

ІННОВАЦІЙНІ МЕТОДИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КУЛЬТУРИ

УАК 371.3:316.77

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REHEARSAL WAY OF COMMUNICATION DUE TO VIDEO

У статті висвітлено питання застосування відеоматеріалів як комунікативного аспекту навчання шляхом повторення. При виборі методів навчання найкращих результатів можна отримати при поєднанні різних методів навчання іноземних мов.

Ключові слова: комунікативна компетенція, автентичні відеоматеріали, методи навчання.

В статье раскрыт вопрос использования видеоматериалов как коммуникативного аспекта обучения с помощью повторения. При выборе методов обучения самых лучших результатов можно добиться при использовании разных методов изучения иностранных языков.

Ключевые слова: коммуникативная компетенция, аутентичные видеоматериалы, методы обучения.

This article is dedicated to the questions of using the video data as communicative aspect of teaching due to rehearsal way. In terms of method choice the best results are achieved by means of correlation of different methods of teaching of foreign languages.

Key words: communicative competence, authentic video data, methods of teaching.

«Language is a guide to social reality», said Edward Sapir. Experience, he asserts, is largely determined by the language habits of the community, and each separate structure represents a separate reality. And S. Bussnet claims that human beings are at the mercy of the language that has become the medium of expression for their society.

There is still an unfortunate paucity of research on this topic pertaining to encouraging of the communicative activity of the students, despite the extensive literature on theories concerning the development of communicative competence. Indeed, not only students' vocabulary continues to grow due to rehearsal way of viewing video or some segments of video several times, at least – two, but motivation is also increased [7, p. 31]. It is necessary to motivate students to avoid all possible difficulties of perception and understanding linguistic hurdles, complex terms, proverbs and sayings, phrasal verbs, etc.

The purposes of the rehearsal way of communication due to DVD and internet (some video segments) are:

- to develop students' general and professionally-oriented communicative language competence in the target language (linguistic, sociolinguistic, and pragmatic) to allow them to communicate effectively in their academic and professional environment;
- to develop students' general competence (declarative knowledge, skills, and know-how, existential competence and the ability to learn); to foster the ability to self-evaluate; and to develop a capacity for autonomous learning which will enable students to continue to learn in academic and professional situations;
- to expose students to academic activities that draw on and further develop the full range of their cognitive abilities.

Study skills are aimed at developing students' abilities to make effective use of the learning opportunities created by teaching/learning situations. They encourage the independent students in job-related areas [4, p. 35]. B. Larin gives some practical advice how to make teaching of foreign languages more accessible to the students: «it is necessary to provide the process of teaching with all modern equipments» [1].

Learner improves speaking skills through improving vocabulary; reading materials; writing summaries, reports, letters etc. But video is more rewarding. Learning is more fun and stimulating with DVD or Soft Ware Programs.

David Ewans claims that creative thinking is not just undervalued, it is also frequently misunderstood; in fact, creative processes can be nurtured and developed, in a similar way to other intellectual functions – with considerable benefits to teaching, learning, language and life (the conference «Creative thinking», Kiev, October 2013) [1]. His report explores the idea of creativity and its place in education in general and language teaching, in particular. It looks at techniques to develop and structure creative thought and creative aspects of language as well as suggesting a few practical ideas for the classroom.

Certainly, video (DVD texts) in the class is the most entertainment aspect. The video component has a variety of speakers, accents, and situations. It has been timed carefully to be towards the lower end of the normal native-speaker speed range. It is not artificially slowed or over-enunciated. It should contain, however, job-related situations; it is to prepare students to communicate effectively in their academic and professional environments. Thus, these DVD materials have to propose that communicative competences in English be acquired for real-life academic and job-related areas and situations which are generic for students of different specialisms. In each area, real-life professional situations may be highlighted in terms of the: location and time when they occur

There are three main stages of teaching process that involves video: pre-viewing, while viewing, post-viewing [5, p.235].

Before viewing (pre-viewing) the teacher should prepare different tasks: pre-teach key vocabulary; predict some information; dictate a list of words from the listening in a random order, adding one word which doesn't appear.

There are some ways of *viewing* (while viewing):

- watch with no task,
- watch for the general idea,
- listen for the key words,
- watch for the specific information,
- watch and take notes,
- watch for details,
- pause and predict,
- watch without sound,
- watch with/ without subtitles,
- watch and follow the script, and finally,

Students are exposed to other second language people's vocabulary. They try to guess the meaning of the word from the rest of sentence – the context. They watch video segment two times. It is preferable to use teaching DVD video that divided into segments. Hence, optimal duration of video film should be approximately 15-20 minutes [6, p. 59]. If students take sufficient notice of the way people express themselves, they will discover new words. By noting down these new words to research and practice later, students will utilize a valuable vocabulary resource.

After viewing (post-viewing) students may use body language or tones of voice to help them create a clearer or more vivid picture through vocabulary repetition. They *rehearse* (repeat an opinion that has often been expressed before) authentic materials, recorded interviews with a wide variety of realistic situations having been watched earlier. Teacher can also assess whether viewers have understood by watching their facial expressions or by asking questions. It is very important to practice using the new words in conversation until they become a part of students' natural vocabulary. So, practising is a next step after viewing in order to improve students' vocabulary and prepare them for test.

Moreover, practice makes perfect writing. Students are asked to prepare presentations or to write descriptive essays (to describe a person, place, event, experience or process). Whatever students describe or discuss, their presentations, descriptions and discussions should be crisp, interesting and vivid. They will be awarded higher marks if they accurately capture the essence of the subject due to using active vocabulary with proper pronunciation that is the most effective means of communication.

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