

In any case, no matter what type of discussion and what technique the teacher chooses, the main thing is that it fulfills the main task – to teach the student to speak freely and openly express their thoughts in a clear and logical way.

Literature

1. Bim I. L. Theory and practice of teaching a foreign language in secondary school. – M., 2014
2. Zimnaya I. A., Ilinskaya E. S. Psychological analysis of a foreign language lesson. – M., 2016
3. Passov, E. I. Foreign language lesson in secondary school. – 2nd ed. – M., 2016

UDC 372.881.111.1

BENEFITS OF USING SHORT FILMS IN THE CLASSROOM THROUGH THE PRINCIPLE OF VISUALIZATION

Kabyzhanova Bota Kanatovna

botakabyzhanova@gmail.com

a 2-year master student with a major in “Foreign Languages: Two Foreign Languages”
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Scientific supervisor – S.T.Beisembayeva

In the modern world, socio-cultural processes require new decisions in the field of learning English, as an international language for personal and professional competencies, for a deeper acquaintance with a foreign language culture and communication with native speakers and other individuals from different countries from all over the world. It is important to integrate the English language learner into the culture in order to understand cultural and social canons, lifestyle and to learn ‘actual’ English, as being outside the spoken environment of the target language, it is easy to lose existing skills and difficult to master new communication skills.

In the context of the rapid development of the language, the emergence of new speech patterns, words and lexical meanings, the use of textbooks alone in English lessons does not provide an opportunity to fully master the language being studied and communicate with native speakers at a good level. It is also necessary to take into account the fact that not everyone has a chance to travel to the English-speaking countries in order to improve their communication skills while being immersed in the foreign-speaking environment. Therefore, it is necessary to introduce a new view at the ways of involving a person who is studying English in the communication environment, while increasing the motivation to improve on their own, building up communicative competencies. Obviously, one of the alternatives to immerse yourself in the language environment is to watch authentic films, short films and various videos in English. Due to the fact that it is quite difficult to cover authentic materials during one or even two English lessons, this type of video materials that could be used to study English is excluded immediately. In contrast, watching short films, relevant tasks based on a video, can be perfectly acquired by individuals due to a number of advantages over longer video pictures.

The relevance of the topic is justified by the lack of awareness of teachers and understanding of the development of what set of exercises is required for mastering short films and socio-cultural and communicative competencies since the student must be competent in the subject being studied, that is, use their knowledge in practice.

Due the development of technologies and the increased interest in their use in all spheres of our life, the need to involve technologies in English lessons is soaring every day owing to the needs of modern students.

The question arises, “Do short films contribute to more effective integration into the language?” The answer is “Yes, they do.” and a number of reasons justifies this fact.

This article examines the methodological and psycho-emotional benefits of using short films in English lessons, which can drastically change the views of conservative teachers accustomed to more common teaching methods.

According to O.I. Barmenkova, “the use of various channels of information flow (auditory, visual and motor cognitions) has a positive effect on the strength of capturing country-specific and linguistic materials” [1]. Thus, data is received phonetically and visually, which is called the principle of visualization in teaching methods, in which visual-auditory synthesis occurs. The method of visualization was studied and developed by such educators as J.J. Russo, K.D. Ushinsky, V.P. Vakhterov. K.D. Ushinsky notes “The more our sense organs take part in the perception of an impression or a group of impressions, the more firmly these impressions fall into our mechanical, nervous memory, the more accurately they are preserved, the easier they are recalled” [2]. Audiolingual as well as audiovisual methods of teaching foreign languages are based on this principle. Polyphony, a method in which information comes from several sources at once, has established itself as one of the most effective ones. Using this method, it becomes possible to reproduce the speech of speakers and act out a scene with students, thereby creating a communicative environment and giving an example of how live speech of native speakers sounds.

As stated by Dave Willis, video materials can be used for individual, pair and group and even collective work, the range of types of assignments expands, which means that the teacher, based on the needs of the group, can easily transform the tasks. Also, Dave Willis suggests doing exercises using a freeze frame or even watching videos without sound and acting out speech scenes [3]. Such a technique will make students interested and engaged, also be quite effective. Thus, a person studying a language is interested in learning to speak in the same way as actors from films and, imitating, begins to speak. Speaking, that is, the ability to communicate, is the goal of learning any language.

Margaret Allan, for instance, gives another addition to the advantages of implementing video materials in the classroom: you can work with different episodes separately, which organizes incoming information and allows students to receive material in a dosed manner, without overloading and focusing on a specific fragment [4].

I.V. Terekhov gives a number of principles on which watching video pictures has a positive effect [5]. These principles are:

1. the principle of communicative and intercultural orientation;
2. the principle of visualization and accessibility;
3. the principle of taking into account the age characteristics of trainees;
4. the principle of stimulating and developing the thinking of students;
5. the principle of students' conscious activity;
6. the principle of combining various methods and forms of training, depending on the tasks and content of training and the correspondence of methods and techniques to the goals of training;
7. the principle of connection between theory and practice.

From a psycho-emotional point of view, the use of video materials in the classroom as a means of visualization is much more effective than working on text exercises that are presented in a linear format, they bring diversity to the lesson, at the same time increasing interest and motivation, because we all are attentive when watching the new culture and compare with the culture of the student. Visualization in the mental process of comprehension is a key link in activating the direction of attention to the object of study. As a consequence, in the process of mental activity, memory is a key

aspect. A distinctive quality of language learning through video recordings is the expansion of horizons and the formation of imaginative thinking, the teacher has the opportunity to expand the horizons of students' knowledge by involving them in a variety of topics which attract them. After watching the films, a discussion of one or another topic and a comparison of the features of foreign speech and the speech of the local population can follow, while not creating conflict situations. The inclusion of creative and exploratory assignments in the lesson has an impact on student engagement and interest.

Watching short films in the learning process gives a kind of unloading to the brain, since students are encouraged to first understand the general meaning, and not focus on grammatical and lexical constructions. In addition, students can relate the speech of the characters to their facial expressions and understand the meaning of the sentence or words in context with this. This method at the same time contributes to the development of thinking. Learning gestures, physical features, and intonation is just as important as learning grammar and vocabulary to improve speaking speed and deeper immersion in the language.

N.V. Baryshnikov and G.G. Zhoglin rely on the opinion that "... video recordings give a combination of linguistic and socio-cultural codes inherent in situations of real foreign language communication." Taking into account the requirements of the communicative methodology, video materials quite vividly help to comprehend a foreign language culture, develop motivation for communicative activity and individualize the learning process [6]. By increasing the level of complexity of tasks after viewing, it is easy and painless for students to move on to learning new phrases from individual scenes and analyze their grammatical basis. Thus, together with videos and methodological exercises for them, they contribute to the formation of a rich vocabulary, improving oral skills and contribute to the development of intercultural communication.

Another benefit from the psychological view point is the impact through the emotions evoked in the viewer. Everyone knows the fact that phrases spoken with one or another intonation are remembered more accurately than, for example, phrases offered for study in text format. As I.A. Shcherbakova mentioned "everyday pedagogical experience of using films suggests that cinema, being a rather intense external stimulus, causes productive conditioned reflex activity and, therefore, is a powerful and effective means of promoting faster and better-quality acquisition of knowledge and skills ..." [7].

Role-playing of dialogues, monologues from films creates a natural linguistic environment, representing a relaxed speech based on an illustrative and vivid example, which is another positive privilege of using short films when learning a foreign language. After all, the use of a vivid video sequence, which students can rely on when transmitting speech, can also be a powerful psychological factor in supporting and giving confidence when speaking.

The originality of this approach, in which it is proposed to use short video materials, has a beneficial effect on visual memory, bright pictures remain in memory for a long time, and information is more meaningful and systematized, as you know, audiovisual impact in the modern world of developed technologies has a strong influence on the methods of memorization and perception.

Therefore, speaking about short films, as a way to diversify the linear type of exercise with a vivid video sequence, one can identify a number of both methodological and psycho-emotional advantages, which are based on the principle of clarity, creating speech situations close to reality with the help of exercises developed by the teacher, based on needs and interests of students. Of course, do not forget about other forms of activity in the classroom, which are no less important in the process of mastering information and its practice, because the excessive use of video films can affect the decrease in student's interest.

It was also found that when working with short films, all types of communicative activities are involved, namely; writing, speaking, listening and reading, which has a positive effect on the work of neurons and memorization.

Expansion of cultural knowledge contributes to the development of reflection skills, as you know, this type of work enables the student to analyze and consolidate information.

Summing up, I would like to once again note the importance of a variety of lessons using short videos in order to increase the communicative competence of students.

Literature

1. Барменкова О. И. Видеозанятия в системе обучения иноязычной речи // Иностранные языки в школе. 1999. № 3. 22с.
2. Ушинский К.Д. Собрание сочинений. – М., 1949. – Т. 6. – 394 с.
3. Willis D. The potentials and Limitations of Video // Video-applications in ELT. – Pergamon Press, 1983.
4. Allan M. Teaching English with video. – London: Longman, 1985.
5. Терехов И.В. Изучение речевого поведения носителей языка на материале современного британского кино: Автореф. дис. ... канд. пед. наук: 13.00.02. – Тамбов, 2011.
6. Барышников Н. В., Жоглина Г. Г. Использование аутентичных видеодокументов в обучении // Иностранные языки в школе. 1998. № 4. 124 с.
7. Щербакова И.А. Кино в обучении иностранным языкам. – Минск: Высшая школа, 1984.

UDC 372.881.111.1

THE MOST EFFECTIVE WAYS OF TEACHING 11TH GRADE ENGLISH LEARNERS DURING THE PANDEMIC

Kaldar Symbat Maratkyzy

kaldar.symbat@bk.ru

a 4-year student with a major in “Foreign Languages: Two Foreign Languages”
the L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Scientific supervisor – S.A. Doldinova

We are very often faced with the fact that knowledge of a foreign language is becoming a vital necessity. There, it is important to note that the most demanded language at the present time is English. The whole feature of the English language is that this language is the world language, the language of commerce and business, the language of education, the language of science and technology, and the language of youth. The benefits of learning English are obvious to everyone as it opens the door to self-improvement equally in all areas, including further education and future careers.

The COVID-19 pandemic has brought about the biggest change in the education system. Throughout human history, educational failures have affected nearly 1.6 billion students in more than 190 countries and on every continent. The transition to distance learning affected 94 percent of students. In underdeveloped countries, low- and lower-middle-income countries, the rate is 99 percent [1]. The world gradually switched to distance learning, but during the pandemic, the quality of education deteriorated sharply. This had a huge impact on the 11th-grade students as this is a critical year for many of them and, not all students have access to the internet and special devices. Therefore, it is more problematic to teach the English language online and students also hard to learn it in such condition. In such a way, the path that foreign language provided, English became muddy for many graduates.