

оказывают негативное влияние на образовательный процесс, а напротив, приносят пользу в контексте развития навыков английского языка. Рекомендуется внедрение игр на Facebook в учебный процесс для поддержания интереса студента к обучению. Кроме того, рекомендуется предлагать студентам проверять видео или ссылки перед публикацией для того, чтобы быть уверенным в качестве публикуемых обучающих материалов [2]. Таким образом, обучающие материалы, публикуемые студентами, используются для того, чтобы поспособствовать развитию навыков письменной речи. В целом, использование онлайн-игр и рекомендация студентам делиться проверенными источниками на Facebook, могут помочь студентам разнообразить учебный материал для изучения английского языка.

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THE IMPORTANCE OF USING VIDEO MATERIALS IN ONLINE CLASSES

ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ ВИДЕОМАТЕРИАЛОВ В ОНЛАЙН УРОКАХ

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The world of the latest information technologies is occupying an increasingly place in our life. Changes in the education system have led to im-

provement of teaching methods and techniques. In addition, the advent of the coronavirus pandemic has led to a new lifestyle and great innovations in education as well. We have begun to use technologies more actively in all areas. The use of the latest technologies in class increases motivation and cognitive activity of students of all ages as well as broadens their horizons.

Today, the use of video in English lessons is an integral part of language learning process and an effective tool to support teacher's work. Using videos, we stimulate interest and broaden a range of their interests in language learning. Demonstration of video in the learning process and working on the video helps to solve certain problems in listening, speaking, reading and writing. In addition to serving as an incentive to learn foreign languages customs, video materials help students to get acquainted with the history, traditions and of the people from other countries.

The article discusses the importance of using video materials in foreign language lessons, including online lessons. It sets forth the right time and right place for showing video materials. Video demonstration consists of several stages. The importance of the work on post-watching tasks is also emphasized in the article.

Мир новейших информационных технологий занимает всё большее место в нашей жизни. Изменения в системе образования привело к совершенствованию методов и приёмов обучения. Пандемия коронавируса привела к новому образу жизни, а также к большим инновациям в образовании. Мы стали активнее использовать технологии во всех сферах. Использование новейших технологий на уроках повышает мотивацию и познавательную активность учащихся всех возрастов, расширяет их кругозор.

Сегодня использование видео на уроках английского языка – это неотъемлемая часть учебного процесса и поддержка в работе учителя. Используя его, мы повышаем интерес к изучению языка, расширяем кругозор их интересов. Демонстрация видео в процессе обучения помогает решить некоторые задачи. При работе над видеоматериалом задействованы все четыре типа общения: аудирование, говорение, чтение и письмо. Видео служит стимулом к изучению иностранных языков, помогает узнать историю, традиции, обычаи народов других стран.

В статье обсуждается важность использования видеоматериалов на уроках иностранного языка, а также на онлайн-уроках. Указывается правильное время и место показа видеоматериалов, который состоит из нескольких этапов. Подчёркивается необходимость работы над заданиями, которые следует выполнить на этапе после демонстрации.

Keywords: innovative technologies; online education; video materials; preparation stage.

Ключевые слова: инновационные технологии; онлайн-образование; видеоматериалы; подготовительный этап.

In today's globalized world, a vast majority of people make extensive use of computers and modern innovative technologies for various purposes. Especially for the younger generation, the use of computers has become part of their daily life. The integration of computers into education also reflects these trends.

New achievements in the field of physiological, psychological and pedagogical sciences imply the use of new pedagogical technologies for more effective learning. Personally-oriented learning gives a chance to form new elementary communication skills in English in four types of speech activity: speaking, listening, reading, and writing. Computer-based teaching programs have many advantages over traditional teaching methods.

In teaching a foreign language, information and communication technologies are actively and successfully used. The use of ICT provides an opportunity for students to create conditions for the formation of communication skills.

The purpose of teaching a foreign language is the communicative activity of students and practical knowledge of a foreign language. The tasks of the teacher are to activate the participation of each student in the learning process, to form situations for their creative activity.

The use of ICT in the study of foreign languages contributes to the development of creative possibilities and abilities of students. It creates conditions for self-education, improves the productivity of the lesson. By using ICT teachers can enrich students' knowledge about the history and culture of the countries of the target language.

Changes in the education system have removed the limitations of time, space, and resources in traditional system. This has led to changes in teaching methods and techniques. Information technology opens new opportunities for people. The proper use of technological system has led to increased success in education, elimination of space and time problems [1].

The corona virus pandemic has led to a new way of life that has never occurred to us, as well as great innovations in education. All our habits have changed; we have started to use technology more actively.

We have a completely new model of education. Due to strict quarantine rules adopted in many countries around the world, also in Azerbaijan it has become impossible to continue education within schools and universities. To ensure sustainability of education it has been chosen to implement online education alternatively.

Variety is a core feature of any good teaching. This helps to maintain an interest in learning. In order to increase the level of proficiency in a foreign language among students, the teacher must constantly actively search for effective means and methods of work in the lesson.

Continuing to teach without changing because ‘That’s The Way We’ve Always Done It Around Here (TTWWADIAH syndrome)’, is no longer a pedagogical option [2, p. 46].

At the same time, mastering a foreign language also presupposes intensive activity of the student. It is very important for the student to show interest in the process of mastering a foreign language, to be an active participant in this process, and study with pleasure.

One of the factors in ensuring the students’ performance is appropriate motivation. Therefore, many teachers have a problem of how to make their lessons interesting and exciting, how to ensure that students master the language material well and firmly. This question also arises for me. Therefore, as a teacher constantly striving for new interesting things, I have always interested in the use of information and communication technologies in my lessons. These technologies allow me to organize the educational process in such a way that it causes high motivation and ensures students’ activity in the lesson. It also provides an opportunity for individualization and differentiation of learning.

With the development of technology many new methods and innovations have been brought in education, especially in language teaching. In order to make their lessons effective and interesting English teachers always use various methods and tools.

At present there are better conditions for the use of audio-visual aids. To encourage students to be more active and enthusiastic, videos such as: movies, songs, power point presentations are widely used in traditional, as well as online classes.

When preparing for the lesson, as a teacher we should think about what methods and techniques we will use. We should choose methods of work in such a way that they lead students to new research, to motivate them and make them think. Our traditional or online classes must be organized so that each student enjoys communication.

Students must feel comfortable and confident in their abilities. In this case, it is advisable to use various methods (projects, role plays, games, disputes, etc.) to increase students’ interest and activity. They can be involved in independent work in the classrooms or in online lessons in order to increase their motivation. If the student is satisfied with the result of his work, the motivation to learn language will increase [3,36].

Video materials nowadays are not the only part of everyday life activities, but they are shown as an effective method in teaching the English language as a foreign language for all learners both inside and outside classroom. Video films have an emotional effect on students. They develop their

attention and memory. During the demonstration of the video film even passive students become interested in the process.

In the practice of using films in the educational process, there are two main methods: cognitive and illustrative. In the first case the film is in the role of the main source of educational information. In the second case the main role is assigned to explanation, instruction, conversation with trainees. The choice of a cognitive or illustrative-visual method depends on the purpose for which the film is shown.

However, the question of at what stage and when the video material will be shown is also important. According to Rivers W.M. 'all audiovisual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learners use their eyes as well as their ears, but their eyes are basic' [4,330].

Taking into consideration the lack of time in online lessons the teacher should choose video materials in advance and prepare tasks on them. We can choose materials on various topics. It depends on what we are going to explain and what we want students to learn and to memorize.

At the beginning of the course I demonstrate videos about the country which language the students will learn. In order to get them acquainted with people, culture and education of the country, I show videos from time to time.

It is not necessary to demonstrate video materials in every lesson. But when using the visual method, some conditions must be taken into consideration:

- the video material must correspond to the level of knowledge of the students;
- it should be shown gradually and only at the proper time of the lesson;
- the chosen video material must be coordinated with the studied educational material;
- it should be relevant to the topic;
- it should be chosen according to culture and mentality.

Unlike audio or printed text, video text contains visual information about the place of the event, the culture of the place, and the characteristics of human behaviour.

Because of the limited time in online lessons we should follow some stages.

Preparation stage:

- to announce the name of video and either to inform the students about its content or ask them to guess themselves;

- to preview the new words and sentences (phrases) that can cause difficulties while watching a video, to give their translation or definition before watching;

- to give a brief content of the video before watching it;
- to direct their attention to the questions to be asked after watching, to the content of questions, true / false statements, to grammatical topics, etc.

Watching stage:

- to ask students to make notes for themselves which will be needed to complete exercises;

- to pause or break the film into passages and ask different questions in order to determine the students' understanding or to explain difficult parts.

- to ask students to do some exercises while watching: to fill in the gaps in the text written on the sheet; to indicate true/false statements, to select one correct option of several proposed.

Post-demonstration stage:

- to check the completed task and understanding of the main content.

- to discuss different matters of the film with class, to ask them to express their thoughts about various characters or events.

- if there is not enough time at the lesson they may continue after the lesson writing an essay or composition on the content of the film.

In teaching grammar, video films are also of great importance. They provide an opportunity to understand how grammar and speech depend on each other. In my grammar classes after explaining grammatical materials I prefer to present videos sounded by native speakers. Listening and seeing native speakers, students can feel in vivid atmosphere created in the videos. With the help of the video, we can also develop reading and writing skills.

The introduction of information and communication technologies into lessons of foreign languages increases interactivity of the lesson, reduces the loss of working time to a minimum, both in the classroom and in online lessons.

It is information and communication technologies that allow us to integrate into another world, see linguistic and literary processes with different eyes, and become their participants. Using different kinds of ICT in the lesson allows the teacher not only to give a lecture, but also to communicate with students to create independent thinking ability and creativity in them.

The use of video in English lessons today is an integral part of the learning process and a real support in the work of a teacher. When we use it we increase interest in learning the language, broaden the horizons of their interest.

Demonstration of video in the teaching process helps to solve some problems:

1. When working on a video material all four types of communication are involved: listening, speaking, reading and writing;

2. Students get an opportunity to learn about history, traditions, and customs of people of other countries;

3. The video serves as an incentive to learn foreign languages. It helps learners realize that they are able to understand authentic speech, they increase self-esteem and motivation to study the subject.

The use of video materials from various television programs in foreign language classes (news programs, analytical programs, documentaries, interviews, talk shows, etc.) introduces current problems of that country, public and political figures, prominent personalities, composers and artists [5, p. 92].

Thus, new information technologies used at the right time, in the right place, increase cognitive activity of students and effectiveness of teaching. The introduction of video into the process of teaching helps to solve many problems. When working on a video, all four types of communication activities are involved: listening, speaking, reading and writing.

The role of the teacher in the education process is changing: he ceases to be an authoritarian and the only source of knowledge, and becomes an adviser and assistant of students in the educational process. Students are given an opportunity to independently search for knowledge they need.

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