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**TEACHING SPEAKING SKILLS TO STUDENTS IN ENGLISH
CLASSES THROUGH VIDEO MATERIALS**

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Abstract. *The modern education system implies the statement that learning English is obligatory. It is a multi-stage work that includes various activities: listening, reading, writing and speaking. Speaking is a difficult process. We believe that in order to develop speaking skills, it is advisable to implement video materials to classes that contribute to better assimilation of grammatical material and consolidation of theoretical and speech knowledge. It is clear that it provides educational purposes, not only specially recorded and created video materials are used, but also feature films, news programs and talk shows. Therefore, we offer exercises working with video materials for students in English classes, which will improve speaking skills by overcoming the language barrier. The relevance of research implies a variety of video materials in the classroom at the stage of learning English, which over the past few years have become one of the most widely used materials in the classroom. Video materials can include not only the auditory aspect of perception, but also the visual one, which makes learning more effective and clearer. The subject of the research is video materials for teaching English. The purpose of the research is to study the features of the use of video materials in teaching English to students through exercises. Scientific novelty is reflected in the consideration of the problem of using video materials in teaching English to students. The practical value is presented in the possibility of using the material in the educational process and research activities.*

Keywords: *video materials, speaking skills, teaching, English classes, exercises, speech.*

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**ВИДЕОМАТЕРИАЛЫ В ПРОЦЕССЕ ОБУЧЕНИЯ У СТУДЕНТОВ НАВЫКОВ
ГОВОРЕНИЯ НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ**

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Аннотация. Современная система образования подразумевает под собой изучение английского языка в обязательном порядке. Ведь обучение английскому языку представляет собой многоэтапную работу, которая включает в себя различные виды деятельности: аудирование, чтение, письмо и говорение. Говорение является сложным процессом, поскольку представляет собой воспроизведение своих мыслей на английском языке. Мы полагаем, чтобы развить навыки говорения, то целесообразно вводить на занятия видеоматериалы, которые способствуют лучшему усвоению грамматического материала и закреплению теоретических и речевых знаний. В учебных целях используются не только специально записанные и созданные видеоматериалы, но и художественные фильмы, новостные программы и ток-шоу. В данном ключе мы предлагаем упражнения при работе с видеоматериалами для студентов на занятиях по английскому языку, что улучшит мотивацию к улучшению навыков говорения, преодолевая языковой барьер. Актуальность работы заключается в том, чтобы на этапе обучения английскому говорению внедрять на занятиях разнообразные видеоматериалы, которые за последние несколько лет стали одними из наиболее используемых материалов на занятиях. Они включают в себя не только аудиальный аспект восприятия, но и визуальный, что делает обучение эффективнее и нагляднее. Предметом исследования являются видеоматериалы при обучении английскому языку. Цель работы заключается в изучении особенностей применения видеоматериалов в обучении английскому языку среди студентов через упражнения. Новизна работы отображается в рассмотрении проблемы использования видеоматериалов при обучении английскому языку студентов. Практическая значимость исследования представлена в возможности использования материала в учебном процессе и научно-исследовательской деятельности.

Ключевые слова: видеоматериалы, навыки говорения, обучение, занятия по английскому языку, упражнения, речь.

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INTRODUCTION

The issue of teaching English speaking has become highly relevant including the use of authentic video materials. Videos include not only the auditory aspect of perception, but also the visual one, which makes learning more effective and clearer. Video materials in English classes imply not just the demonstration of information, but the improvement of previously studied material, an increase in the volume of language and speech tools used, and an improvement in the quality of practical English language proficiency. But we believe that the main purpose of using video materials in teaching English is to develop speaking skills. Accordingly, nowadays educators must employ video materials in the process of teaching English to help students to communicate like native speakers without language barriers.

MATERIALS AND METHODS

It is known that modern methodology offers a huge variety of technologies in order to acquire a foreign language communicative competence [1]. Despite this, educators in the process of teaching English must create an atmosphere of real language communication and ensure the successful perception of foreign speech by representatives of other cultures.

Therefore, we recommend the method of using video materials in English classes to improve students' speaking skills. In our research we prepared the exercises in order to show that video materials have great potential for solving educational and learning tasks and also can increase the motivation of students to learn a foreign language.

AUTHORS' APPROACHES

For learning to speak, it is important to increase the active words range, since these are the words that will be used in speech. But at the same time, the increase in the level of English also comes at the expense of complicating the words already studied. For example, "leave" is a verb of the low and middle levels of the English language. While "abandon" is used by speakers of higher levels of language proficiency [2].

In the process of communicating with people who have a lower level of English proficiency than the speaker, it is worth using vocabulary familiar to the listener. Otherwise, speaking as a speech activity will not make sense, since the purpose of speaking itself, the transmission of information, will not be realized.

Speaking is taught in various formats: monologue and dialogic speech [3].

Monologue is a form of oral coherent utterance, the presentation of thoughts by one person. A monologue consists of a number of logically sequentially related sentences, intonationally designed and united by a single content or subject of utterance [4].

Monologue speech is a form of speech that is addressed to one or a group of listeners (interlocutors), sometimes to oneself; it is characterized by its breadth, which is associated with the desire to broadly cover the thematic content of the utterance, the presence of common constructions, their grammatical formalization.

Monologue speech has the following communicative functions: 1) informative (communication of new information in the form of knowledge about objects and phenomena of the surrounding reality, description of events, actions, states); 2) effective (convincing someone of the correctness of certain thoughts, views, beliefs, actions; prompting action or preventing action); 3) emotional evaluation [4].

Monologue speech includes the use of sentences with different structures, multi-part and complete with complicated syntax, with the presence of words-addresses, rhetorical questions that attract the attention of audiences, cliches, word-bundles that convey the sequence of utterance. However, most of these characteristics are rarely used by secondary school students due to their age and level of language proficiency.

Each of the types of monologue speech is studied to some extent in English classes. Dialogic speech is studied to no lesser extent, since it forms the basic essence of communication [5].

Dialogic speech is the most important linguistic function, which is communicative in nature, is formed under the influence of motives of activity, shows the need for lively, natural communication. Both partners understand each other's arcs well, although they form their thoughts in an abbreviated form, unlike monologue speech. Their colloquial speech turns out to be brief, they may not even finish their phrases, but at the same time understand each other well. The sentences are simple and unconnected. Communication is coherent among the interlocutors, they spend a small amount of time thinking. Dialogic speech is accompanied by facial expressions and gestures and takes place depending on certain situations [6].

The method of forming dialogical English-speaking speech is implemented by two main methods: deductive and inductive [7].

The deductive method implies the presence of a complete dialogical model. The provided sample dialog may include a large number of dialogical units. At the initial stage, students listen to the entire dialogue several times. Then they teach him and then, depending on their desires and thoughts about the presented topic, they can rearrange lexical units or replace them with others that they consider appropriate in this situation. The individual elements of the dialogue are being worked out, and then they will be ready to become participants in a conversation similar to the dialogue they learned earlier. The formation of dialogical speech in students occurs “from top to bottom”. The disadvantage of this method is that the process of forming dialogic speech goes from memorizing the whole dialogue to working out its component parts, this contributes to the early, automatic, spontaneous connection of elements in the form they are already presented in the studied dialogue. This method of teaching restricts the freedom of expression of thoughts, blocks thinking due to the automatic memorization of dialogue.

The inductive method is considered the most popular, since it involves the study of individual speech units of a dialogue and their application in one's conversation in a certain thematic situation [8]. The sample dialogues that are presented to the students do not need to be memorized. They are used to develop students' independent thinking. According to the inductive method, the dialogue process includes the following tasks: learn to apply the language material characteristic of dialogic speech; learn to interact with your interlocutor in all emerging speech situations [9].

We can say that there are four main types of difficulties in learning to speak English:

1. Psychological discomfort: students are afraid to make mistakes and receive criticism from the teacher; they are embarrassed to speak a foreign language among their classmates.

2. “Nothing to say”: lack of thoughts on a given topic, students cannot concentrate and express themselves in English.

3. Using their native language: students resort to using their native language in situations where they do not have sufficient vocabulary.

4. Unequal level of student participation: some of the students in the group speak well and therefore speak much more than those who do not have the same level of language knowledge. Accordingly, this minority speaks little and has less language practice [10].

As we see, there are a lot of problems in the process of teaching English. But video materials can help to reduce some of them. Video materials as one of the types of technical teaching tools that provides the function of transmitting information, as well as receiving feedback in the process of its perception and assimilation in order to further develop students' speaking skills in English lessons. The video materials used in English classes must be authentic, for instance, created by native speakers, while they may often not be of a teaching nature, not related to the learning process [11].

The scholars suggest that video makes it possible to use various modes of operation, for example, working with a freeze frame, working with a video track (with the audio track turned off) etc. and video materials are easy to use for various types of work: individual, paired, group, collective [12].

Several functional features of video materials are highlighted when they are used in the educational process:

1) informative and educational – the student, while watching the video, delves not only into the plot, but also receives a large amount of information that can be used in teaching in the future [13];

2) illustrative and visual – students learn about its content, actors, etc. while watching the video;

3) organizing and managing – it is implemented in controlling the concentration of students' attention and further managing it with the help of a plot and artistic means of its embodiment;

4) educational – setting a problem in a video that students will talk about;

5) integrating – in the process of watching video material, the process of integrating various types of perception, as well as various aspects of language: phonetic, lexical, grammatical. And in the work on the video, various types of speech activity are integrated: listening, reading, writing and speaking.

We can indicate that all functional features of video materials play an important role in the process of teaching English.

RESULTS

Implementation of video materials in developing students' speaking skills is a difficult task, but we recommend the following exercises that can help to solve some problems in the teaching process.

It is also essential that before starting to work with video materials the teacher must prepare the students. So the following exercises will become both a preparatory stage before watching, and will include their language competence, make them think and say something.

Exercise 1.

The teacher asks a general question before watching the video: "Have you ever been to a place so beautiful that you would want to live there forever?". Next, students should discuss this topic without watching the video. This is a good exercise for understanding the content of the material being studied and developing creative abilities. The purpose of the exercise is to prepare students to actively and reflexively watch a video and motivate them to the topic they will be considering.

Exercise 2.

After watching the film, students should compare what they mentioned before watching, and what they learned from the film. New and old data can be recorded in a notebook both in the form of abstracts and in the form of a table. The purpose of the exercise is to motivate students to hear what they have to hear, so that they focus all their attention on listening and watching, and not listening without a specific purpose. To prepare students for the perception of the information presented in the video. It is important that the information matches their interests and curiosity. This type of activity also helps to introduce students to culture, sports or other spheres of life.

Exercise 3.

The teacher names the topic of the video in question and asks students to name as many words on the topic in English as possible. Thus, a possible video vocabulary will be compiled, which will be both a warm-up and a preview exercise. This type of exercise can be used for individual classes, for working in pairs or in a group.

Exercise 4.

Before watching the video, the teacher writes keywords on the blackboard regarding the topic of the video and students should, based on this list, assume the future topic of the video. This type of activity enriches the creative potential of students by establishing a connection between the presented words and the content of the video. It also encourages students to watch the video.

Exercise 5.

This exercise consists of viewing screenshots or photos from a pre-prepared video. Students view photos and pictures and come up with ideas about what the lesson will be about and, accordingly, the video. In addition to this exercise, the teacher can present 10 pictures, only 7 of which will be from the selected video, and the remaining 3 will be "false". The task of the students is to select and mark which pictures are real and which are not related to the video. After watching the video, the class checks the correctness of the photo selection.

Exercise 6.

Students watch the first 30 seconds of the video without sound and make notes about what may be said in this fragment. The task is individual, and after each student reads out his own

version. After watching the video, we will find out which of the students was closest to the main context.

Exercise 7.

This exercise is performed in pairs and consists in the fact that one student watches a video clip (about 30 seconds) without sound, while his partner reads the text of the video description without watching it. All this is carried out simultaneously. At the end, students exchange data about the video and must make sure that both understand the meaning and the illustration of the video.

The exercises presented above will help develop students' interest in watching and make this type of activity not passive, but active; all the communicative tasks of the lesson will be fulfilled. With the help of these exercises, we can study not only vocabulary, but also grammar, as well as phonetics to some extent. All these aspects of the English language play an important role in the process of learning to speak. Good knowledge of grammar, a diverse vocabulary and correct pronunciation of words will help make the student's speech more confident and richer.

CONCLUSION

In conclusion, we observe that video materials can be used to develop naturally students' English language skills, especially speaking skills. But besides that, their use is possible at absolutely any age, which means that this type of activity is relevant throughout the entire period of learning English. We believe that author's research and the method of teaching English through video materials with various exercises can be used in theory and practice of English language.

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