

Using Authentic Materials in Teaching English Vocabulary to Students

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Abstract: This article examines the use of authentic materials in teaching English vocabulary to students. The relevance of using video materials as one of the types of authentic audiovisual teaching aids is also substantiated, the main classifications are given, the requirements for the selection of educational material are given, the features of work are characterized in accordance with a certain level of education, and the pedagogical value of this teaching aid is analyzed.

Keywords: English, audiovisual teaching aids, vocabulary, authentic video materials, modern teaching methods.



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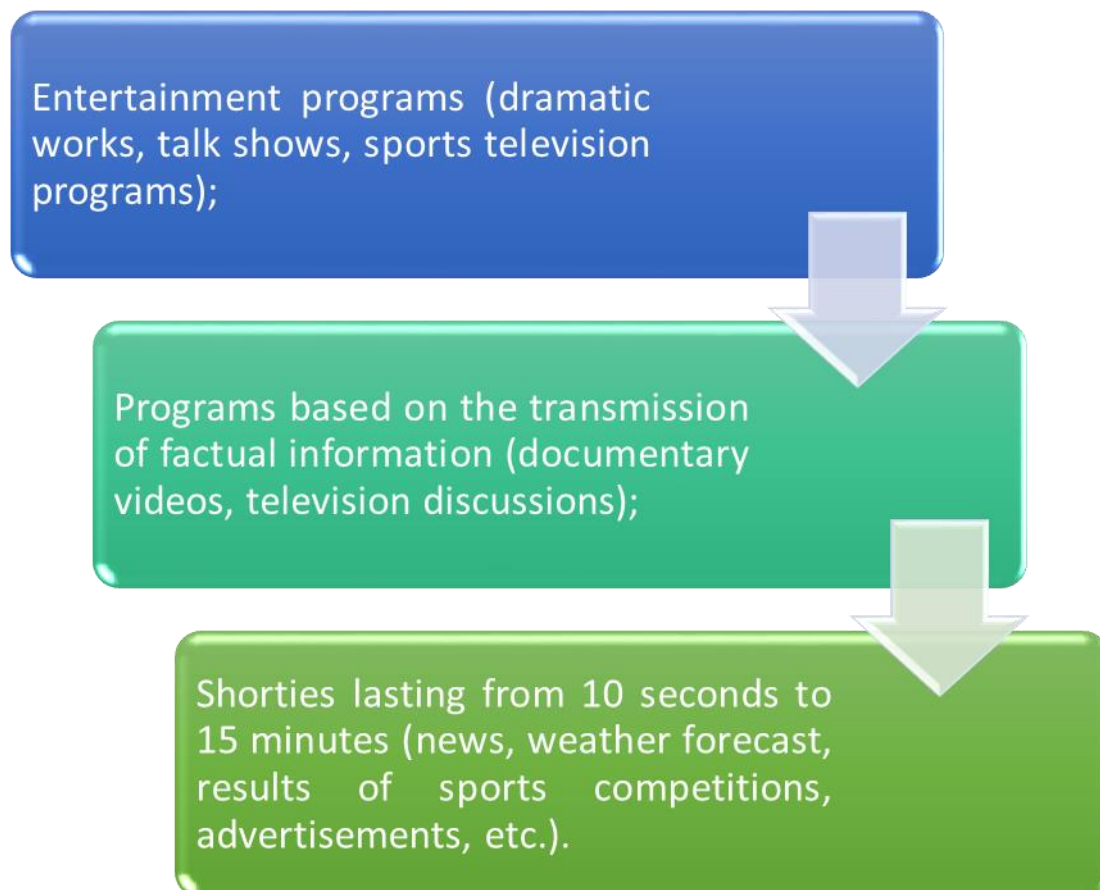
In the context of modern world trends towards globalization and international cooperation, English has acquired the status of an international language. It is the main language of economics, politics, sports, education, art, tourism and science. A modern person must have at least a basic command of it in order to successfully navigate in the conditions of the new multicultural world. These circumstances dictate the need to form new goals of teaching a foreign language, namely: communicative and socio-cultural development of the student's personality, preparing him/her for intercultural communication; teaching schoolchildren the technology of learning foreign languages, developing their self-educational potential to satisfy personal interests in various areas of communication and areas of knowledge; teaching the culture of office work in a foreign language. The task of the teacher is to activate the student's cognitive activity in the process of learning foreign languages, to provide conditions for practical mastery of the language [1].

However, the implementation of these goals and objectives is problematic outside the cultural and linguistic context of the country of the language being studied. Therefore, authentic video materials containing both original linguistic information and a variety of cultural information make it possible to model communicative situations in the classroom that are as close to real ones as possible, which allows for the most effective formation of the necessary skills and abilities of students [2]. A large number of both domestic and foreign scientists have studied the problem of using authentic video materials in foreign language lessons.

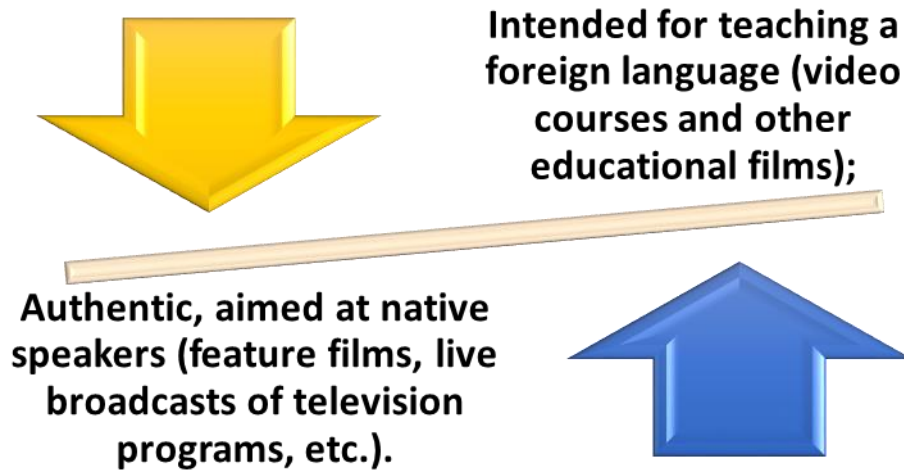
Video materials are technical teaching aids aimed at ensuring the transmission of information, as well as receiving feedback in the process of its perception and assimilation by students for the purpose of subsequent development of certain skills and abilities in the classroom. One of the main criteria for selecting video materials used in teaching English is authenticity. This concept

has entered the methodology of teaching foreign languages along with the spread of the communicative approach aimed at maximizing the approximation of the educational process to the conditions of natural communication. Thus, authentic materials are materials from original sources, characterized by the naturalness of grammatical forms and lexical content, situational adequacy of the language means used. The relevance of using authentic video materials in the process of teaching a foreign language is due to their functionality, focus on practical use in real life conditions. With their help, it becomes possible to artificially create conditions of a natural language environment in the lesson, which is one of the main factors in the successful acquisition of language skills and abilities. It should also be noted that the inclusion of video materials in a traditional lesson makes it more diverse and interesting, which in turn helps to broaden the general outlook of students, enrich their vocabulary and deepen their cultural knowledge [5]. The effect of participation in the everyday life of the country of the language being studied creates conditions for learning a natural, living language, significantly increasing the motivation of students in the classroom. In addition to all of the above, the use of this didactic tool guarantees a higher degree of assimilation of the material being studied by students due to the impact on various types of memory, such as visual, auditory, emotional and motor. Therefore, video materials allow for effective training in the perception of oral speech in a cultural context and the transfer of the studied material from short-term memory to long-term memory.

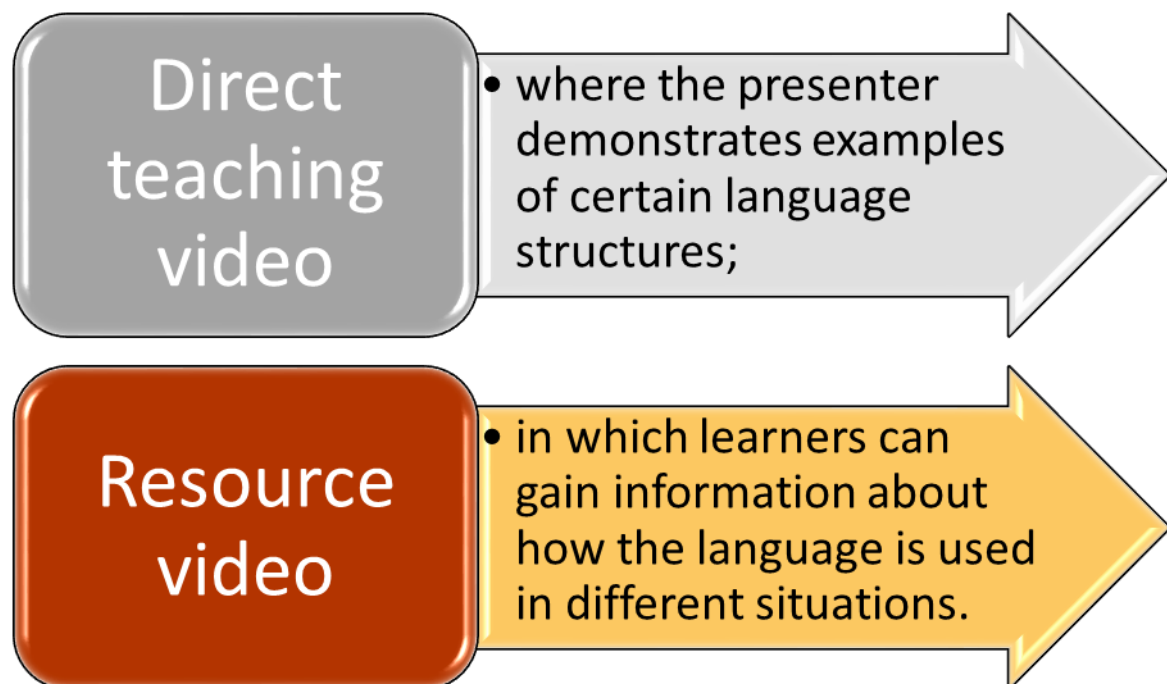
There are several approaches to classifying video materials based on various criteria. Based on the genre and thematic focus, authentic video materials can be divided into 3 groups:



Depending on the purpose of creation, the following types of video materials are distinguished:



Authentic video materials feature a variety of language variations, including regional accents, common and specialized vocabulary, and idioms in real contexts, which provides ample opportunities for learning foreign culture. However, to perceive and understand these videos, learners need good language training. Quite popular is the classification of educational films proposed by the methodologist B. Tomalin, who identified the following types of video materials that are used as authentic materials when teaching English vocabulary to students:



The use of video materials in lessons plays a significant role in teaching a foreign language, creating favorable conditions for the development of auditory skills and abilities, as well as stimulating oral communication of students. The process of teaching a language at school especially needs to ensure the clarity of didactic material. In order to interest schoolchildren, diversify the educational process in educational organizations, teachers use various modern information technologies [4], use audiovisual means that allow turning abstract language into a living means of communication, making the lesson active and interesting. There are a number of situations in the learning process when video can be especially useful:

- presentation of a complete language context;
- demonstration of the communicative side of language through the study of non-verbal means of communication;

- training listening skills in a natural context;
- modeling situations of speech communication;
- improving description and retelling skills;
- enriching vocabulary;
- stimulating communication or discussion.

Organizing foreign language lessons with the use of video materials requires compliance with certain criteria for the selection of didactic material when studying vocabulary:

- the language used must be modern and meet the requirements and norms of the literary language;
- the presence of natural pauses between statements;
- the text should not be overloaded with verbal and non-verbal means of communication unknown to students.

A lesson using authentic video materials includes the following stages:

1. Pre-demonstration stage:

At this stage, a preliminary discussion is organized, during which vocabulary close to the theme of the film is repeated, and the students' interest in the topic is stimulated. It is possible to use creative types of work that provide students with the opportunity to predict the content of the video, suggest its title, and model problem situations related to the topic under discussion.

2. Demonstration stage:

Includes checking the students' assumptions expressed before viewing and tasks aimed at searching, isolating, recording, and transforming certain linguistic material in the process of re-watching the video material segmentally or in its entirety. Working with individual excerpts helps to form elements of communicative culture and practice basic text deciphering skills.

3. Post-demonstration stage:

At this stage, the original video material is used as a basis for developing productive skills in oral or written speech; the effectiveness of using the guidelines proposed at the first stage during the viewing of the video is checked.

The use of video materials at different levels of education has a number of specific features. At the level of basic general education, the formation of the basic level of language proficiency is completed, which means that students can already quickly construct sentences and navigate simple texts. Therefore, in addition to exercises where the main role is played by the soundtrack, it becomes possible to use video materials aimed at familiarizing with the socio-cultural phenomena of the countries of the studied language. Films of various topics aimed at familiarizing with culturally significant objects and monuments, the personalities of outstanding figures of the country, as well as excerpts from feature films and documentaries useful in interpreting various types of non-verbal communication are suitable for this task. The requirements for proficiency in a foreign language at the level of modern education involve a serious selection of didactic video materials. It is necessary to take into account a number of factors, such as the language training of students, the relevance of the problems raised in the videos, as well as the possibility of using their content for subsequent discussion. These can be both feature films and series, the action of which takes place in the country of the studied language, and educational television films [3]. Particular attention should be paid to the analysis of the speech and non-speech behavior of speakers depending on the situation: how partners address each other in formal/informal communication situations, request information, formulate requests, greet, say goodbye, start and end a

conversation. In general, working with authentic video materials during an English lesson at this level is characterized by the use of forecasting, building an internal monologue, writing reviews, organizing debates, etc. Of particular importance for the level of learning is the presentation of English not only as part of the educational process, but also as a means of communication in real life. Authentic video materials can be effectively used in teaching various types of speech activity and in enriching the student's vocabulary minimum, as well as for the purpose of developing certain language skills of students:

Firstly, audiovisual means help to form and improve auditory pronunciation skills, since while watching, students remember phonetic norms at a subconscious level, and also focus on pronunciation norms of the English language, regional accents and dialects.

Secondly, the visual part helps to develop lexical skills both at the stage of introducing new lexical units and when repeating previously learned ones.

Watching a video fragment, the student hears the word, understands in what context it is used and what it means, considers possible ways of interacting with it.

Thirdly, the use of video fragments in English lessons contributes to the development of speaking skills and enrichment of vocabulary. Thanks to systematic immersion in the language environment, the learner perceives the speech of native speakers visually and aurally, adopting certain lexical units into his active vocabulary and subconsciously reproducing the speech structures heard. Involuntary copying of the speakers' intonations, tones and stresses also occurs. In addition, the improvement of speaking skills is facilitated by performing various oral tasks for consolidation at the post-viewing stage of working with video fragments.

In conclusion, it should be noted that viewing authentic video materials in English lessons enables students to establish correspondence between visual and audio images in the context of certain situations. Therefore, the use of this didactic tool ensures the integration of knowledge, skills and abilities acquired in class into real life. Taking into account the fact that the successful development of language skills requires a mechanism that stimulates the visual and auditory centers of the student, influencing the process of assimilation and memorization of information, we can say that video materials fully meet these requirements. Thus, we come to the conclusion that the use of authentic video materials has a positive effect on the process of teaching English at school, contributing to a significant increase in the cognitive interest of students and their overall level of language skills and abilities. The use of authentic video materials in the organization of the educational process is an effective means of improving the quality of learning due to the brightness, expressiveness and information saturation of visual and auditory images that recreate communication situations and introduce students to the country of the language being studied.

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