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TEACHING STUDENTS FOREIGN LANGUAGES BY MEANS OF VIDEO ACTIVITY

Language learning is a complex process in which language teachers cannot be apart from media technologies providing students with new knowledge and skills of using the language. It is a fact that technology cannot be separated from society. Therefore, teachers need technologies relevant to the teaching learning situation. If teachers want children to be technologically equipped, all the changes and preparations ought to be done within the curriculum of school, college or university.

We would like to concentrate on flipped learning as an effective way of learning foreign languages by means of video preview.

A flipped learning approach, a newly emerged teaching methodology, has the potential to address the constraints of language learning contexts. It allows more time for students to use foreign language inside and outside the classroom because of the inverted learning process [1].

In a flipped classroom, lectures are removed, and the removed content is often delivered to students through extracurricular input materials like video recordings. However, flipped materials do not always have to be applied to technology. Students can study various types of materials (e.g., readings from a textbook and worksheets developed by their teacher) on their own outside of class time and grasp the meaning of the content. Based on their understanding, they consolidate their content knowledge by raising questions and engaging in class activities through group work facilitated by their instructor (a teacher himself). Questions are generally regarded as indicators of constructing learner knowledge and creating interaction and participation between learners and an instructor (a teacher).

Many instructors and researchers have discussed the benefits of flipped learning. For instance, J. Bergmann and A. Sams, who have promoted the flipped learning approach, stated that the approach transcends physical constraints (e.g., time, space)

and allows students to study class materials anytime and anywhere as long as an Internet connection is available. They also emphasized “the flipped classroom is offering students an individualized education” [1, p. 18].

There are some positive characteristics of using video in the process of learning foreign languages: the class does not require dimming, and therefore, the contact of teacher with learners is continuous; video provides the possibility of using different modes of operation, e.g. freeze frame, using only video track (with audio track turned off) etc.; videos can easily be used for different types of work: individual, pair, group, collective; video equipment allows to split movie into desired number of clips, depending on the objectives of individual needs and characteristics of learners to continue working with each clip separately [2, pp. 188-189].

Languages are not fixed but constantly changing, so is the media; television, radio and newspaper which are an extraordinarily rich source of language in use. In order to expose foreign language learners to the target language the use of video technology need to be exploited in the classroom as much as possible. Thus, a great tendency towards the use of technology and its integration into the curriculum developed by the foreign language teachers has gained a great importance. Particularly the use of video has received increasing attention in recent studies on technology integration into teacher education curricula.

Literature

1. Alvarez, B. (2012). Flipping the classroom: Homework in class, lessons at home. *Education Digest*, **77**, 18–21.

2. Komarov Y. A. Ispol'zovanie video v processe obuchenija inostrannomu jazyku v srednej shkole [Use of video in the process of teaching a foreign language in high school]. *Metodiki obuchenija inostrannym jazykam v shkole*. SPb.: KARO, 2006, pp. 188-203.