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VIDEOS WITH SONGS AT THE INITIAL STAGE OF TEACHING SCHOOLCHILDREN HEBREW AS A SECOND LANGUAGE

Studying Hebrew Songs with Videos supports to the emotional involvement of pupils, advance studying Hebrew, enhance the linguocommunicative, linguocultural and sociocultural competence of schoolchildren and accelerate the integration of new immigrants in Israeli society.

Key words: video; songs; schoolchildren; new immigrants; Hebrew; competence; integration.

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ВИДЕОРОЛИКИ С ПЕСНЯМИ НА НАЧАЛЬНОМ ЭТАПЕ ОБУЧЕНИЯ ШКОЛЬНИКОВ ИВРИТУ КАК ВТОРОМУ ЯЗЫКУ

Изучение ивритских песен с помощью видеороликов способствует эмоциональной вовлеченности, интенсификации обучения ивриту, лингвокоммуникативной, лингвокультурной и социокультурной компетенции школьников и ускорению процесса интеграции новых репатриантов в израильском обществе.

Ключевые слова: видеоролик; песни; новые репатрианты; обучение; иврит; компетенция; интеграция.

The problem of this work is the acceleration of Hebrew studying and the process of integration of new immigrants through the formation and development of linguocommunicative, linguocultural and sociocultural competence of schoolchildren. The relevance of the topic is due to the increased need in the search for modern intensive Hebrew studies in order to accelerate the process of integrating pupils – new immigrants. The novelty of the work lies in the fact that the possibilities of videos with songs from YouTube for teaching new immigrants Hebrew are not well understood now.

The purpose of the experimental work was to test the hypothesis that studying songs with the help of video clips is an effective mean of increasing moti-

vation, speeding up Hebrew studying and the process of integration schoolchildren-new immigrants.

The tasks of the work: the selection of songs on videos for the initial stage of Hebrew studying by schoolchildren; the definition of the stages of work on a song; the description of the influence of studying songs on the study of Hebrew and the integration of new immigrants in Israel.

Among the methods of work are the analysis of literature on the subject, a pedagogical experiment and a survey. The experiment involved 20 Russian speaking schoolchildren 10–14 years old studying Hebrew individually or in small groups in extra classes in Petah Tikva (Israel) 2015–2019.

Among the skills and abilities of external speech, which pupils acquire in class, are listening (perception of acoustic speech signals and their understanding), speaking (sending speech acoustic signals carrying information), writing speech (reading or «decoding» of graphic signs, their complexes and understanding of their meanings) and writing («encoding» speech signals with the help of complexes of graphic signs) [1]. Listening and speaking while studying a new language are complex competences, since a conversation that takes place is limited in time and there is almost no opportunity to return to the spoken statement as opposed to reading, which allows you to return to the text, and more than once.

Methodists have proved the effectiveness of songs in studying a foreign language because of their linguistic, linguocultural and sociocultural information. The cultural and aesthetic nature of studying songs contributes to more meaningful, motivationally oriented language classes and enhances pupils' social and cultural competence [2; 3]. The involvement of the emotional sphere by the using of authentic songs in a foreign language contributes to the creation of a favorable psychological climate in the classroom, reducing student fatigue and the inclusion of mechanisms of involuntary memorization, which generally contributes to the disclosure of reserve capabilities of pupils [4; 5].

Videos, scenes from films, cartoons and karaoke have been used in the classroom in the past ten years while studying a new foreign language. The audiovisual material of the video makes the lesson interesting and exciting, facilitates perception and contributes to the launch of the psychological mechanisms of voluntary and involuntary memorization of the song's words. Melodious music, rich speech intonations, rhythm, rhyme, many repetitions and the emotionality of the song contribute to this [6].

Intensive study of Hebrew is an integral part of the successful integration of schoolchildren-new immigrants in the educational, social and cultural life of the country. The increasing of the linguacultural and sociocultural competence of pupils - new immigrants from different countries, who, for various reasons,

often have little knowledge about customs and culture of Israel is necessary in the process of studying Hebrew [7].

The songs are part of the colorful, original, diverse Israeli culture, which was created by immigrants from five continents and more than 100 countries. In addition, the Israeli music library is extensive, interesting and the chants, which are mentioned in the Torah, are one of the favorite types of pastimes of Israelis also today [8].

Experimental work was carried out with schoolchildren, new immigrants who study Hebrew from scratch or have learning difficulties in school because of low knowledge of Hebrew. Experimental work consisted of three stages: ascertaining, formative and controlling. The goal of the ascertaining stage was to reveal Hebrew knowledge and knowledge about Israel. When processing the results of the ascertaining stage, it turned out that six pupils understood up to five words in the proposed songs, four of them knew two or three words and 10 children – zero. 18 children could not answer the questions of the questionnaire about Israel and the Israelis, and two pupils gave answers to three questions out of six.

At the formative stage of the experiment, Hebrew was taught in the traditional form (checking homework, explaining new lexical, grammatical and syntactic material, reading texts, doing exercises, writing and speaking), but also, the second half of almost every lesson included studying a song using a YouTube video.

In total, pupils were presented about 30 popular Hebrew songs from the state of the art of Israeli songs in terms of musical characteristics, merits of the text and performance. The songs were selected based on the linguistic and methodical principles of selecting song material described by T. Vasilyeva [9]. After considering the opinions of schoolchildren who made the list for their hit parade, the final list includes 25 songs. These songs are relevant for schoolchildren, contribute to the relaxed, informal atmosphere and have an optimistic mood, which is important for new immigrants at their difficult stage of life. These songs represent the Israeli as an active and humane person who loves life, knows to overcome difficulties, appreciates the history and present of his country and is optimistic about its future.

The themes of the songs based on the themes of the initial stage of language studying (homeland, holidays, family, friends, free time, etc.). At the initial stage, we studied short traditional songs with many repetitions («How beautiful», «Hava Nagila») and classic children's songs with a small number of new words, repeating words, simple grammatical and syntactic and sentences. A special group consists songs for exploring holidays and Jewish tradition, for example, a wonderful song – a performance with many performances on YouTube, «Donuts», and Israel's Independence Day.

Pupils preferred humorous songs representing the inner world of an Israeli as an ordinary person, who react with humor to his own and others' weaknesses (for example, the songs «Donuts», «Everyone wants to be», «Only my son», «I do not have a minute», «Aunt and uncle»).

The lyrics of the songs checked with high language criteria. Some of the songs are written using high-frequency words (for example, the name of family members, periods of time and commonly used verbs as *came*, *arrived*, *rose*) and simple syntax. Most songs are characterized by literary language and commonly used syntactic constructions. At the same time, the recommendation that the lyrics contain up to 30% of new words did not play a decisive role. A song about the reformer of the Hebrew language Eliezer ben Yehuda and about the revival of the Hebrew language in the beginning of the 20th century, that including many new words and expressions was studied by the end of the experiment, featuring high quality text, music and performance and linguacultural potential.

The diversity of the song as an authorized representative of Israeli culture was demonstrated by singers from different segments of the country's population, whose pronunciation is distinguished by correct and precise diction. Before watching the video, brief information about performers, composers and authors of words and the role of songs in the Israeli culture was reported. For example, the project featured songs that participated in the Eurovision song contest.

After watching the video, pupils answered questions about whether they liked the song, how clear its text was, what thoughts and feelings it awakens.

The pupils showed high motivation and great interest to watch videos and to listen to the song. Thus, the intensive use of time of the lesson with a kind of respite and various channels of information perception caused aesthetic pleasure to schoolchildren and eliminated the feeling of fatigue. When watching a video, the teacher drew the attention of pupils to both the visual and the auditory content of the song, to important or new lexical, grammatical and syntactic constructions in the text.

The song was listened to using a YouTube video, its text was translated, and new words and realities were explained so that pupils could understand its content. At the next stage, the pupils read the lyrics of the song, accessed from the Internet, on a computer screen.

At the first stage the teacher read and translated the text of the song into Russian, then the pupils did it with the teacher's help, and at the end the teacher's help was needed only when translating special words, expressions and explaining the realities of Israeli culture. For practicing the skills of writing, it was proposed to rewrite in a notebook new words with translation and pronun-

ciation, as well as new grammatical and syntactic constructions, and to rewrite a couplet or chorus to memorize.

Discussing of the content and performance of each song formatted and improved the language and the communication skills of pupils. The discussing was held first in Russian with translation into Hebrew, and later in Hebrew with the help of a teacher. Studying the songs, pupil improved such skills of an external language as listening, reading, and speaking and some writing skills.

After the second auditioning of whole song, the question was asked how its perception changed after becoming acquainted with its text. Upon request, pupils sang the whole song or its chorus, and repetition of the songs contributed to the successful studying of the text and melody.

At the control stage, the pupils were re-diagnosed to determine the understanding of five Hebrew songs and to change the knowledge about Israel and the Israelis. Diagnostics showed that all participants were able to convey the general meaning of the song, 11 pupils translated two verses and chorus of songs into Russian, six pupils translated the verse and chorus in the proposed songs and three pupils only the chorus. 13 children answered five questions out of six in the questionnaire about Israel and the Israelis, four pupils answered four questions and three pupils answered one question.

Conclusions: The hypothesis that studying songs with from videos is an effective mean of increasing motivation, speeding up Hebrew teaching and the process of integrating schoolchildren-new immigrants through sustained motivation to learn Hebrew and emotional involvement of pupils, intensive use of time of lessons, facilitating the memorization of new words, grammatical and syntactic constructions with their repetition on a melodic and rhythmic basis was confirmed. With the help of songs, such external language skills as listening, speaking and reading, as well as writing skills were improved. Linguo-communicative, linguo-cultural and sociocultural competence of pupils, knowledge of the mentality of the Israelis accelerates the process of studying Hebrew and the integration of schoolchildren-new immigrants in Israeli society.

The practical value of the work is developing the systematically using song material from the YouTube at the initial stage of studying Hebrew based on the list of 25 songs and a favorable basis for the formation, improvement of pupils' speech and communication skills and their integration into Israeli society. The method of systematic use of song material at the initial stage of studying a new language can be used by teachers of different languages when working with schoolchildren-new immigrants.

In the process of experimental work, it was a need for specific methods to teach listening and speaking, as well as vocabulary. Thus, there is the prospect of continuing research.

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