noted that in this case we are talking about the music accompanying the film – a soundtrack. Thanks to its various functions, a soundtrack keeps the film's



action moving throughout the film. A soundtrack has many functions at once: it evokes emotions and enhances visual perception of the film. It intensifies the action, creates an atmosphere and mood, and emphasizes the characters. It helps to determine more accurately the place and time of action, interpret film scenes, and create comic or dramatic effects. The soundtrack text can help understand the idea of the film and complement the topic of the film with other aspects. The text communicates with the audience on a rational level, while the music touches on an emotional level. The soundtrack functions here as a kind of language, it arouses feelings in the audience and evokes memories.

The use of soundtracks in foreign language classes makes it possible to achieve various educational goals; accordingly, it helps develop a varied and more interesting lesson structure. Since soundtracks transmit information through the auditory canals, when they are used in a lesson, intense listening and formation of one's own opinion about what is listened to are in the foreground. Students have the opportunity to give their individual audio and video impressions a verbal form and develop their imagination. The use of soundtracks trains concentrated and conscious listening and provides a variety of occasions for writing and speaking. Students receive impulses to describe, compare, analyze, evaluate, and make assumptions; that contributes to the development of their communicative competence and creative writing skills [2, P.24]. Soundtracks can be used in classes with students at all levels of foreign language proficiency; however, it should be taken into account that when developing tasks for soundtrack fragments, different emphasis should be placed. When using soundtracks, it is very important to consider transitions between the individual and group work. While individual work gives students an opportunity to express their subjective impressions, group work favours opinion exchanging, debating, and building on joint assumptions.

Currently, teachers have access to a large amount of authentic video material, which makes classes more educational and effective. Therefore, using film fragments and watching them at home should be used as often as possible. Using some video material to watch at home will make it possible to reduce classroom time. Nevertheless, teachers must check the completion of such tasks by offering to perform a number of exercises during class. For example, fact-checking tasks from a movie or a sequence of events are effective. It is also advisable to complete tasks that develop logical thinking skills. At the final stage of working with video materials, it is mandatory to complete a written assignment in order to develop writing skills in the logical and consistent expression of thoughts. Students can be asked to argue their own opinion regarding some specific problem [3].

However, a teacher must limit the amount of written work with the obligatory adherence to a clear structure of the text: statement of the problem, presentation of the main arguments, and conclusions. It is recommended here to use basic words and phrases to construct the text, which the teacher gives to students in writing in advance. The teacher can also invite students to present their opinion on the problem in the form of a presentation, which will give other students the opportunity to evaluate the results of their work and agree or disagree with the conclusions. All this creates conditions for involving all students in discussion and debate. You can also use videoclips to study



classical material, especially when considering any sociocultural topic. It is also possible to use films of different genres, which will then allow students to compare and contrast.

Owing to the video films, students' systematic perception of the native speakers' speech forms a number of skills, i.e.: understanding of the watched video materials; formation of associative, spontaneous, and reasoned speaking skills, development of imagination and creative thinking; elaboration of the different-content texts (monologues, dialogues, and messages heard in the film are analysed using printed transcripts with a thorough explanation of lexical and stylistic features); replenishment of the students' vocabulary with the modern colloquial vocabulary used in various communicative acts [4, P.443].

### **Conclusions.**

Thus, feature films carry a large didactic load since they pose and solve everyday problems that can potentially become a subject for discussion and, therefore, a reason for communication and development of speaking skills. Students not only describe and comment on the characters' actions and behaviour but also compare them with their own life experiences. A teacher can simultaneously implement the didactic, developmental, and educational functions of the lesson. Typically, a movie affects the emotional state of the viewer, encourages the exchange of thoughts, analysis of the seen materials, and therefore stimulates spontaneous speaking. Unprepared monologic, dialogic, and group speaking helps eliminate speech barriers and develop skills and abilities to speak foreign languages. The use of videos in foreign language classes, with the appropriate methodology and combined with other forms of work (both traditional and innovative), makes it possible to intensify the learning process, accelerate the acquisition of new vocabulary, and speed up the time required for its transition to the active students' vocabulary.

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