

THE ROLE OF A TEACHER IN THE ASPECT OF INTEGRATING AUTHENTIC VIDEO MATERIALS IN FOREIGN LANGUAGE TEACHING SYSTEM

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Abstract: *in contemporary society, new priorities for training students in this rapidly changing world are identified. Utilization of information and communication technologies (ICTs) belongs to the list of these priorities, which, inter alia, imply the study of foreign languages using visual technologies: online lessons, video clips, training videos. The application of new methods simplifies the work of a teacher, but does not replace him or her in foreign language teaching system. The role of a teacher is extremely important when it concerns selecting visual aids and defining the method of their adaptation. The educator should build a task framework that would mobilize the activity of students while watching, control the perception process and require their mental effort.*

Keywords: *role of a teacher, integration of visual materials, foreign languages.*

РОЛЬ ПЕДАГОГА В АСПЕКТЕ ИНТЕГРАЦИИ АУТЕНТИЧНЫХ ВИДЕОЗАПИСЕЙ В СИСТЕМЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация: *в современном обществе определены новые приоритеты подготовки обучающихся в быстро меняющемся мире. Одним из приоритетов является использование информационно-коммуникационных технологий, которые, в частности, подразумевают изучение иностранных языков с использованием визуальных технологий: онлайн-уроков, видеофрагментов, учебных видео. Применение новых методов упрощает работу педагога, но не заменяет его роль в системе обучения иностранному языку. В статье отмечено, что при этом чрезвычайно важна роль педагога при отборе визуальных средств, определении метода их адаптации, выстраивании системы заданий, мобилизующих активность студентов во время просмотра, управляющих процессом восприятия и вместе с тем требующих от них умственного напряжения.*

Ключевые слова: *роль педагога, интеграция визуальных материалов, иностранные языки.*

The Concept of Modernization of Russian Education sets out new priorities. The principal aspect is the socialization of the younger generation in a rapidly changing information-oriented society, in a world with ongoing need for new professions, continuous proficiency enhancement and study of foreign languages. There is a smooth transition from the classical system of studying a foreign language through textbooks to methods that include utilization of ICTs- with the use of authentic video materials in foreign language teaching system. Video materials, like no other means, are capable of creating powerful images and concrete representations of the material being studied. It may be said without exaggeration that visibility can be characterized as an important feature of video materials, thus the use of this resource is so important for the methodology of learning a foreign language through video clips.

Visual aids are extremely useful for those who study foreign languages - especially at an advanced level of language proficiency. The implementation of the principle of visibility in learning is based on the mechanisms of human memory. It was experimentally proved that demonstration of objects or their images is accompanied by more productive recognition. It also enables the teacher to organize a better memorization through establishing the connection between the verbal and the visual and sensual images of reality.

Television, cinema, video, they provide a constant flow of information through two sensory channels, audio and visual, which increases information density of the material and thus allows us to learn bigger volume of information per unit of time. This means that the viewer (the student) has to consider both channels and bring them into correlation in order to understand the meaning of the message.

The peculiarities of the pedagogical process with the use of new information technologies make it necessary to approach the evaluation of the role of a teacher in a classroom in a different way.

“With increasing frequency, they say now about the shift of the teacher's role towards the "consultant", who would set a student on the right track in learning, who would distance himself or herself as a person from the

educational process. The teacher would minimize his or her role to recommendations of educational materials and to displaying of video clips, tables, diagrams, etc.”[4, p. 44].

It is difficult to agree with this kind of statements. Within the framework of our research, relying on the principle of domestic pedagogy - the principle of the teacher's dominance, we believe that "the full replacement of the traditional system of allocation of roles will never happen. In accordance with the new concept and in conditions of using information technology and video clips with the ready material the role of a teacher is not to explain, but to give a clue and help to find the optimal ways of studying.

However, particular importance is given to the process of knowledge acquiring: the emphasis is shifted to cognitive components in learning, while the role of a teacher is connected with mental activity of the trainees” [4, p. 30].

New technologies do not exclude and do not replace the teacher. Teacher’s role is important when it concerns selecting visual aids, determining the method of their adaptation for classroom work, building up a system of tasks that mobilize the activity of students during viewing, controlling the process of perception and requiring mental effort from them, etc.

In addition, during any development in information systems with the use of video materials, the question of creation of new information educational resources appears, and only teachers are capable of creating these resources.

New methods of using video materials in the study of a foreign language significantly increase opportunities of the teacher and students; nevertheless, they cannot totally replace the teacher. Relationship with the students; finding the best way to teach a foreign language; students’ work management during the lesson; organization of students’ active work while watching video are the key elements of the teaching process.

The idea of the autonomy's conception should be understood as an educational feature, that should include the formation of students’ learning skills in mastering a foreign language, the ability to independently / autonomously manage learning activity, evaluate the results achieved both in a specific learning situation, as well as in the context of further continuous learning of the language.

At the same time, the best way to achieve "autonomy" in learning the language using visual aids is to organize classroom studies using various video materials, accompanied by individual and group work on the basis of specially developed educational materials.

Thuswise, information and communication technologies (ITCs) are taking over the world, continuing to develop in all areas including foreign languages. But nevertheless, the use of various technologies cannot replace the teacher in the education system, since only the teacher can control all aspects of studying.

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