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DEVELOPMENT OF SPEAKING AND LISTENING SKILLS IN ENGLISH LESSONS WITH THE HELP OF VIDEO MATERIALS

Annotation. *The modern system of learning a foreign language is characterized by the fact that practical knowledge of a foreign language becomes the need of every educated person, depending on the requirements of society for it. A foreign language has a beneficial influence on the overall level of people's culture, provides to the development of communication.*

The use of videos with the help of internet resources in English lessons furnishes to the individualization of learning and motivation of students' speech and listening activities. The purpose of this work is to determine the impact of applying video materials in English lessons on the development of students' speech skills. The peculiarity of videotape recordings as a means of teaching English in high school is that they provide communication with specific subjects that stimulate real communication: students participate in all situations that arise with their support, take on a obvious role, set right life difficulties. The influence of taking place in the everyday life of the country of the language being studied deals as a forceful stimulation not only for teaching a natural, lively language, but also for increasing students' motivation.

Keywords: *video recordings; video materials; internet resources; speaking and listening skills; foreign Language; education; school.*

Introduction

The arrangement of communicative competence is the major and dominant goal of tutoring a foreign language. This is remarkably true today. Verbal dialogue, the act of which is particularly important at the moment, is impossible without developed speech abilities. For competent communication in a foreign language, you need to know the grammatic decrees, recurrently refurnish your lexicon, own an idea of the pronounced expressions of the speech, traditions and culture of the language being studied, and, of course, elevate speech skills. In accordance with the state ordinary for teaching a foreign language for the primary point, for affluent communication, the scholar learns to handle a dialogue in the conditions of formal and informal interchange, using evaluative judgments, chatter about himself, about his plans; collaborate in the discourse of problems related to the text read/listened to in a foreign language in compliance with the rules of conversation manner; outline his surrounds [1, p.159].

With the term "video" (lat. video-viewing, viewing) refers to a extensive fiels of electrical tools for taping, undertaking, conveying, loading and replicatevisual and audiovisual activities on boards. When "video" is said in daily life, it is mainly a video, TV indicator, or film displayed temporal media (video cassette, video disc, etc.) [2, p.158].

Research materials and methods

Video materials used in English lessons must be original, that is, turned out by indigenous speakers, and they may not have a learning character that is often unrelated to the learning process.



When applying video in English language lessons, two sorts of inspiration progress: self-motivation when the film itself is stimulating, and motivation, which is obtained by producing the scholar that they comprehend the language being studied. This takes appeasement and grants you confidence in your sturdiness and a wish for further enrichment. Students should attempt for fulfilment from the film not only through an engaging and fascinating plot, but also apprehend by the utterance [3, p.334]

Another benefit of the video is the power of influence and temperamental influence on students. Accordingly, the major reflection should be paid to the disposition of students' individual viewpoint to what they see. Prosperous attainment of such a aim is viable only through systematic demonstration of videos and methodically organized demonstrations [4, p.528].

This article is drew on the work of the pursuing psychologists, teachers and methodologists: Rogov G. V., Koyaspirova G. M., Sokolova E. N., Kirillova E. P., Lazareva B. T., Petrushin S. I., Kraevsky V. V., Tomalin B., Willis J. [5, p.351].

The use of images donates to the reinforcement of diverse types of cognitive activity, primarily estimation and memorization. During the review, an atmosphere of joint mental work reigns in the classroom. In such a circumstances, undeviating a careless student will be attentive. Students demand to do some effort to comprehend the format of the film. Therefore, spontaneous consideration is overture. The extremity of action affects the mechanism of memory. The apply of diverse channels of information (hearing, vision, engine recognition) has a assured result on the power of influence of regional and language-producing material [6, p.18].

Application of video in the schoolroom will help you rectify the following setbacks:

- improving learning motivation;
- making a pleasant learning area;
- enhance strengthening of insight;
- optimise the activity of students;
- creates situation for open-minded work of learners [7, p.31].

Responding to the regulations of speculative learning, video helps to teach all 4 stages of talk activities (reading, speaking, listening, writing), form linguistic capabilities (through grammar and oral trainings), build correapondence conditions and ensure straight awareness and learning of the culture and past of the language being studied [8, p.87].

Using video in English class is obliged to be more than going to a emblematic movie or concentrate on a TV show. While watching the video, the tutor remarks on individual moments, and then learnersal locate their aftereffects of what they perceived. You can utilise assorted movies – country studies, docudramas, and education. The artistic adaptation of the works provides great opportunities for organizing discussions, which composes it easier for learners to recognise them [9, p.62].

Thus, the psychological features of the influence of instructive videos on students (manage of the deliberation of each student and group attendance, influence on the loudness of methodical retention and increase memory, emotional impact on students and increase learning motivation) contribute to the intensity of the educational process and create favorable conditions for the formation of communicative (linguistic and socio-cultural) competence of students [10, p.11].

The video is an incredible extra tool for learning English, as it is as nearby as achievable to the language materiality. The video contains visual images and necessary audio materials, which runs to the remembering system efficient and simple. The video can be utilize to learn new material in the classroom, as well as to repeat it.

Video playback methods:

- * Image with sound;
- * Silent image;
- * Sound without image;
- * Continuous playback;
- * Play with interruptions;
- * Subtitle playback;



* No subtitles.

Working with languages based on video materials:

- * English time;
- * prepositions;
- * time matching.

Listening:

- * specific information (full name, date, number).

Speaker:

- * conversation (before\during\ after-expression of mind, points, performance, dramatisation etc.);
- * forecasting (conclusion, basic topic, etc.);
- * vocabulary (explanation-habitant, society, things).

Reading:

- * translation;
- * grapheme;
- * familiarization with;
- * editor's article;
- * censorious report.

Applying with some video consists of 3 levels:

- preview movie;
- preview;
- after the movie [11, p.168].

The aim of the initial stage is to introduce students to the temperamentall and vermal atmosphere of the film, to encourage them to watch it. To do this, you can use the next activities:

- report-the teacher's story about the movie and the issues he upheld;
- learners know what the movie is close by;
- an associogram on the plot of the performance.

The aim of the next level of implementation, the students understood the plot, the topic and the film enlivened the speech-thinking exercises of the learners. Types of exercises:

- stop (stop the movie, "what are they discussing about?");
- "watch in silence" (to show piece of the movie without telling, students should know what the characters are saying cose by);
- predict the future parts of cases;
- task "complete the handwriting";
- role-playing game (appoint roles and perform a stage from the movie);
- listening without supervision (switch off the picture when listening to recording, tell us what is occuring on the monitor);
- text restoration (filling in the gaps in the context recorded on the monitor when viewing);
- revision of the watched section (part of the students views the episode and transmits the plot to the next part of the students).

The task of the third level is the association of students' speaking imaginative exercise.

Stages of activities aimed at teaching oral speech:

- general discussion of the film;
- an exercise to restore the dialogue path missed from the film;
- etude work with the technique of voicing;
- untrue message;
- disapproval of the movie;
- individualization;
- write a epilog to the movie;
- promoting of the movie [12, p.207].



Research results

The selection of video tasks for English lesson largely rely on the knowledge of students. For example, the same advertisement can be applied at diverse stages of knowledge, only the goals and targets of its application will be distinctive. Together with the video activities applied in foreign language lessons, one can recognise:

- Authorities from films;
- Educational image;
- Articles;
- TV newspapers;
- Movies;
- Music recordings;
- Advertising;
- Cartoon [13, p.176]

Adjusting the system of tutoring oral speech, as well as increasing the motivation of students are the most important goals of the educator.

Pedagogical awareness in the apply of video tasks is raising, and the cause for this, first of all, is the authentic of these materials, relied on the realities of the language and the nation of the language being learned, modern trends. Secondly, this material is often not intended for teaching, is not conveyed to its system, it enchants the considation of learners when they meet the alike clip of a popular singer, and this inevitably raises the knowledge of inspiration of learners. Thirdly, audio-visual tasks is reflected an positive means of exciting unplanned utterance, a priceless quality of which is the real compound of sound speech with magnetics, within structures reproducing various life situations, providing to the uttering of speech figures that supply as a guide for the speech activity of the student and, thus, presents to the achievement of speech skills [14, p.36].

In this article, we explored the influence of the use of video materials on increasing the level of motivation of high schoolars in English lesson. In our final qualifying work, video activities are explained as a type of technical means of teaching that support the concern of conveying messege in order to more advance students' definite skills (including speech skills) in English lessons, as well as obtining input in the system of its understanding and consumption. Video materials used in English lessons must be original, i.e. explored by native speakers, they constantly can not have an educational disposition, but they are not related to the educational system.

We also found out that the use of videos in English lessons through Internet resources provides to the individuality of receiving knowledge and stimulating the speech activity of students. The video is an incredible extra tool for learning English, as it is as near as achievable to the language existence. Watching real images supports to make oration models that supply as a guide for the learner's speech tasks and put up to the enlargement of speech strands.

Conclusion

Having analyzed all the materials above, we can draw the following conclusions. Speech is a productive type of speech activity, thanks to which verbal speech communication is carried out. The plot of speech is the verbal utterance of reflection. Obviously, any speech activity should depend on the situation, therefore, when teaching foreign language speech, the teacher needs to create speech situations to encourage students to actively communicate.

Oral speech training takes place through communication in dialogue and monologue. The apply of video activities in teaching an oral foreign language is recommended to initiate the talk activity of learners, create conditions for their communication and improve the skills of using foreign language vocabulary in speech. Video tasks can be applied to learn various topics – about personality, human environment, nature and history, traditions and interesting features of foreign countries, beside to elevate skills of monologue and dialogic speech [15, p.24].

Relied on the above, we can say that video material as a means of developing speech skills is very effective. Furthermore, the use of video in the lesson helps to improve the quality of



pronunciation, better understanding of foreign speech directly from the source and increase motivation to read.

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БЕЙНЕМАТЕРИАЛДАРДЫҢ КӨМЕГІМЕН АҒЫЛШЫН ТІЛІ САБАҒЫНДА СӨЙЛЕУ МЕН ТЫҢДАУ ДАҒДЫЛАРЫН ДАМЫТУ

Аңдатпа. Шет тілін оқытудың заманауи жүйесі шет тілін практикалық білу қоғамның оған қойылатын талаптарына байланысты әр білімді адамның қажеттілігіне айналуымен



сипатталады. Шет тілі адамдардың мәдениетінің жалпы деңгейіне жағымды әсер етеді, қарым-қатынасты дамытуға ықпал етеді.

Ағылшын тілі сабақтарында интернет-ресурстардың көмегімен бейнелерді пайдалану оқуды дараландыруға және оқушылардың сөйлеу және тыңдау дағдыларын ынталандыруға ықпал етеді. Бұл мақаланың мақсаты ағылшын тілі сабақтарында бейнематериалдарды қолдану оқушылардың сөйлеу және тыңдау дағдыларын дамытуға әсерін анықтау болып табылады. Орта мектепте ағылшын тілін оқыту құралы ретінде бейнематериалдардың ерекшелігі шынайы қарым-қатынасты ынталандыратын нақты пәндермен қатынасты қамтамасыз ету: студенттер олардың көмегімен туындаған барлық жағдайларға қатысады, белгілі бір рөл атқарады, нақты өмірлік мәселелерді шешеді. Оқытылатын тілдің күнделікті өміріне қатысудың табиғи әсері, жанды тілді оқытуға ғана емес, сонымен қатар оқушылардың ынтасын арттыруға бағытталған қызметін атқарады.

Кілт сөздер: бейнежазбалар; бейнематериалдар; интернет-ресурстар; сөйлеу және тыңдау дағдылары; шет тілі; білім беру; мектеп.

Куаншалиева Н.А., Какишев М.Г.

ВИДЕОМАТЕРИАЛЫ КАК СРЕДСТВО РАЗВИТИЯ НАВЫКОВ ГОВОРЕНИЯ И СЛУШАНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Современная система преподавания иностранного языка характеризуется тем, что практическое знание иностранного языка становится потребностью каждого образованного человека в зависимости от требований общества к нему. Иностранный язык положительно влияет на общий уровень культуры людей, способствует развитию общения.

Использование видеороликов с помощью интернет-ресурсов на уроках английского языка способствует индивидуализации обучения и мотивации речевой и аудирующей деятельности учащихся. Цель данной работы - определить влияние использования видеоматериалов на уроках английского языка на развитие речевых навыков учащихся. Особенность видеоматериалов как средства преподавания английского языка в средней школе заключается в том, что они обеспечивают общение с конкретными предметами, стимулирующими реальное общение: студенты участвуют во всех ситуациях, которые возникают с их помощью, играют определенную роль, решают "реальные", жизненные проблемы. Влияние участия в повседневной жизни страны изучаемого языка служит мощным стимулом не только для преподавания естественного, живого языка, но и для повышения мотивации студентов.

Ключевые слова: видеозаписи; видеоматериалы; интернет-ресурсы; навыки говорения и аудирования; иностранный язык; образование; школа.