

USE OF AUTHENTIC VIDEO MATERIALS TO INCREASE MOTIVATION TO STUDY IN ENGLISH

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Abstrakt: The article examines the use of authentic audio/video materials at foreign language lessons that enhances motivation to learn English. Some characteristic features of authentic materials and main stages of the work with authentic audio/video materials are described, different exercises are also provided. Based on the results of the experiment it is revealed that the use of authentic materials helps to form positive motivation and to develop the communicative competence.

Key words: motivation, authentic materials, authentic audio/video materials

Currently, in the methodology of teaching foreign languages, special attention is paid to the search for active methods and forms of teaching, with the help of which a high level of activity in students' learning activities would be achieved and conditions would be created to increase their motivation to learn English. Modern technical means are good helpers for achieving this goal, among which authentic audio and video materials occupy a special place. They provide students with the opportunity to improve their skills in perceiving the speech of native speakers, reflecting the characteristics of national culture, living reality, which stimulates the cognitive interest of students, their willingness to discuss problems and enter into discussion.

In the organization of the modern educational process, student motivation plays a huge role. Both domestic and foreign psychologists are studying the problem of motivation. The multiplicity of approaches to understanding the essence of motivation, its nature, structure, as well as methods for studying it, determines the complexity and multifaceted nature of the problem of motivation. But, despite the variety of approaches, motivation is understood by many authors as a set, a system of psychologically heterogeneous factors that determine human behavior and activity. The quality of activity and its results depend, first of all, on the motivation and needs of the individual, his motives. The motives are needs and interests, aspirations and emotions, attitudes and ideals, which are interconnected [Podlasy 2013].

Forming motivation for learning does not mean simply placing a ready-made goal and motives in the child's head, but organizing educational activities so that they contribute to the disclosure of the internal motivational potential of the student's personality.

Based on this, it seems possible to consider the conditions for internal motivation of students. One of them is the freedom of choice of the student. A student, having the opportunity to choose his own educational institution, specialty, training program, types of classes, and form of control, experiences much greater responsibility for his results. It is also important, if possible, to remove external control and minimize the use of rewards and punishments for learning results, as this leads to a weakening of internal motivation. External rewards and punishments, first of all, are needed not for control, but so that the student knows about the success of his activities, about the level of his competence.

Similarly, based on the student's needs, interests and aspirations, learning objectives should be developed. The results of his learning must also meet the needs of the student and be significant for him. The student should have the idea that studying and its results are an important step on the path of life [Markova 2014].

It is equally important to organize classes so that the student is interested in the learning process itself and enjoys communicating with the teacher and classmates. The use of interesting tasks with high motivational potential also increases intrinsic motivation.

The result of such a learning strategy is an increase in the attractiveness of success, self-confidence and, as a result, optimal motivation and successful learning. Authentic video materials, in our opinion, are an effective means of increasing motivation to learn a foreign language.

The problem of authentic materials used in teaching foreign languages causes a lot of controversy in itself. The concept of authentic materials in the methodology appeared not so long ago. But by now, several approaches to determining the essence of authentic materials have emerged.

So, K.S. Krichevskaya defines authentic materials, calling them authentic literary, folklore, visual, musical works, objects of reality, such as clothing, furniture, dishes and their illustrative images, highlighting materials of everyday and everyday life into an independent group: pragmatic materials (ads, questionnaires - questionnaires, signs, labels, menus and invoices, maps, advertising brochures on tourism, recreation, goods, job vacancies, etc.), which, in terms of accessibility and everyday nature of use, seem to be quite significant for creating the illusion of familiarization with the environment of native speakers and believes that their role is an order of magnitude higher than authentic texts from a textbook, although they may be inferior to them in volume [Krichevskaya 2016].

On the other hand, such material is sometimes too complex in the linguistic aspect and does not always meet specific objectives and learning conditions. For training, it is recommended to choose methodologically or educationally authentic texts. Educational-authentic texts are understood as texts compiled by the authors of

teaching materials, taking into account all the parameters of authentic educational production.

The main criterion of authenticity is the criterion of functionality. Functionality is understood as the orientation of authentic materials towards real-life use, towards creating the illusion of familiarization with the natural language environment, which is the main factor in the successful acquisition of a foreign language. Working on functionally authentic material brings the student closer to real conditions language use, introduces him to a variety of linguistic means and prepares him for independent, authentic use of these means in speech.

The active penetration of new technical means into the practice of educational institutions makes it possible to highlight and consider the use of video materials as a teaching method. The use of authentic video materials serves not only to present knowledge, but also to control, consolidate, repeat, generalize, systematize, and, therefore, successfully fulfill all didactic functions. The use of authentic video materials is based primarily on visual perception of information. It assumes both inductive and deductive ways of acquiring knowledge, varying degrees of independence and cognitive activity of students, and allows for various ways of managing the cognitive process. In fact, we are talking about a complex didactic technology [Lonergan 2014].

As a rule, mastering a foreign language as a means of intercultural communication occurs in the absence of a natural communication environment, so it is important to note that authentic video materials can help increase students' motivation, being an effective means of developing the necessary skills and abilities, mainly because they show holistic scenarios, clearly representing the sociocultural reality, context and situation of communication. Working with authentic video materials contributes to the intensification of learning, stimulates the verbal, cognitive, and creative activities of students, and allows for individualized learning. It is important to select material that will correspond to the level of knowledge of students, goals and objectives of training.

Methodological work with audio and video material traditionally consists of three stages: preparatory, text or demonstration, and post-demonstration.

At the first, preparatory stage, the teacher's goal is to facilitate the perception of foreign language speech for students by preparing certain tasks, for example, exercises to guess the content of a fragment from pictures or title, or choosing true/false statements, determining the topic of an audio/video fragment from a proposed list of words. Such tasks help students activate their vocabulary, collect sociocultural and background knowledge on a certain topic, and relieve both language difficulties and psychological stress.

The tasks that are performed directly during listening, at the demonstration stage, are aimed at extracting the necessary information. Through exercises such as, for example, correlating printed information with the spoken speech of a native speaker, inserting gaps, determining the correct answer from several given options, you can test the students' ability to navigate the text of audio and video material and find the necessary information.

At the post-demonstration stage, the degree of understanding and penetration into the content of the fragment as a whole and its individual parts is checked. Here we can distinguish three types of exercises: reproductive, partially reproductive and productive or creative. Reproductive and partially productive types of tasks are best offered to students with low and average levels of language competence. These are, for example, tasks where students must determine which of the proposed statements correspond and which do not correspond to the plot of the film; These include retelling the plot, discussing film problems in small groups, transforming material (TV news - written presentation of news - story); production of text (retelling, summary, description, etc.); solving problematic problems (selecting information for a specific purpose, analysis, argumentation, refutation, proof, highlighting the essential, the main thing); project assignments (reports, messages on topics, etc.). answer specific questions, most often general questions requiring a “yes” or “no” answer or disjunctive questions. Alternative and specific questions may then follow. Students with a higher level of language competence can be offered creative tasks.

It is worth noting several well-known series of authentic educational videos that can be widely used in addition to educational material for intermediate students: “Window on Britain”, “This is Britain”, “Wizadora”, “Top Show”.

To practically confirm the theoretical conclusions, an experiment was conducted, the purpose of which was to identify the effectiveness of using authentic audiovisual materials in English classes.

The experimental work was carried out on the basis of Gymnasium No. 34 in Saratov for 2 months. The study was conducted in grades 6a (experimental group) and 6b (control group), the average age of students was 12 years. Both classes are taught according to the teaching materials “English in Focus” for grade 6, which was developed by specialists from Russia and Great Britain Vaulina Yu.E., Dooley J., Podolyako O.E. and Evans W.

At the beginning of the experiment, a test control was carried out in two groups to check the students' skills and abilities in perceiving and understanding English speech by ear. Based on the test results, it turned out that the quality of knowledge of students in grades 6a and 6b is approximately the same. This is due to the fact that academic performance in the classes is approximately the same, and they work according to the same program. The most typical mistakes made by students when

activating their listening skills were a lack of words within a certain topic, a lack of understanding of the main content and basic facts contained in the text, and an inability to find the necessary or given information in a text or a series of texts.

Training in all groups lasted 6 weeks, which amounted to 18 lessons. In the control group, classes were conducted according to the usual methods. The lesson included only those texts and tasks that the program offered, and in the experimental group, classes were conducted using authentic audiovisual materials. Excerpts from authentic video fragments from the video courses “Window on Britain”, “Top Show”, “This is Britain”, “Easy English”, “Real English” were selected. Training using authentic materials using a developed set of exercises took place 2 times a week, from 10 to 25 minutes of each lesson. At each lesson, students completed tasks aimed at developing their phonetic, lexical and grammatical listening skills.

According to the results of the experiment, an increase in the quality of knowledge in the experimental group was noted by 9.75% compared to the control group.

So, the analysis of data from experimental training allows us to assert that the use of authentic audio/video materials, when working with them correctly, allows you to effectively develop skills in perceiving and understanding text by ear, promotes the quick and easy assimilation of voluminous educational material, develops students’ memory, and sets them up for active work in class. The use of authentic video materials helps to form in students positive, sustainable motivation for learning activities, which encourages them to persistent, systematic learning work.

Students of secondary school age master the social reality of interpersonal relationships, become aware of the standards of social consciousness, and compare themselves with them through the opinions and assessments of other people. It follows from this that at this stage of learning it is especially important to create real communication situations in English, using materials taken from the life of native speakers or compiled taking into account the characteristics of their culture and mentality in accordance with accepted and used speech norms. The use of such authentic materials, which represent a natural speech work, will make it possible to more effectively teach all types of speech activity.

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