

APPLICATION OF VIDEO MATERIALS IN THE FORMATION OF COMPETENCE OF VETERINARY STUDENTS IN THE STUDY OF THE RUSSIAN LANGUAGE

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Abstract:

This article provides information about application of video materials in teaching Russian language. Particular attention is paid to the correct selection of video materials and gaining the attention of learners through new sources. The best YouTube Russian language video blogs are listed, and using of them is shown.

Keywords:

Russian language, video blogs, YouTube, new sources, video materials,

Video is a powerful tool in today's classroom. It provides strong information through which to teach Russian language. Meaning brings the outside world into the classroom and gives teaching "reality". Video also provides all the paralinguistic features of language that only audio can't. The impact of teaching a foreign language through video depends on preparing students for the perception of a video. The expansion of international relations and the entry into our market of British and American teaching and methodical complexes, including video fragments, video lessons, significantly expanded our possibilities in using audiovisual techniques. In the event that the video is an attachment to a British or American educational complex, the teacher can use the technology of its application developed by foreign methods and described in teacher's book. In this case, video is an effective means of teaching a foreign language. Together with the English educational complexes there is a large number of feature films. Their viewing at the senior stage of education is close in importance to the reading of the original fiction and has no less significance for the study of a foreign language, since it allows to develop skills of listening, speaking and writing on authentic material, which contributes to the improvement of the communicative competence of students.

Video brings the outside world into the classroom. We now have more access than ever to video. Newscasts, advertisements, comedy routines, documentaries, dramas, and even academic lectures are available on DVD, via the internet, or even as student-produced projects. Most of what's out there wasn't originally produced as teaching material, which means it serves an authentic real-world communicative purpose. Some materials, for example the Discovery Channel documentary videos that accompany Cambridge University Press's new Unlock series, are authentic materials adapted for language teaching. This is the best of both worlds: authentic subject matter not originally produced as ELT material, but later adapted to be pedagogically sound through grading.

Video engages learners. Some teachers feel that watching a video is entertainment rather than education. However, if we think of a video as a text – a source of information – and we create a lesson around it that helps learners develop language, then we can use video to capture and hold learners' attention, while at the same time teaching them. Most of

us wouldn't give our learners any sort of text to read without offering support for language learning. When we offer the same support with video, the result will be effective, enjoyable lessons. Video is a great source of information. English learners – especially students of English for academic purposes – often need to carry out research for projects. Film and video (documentaries in particular) can be excellent sources of information. The visual input often helps clarify and support the language input, making research more effective. It works at lower levels, too. In many cases, we can completely ignore the audio portion of a video and still be left with a great source of visual information. This is especially useful when we want to control the language level; we don't need to grade the input, but instead can grade the language activities we provide.

Video provides stimulus for classroom activities. Academic skills such as summarising, paraphrasing, and giving an opinion are often linked with reading as a source of input. However, as I mentioned earlier, a video is also an information-rich 'text' that can provide students with the ideas and concepts that they must learn to manipulate successfully. Many teachers successfully use video in the 'flipped' classroom, where learners are given input (for example a YouTube video) outside of the classroom to feed into output, which can be done during class time. Video can also provide a good reference point for critical thinking: for example, in considering advertisements, learners can develop the skills of considering motivation, whether or not supporting details are valid, and so on. Video provides a good model for learner output. After we've thoroughly exploited a video as a language input, we can then use it as a model for learner output. Many teachers have had great success with student-produced newscasts, interviews, documentaries, and so on. Having seen the model on video, learners can then produce their own version of the original. In situations where learners have access to video cameras (often on their own phones), the result can be an actual video. However, students can also perform 'videos' live in the classroom, focussing on the content rather than the medium.

I'll give here very trendy YouTube blogs that you can use it in your classroom.

Real Russian Club! Russian language teacher named Diara from Moscow. She upload 2 videos per week: slow and fast Russian lessons, grammar explanations, vlogs, and much more. Link: <https://www.youtube.com/c/RealRussianClubchannel/>

If you think of video as something you can switch on to entertain students and give yourself a rest, then you're missing a real opportunity. Video, like any stimulus you bring into the classroom, needs a teacher's expert touch to turn it into a great lesson. In my next post, I'll explore some ideas for exactly how to do that.

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