

Kazakhstan is one of the youngest countries of the world, because it was only 30 years since our country has brought its independence. The fact that industry of entertainment has being developed nowadays by foreign countries' cinematography, future of our countries' cinematography depends on the proper usage of languages in the films.

Making use of Kazakh and English words simultaneously in films will lead to following results in the future:

- It helps to gain other country's attention, because usage of only one language cannot give expected results, and even Kazakh films cannot achieve success;

- Usage of both languages in films does not limit the process of filming, on the contrary it helps to open new ways of acquiring foreign languages;

- While using two languages it is possible to learn other foreign language, too. Some people who are interested in foreign language learning can learn them with the help of their interests;

- In addition, usage of words in English will demonstrate modern era, which is connected with modern languages, connection with the globe, technological changes, and other types of possibilities. Each period of events contains historical meaning, and words represent each event;

- Finally, semantic structure of words in English will be investigated by viewers, and this means people who do not understand some words became interested in it. While trying to find out what this word means, and where it came from people became motivate to further learn foreign language.

It is known that phrases in English have more meanings, semantic peculiarities change year after year because of the global changes, too. Despite the changes English has established its place in the globe by its meaningful words.

Conclusion

English became global language, and the usage of this language also became wide because of the modern changes connected with politics, economics, education, entertainment and so on. Modern entertainment became widely spread across the globe, and people look forward to the quality of the cinematography. Our country's films are being improved year by year, and usage of words and phrases in English has become common nowadays. As well as semantic structure of English is connected with mostly historical events, some words present especially culture and changes of certain period of that event. Above mentioned examples demonstrated the variety of English from different aspects, and its connection with other foreign languages as German, Italian, French. Cinematography plays vital role in the life of humankind, because it is one of the parts of culture. Without films or movies life cannot be as bright as possible, and the significance of Kazakh films became visible because of the modern changes.

Literature

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USING VIDEO MATERIAL IN ONLINE ENGLISH TEACHING AS THE NON – TRADITIONAL TECHNIQUE

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Communication at the native level is the main goal in the study of foreign languages. Mastering communicative competence in English without being in the country of the target language is very difficult. Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language lesson, using various methods and techniques for this, among which we can outline the use of video materials in English lessons. The use of video resources in lessons is an important component of learning and is a non-traditional way of organizing learning through practical ways to improve the effectiveness of the educational process. The use of video in non-traditional forms of English language teaching contributes to the implementation of the most important requirement of the communicative methodology – to present the process of language acquisition as the comprehension of a living foreign language culture.[1]

There are, of course, many non-standard forms of teacher work that activate the attention in the lesson, and hence the interest of students in a foreign language. One of them is considered to be working on a film in a video lesson. This is an effective form of non-traditional lesson, which not only activates the attention of children, but also helps to improve their listening and speaking skills. The interest in the film increases the children’s interest in the English language, which confirms their obvious desire to become active participants in conditional speech situations modeled by the teacher, aimed at performing various grammatical exercises of communicative orientation for practicing the phenomena of the English language in the speech of students.

The purpose of using videos in the online lessons is to immerse students in a foreign language environment, despite the fact that it is created artificially. Moreover, according to Merita Ismaili teachers could set up three goals for their teaching with video materials. The primary and principal objective is to encourage the development of EFL learners’ language skills and in particular their listening and speaking skills. Video materials give visual aids for the listening materials that EFL learners are uncovered to. When they are practicing their listening skills, learners regularly discover it troublesome to keep their attention long enough once they are exposed to long discussions or sections without visual aids. Recordings can give much more data for listeners and can keep their attention centered on the aural material. On the other hand, authentic video materials can make a more practical language learning environment and stimulate EFL learners intrigued in English learning and improve their comprehensive linguistic competence. Language learning theories state that the method of language learning incorporates three key parts: language input (reading and listening), assimilation (internal processing and memorization) and language output (speaking, writing and translation) [1, p.118]. Besides, as students are studying online, that is much harder for teachers to hold their attention. Instead of explaining topics in a traditional way, we can use all tools of distance learning to our advantage.

Using video materials has significant amount of advantages in distance learning. One of the biggest advantages of using video in class is its ability to motivate students. Knowing that they can understand a real person speaking English is a milestone for many students. What’s more, it shows the language points your students are learning in action, giving them even more reason to pay attention. Video also demonstrates that English is not just a subject at school; it’s a skill that has applications in the real world. And that can spark students’ imaginations! Secondly, comparing to reading texts, essays or listening exercises visual tools can instantly engage students of all ages and abilities. Thirdly, videos can be used as an introduction to different cultures, ideas and new places. They offer a great way to combine new content and language learning at the same time – giving students the

opportunity to acquire almost a whole range of subjects and ideas, at the same time as learning English. In addition, video lesson as a non-traditional English lesson style is that it has a strong emotional effect on students. As a result, focus should be placed on the development of students' personal attitudes about what they see. Video film helps in the development of various aspects of students' mental function, most notably concentration and memory. There is a shared cognitive task environment in the classroom during the viewing. Another advantage is that videos offer unlimited opportunities to expose your students to different accents and dialects of English. When students travel, meet new people or start working they are probably to talk with people from all over the world – and that will undoubtedly be in English. It's, therefore, a good idea to use video to expose students to a range of English accents. This will help them become aware that there is more than one variety of English and will help them get used to hearing English spoken in different ways [2, p. 35].

Therefore, teachers may face another challenge, which is to choose a video that is suitable for the student's level. This is the first and essential part of creating a lesson using video materials. Obviously, in this case, you need to take into account factors such as age, interests, topic and purpose of learning English. Introducing and showing a video should be step by step.

Stages of working with video materials:

1. Pre – viewing. Activities are done before watching the video. At this stage, the name of the video is reported and it is suggested to guess its content, to predict the possible course of events, it is also possible to discuss an aphorism or statements of famous people that express the essence of the film. A summary of the video is transmitted before viewing it; the teacher pays attention to questions about the content that need to be answered later, tasks related to the subsequent retelling of the content. It is often a way for the teacher to assess student knowledge and interest.

2. Viewing. Students have a task while watching the video. They perform tasks and activities during the video, either with or without the teacher pausing the video.

3. Post Viewing. After watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, roleplay or complete exercises during this stage [3].

After viewing, the teacher should comment on the film, recall the most important aspects, repeat them, thereby assimilating the material received.

At the end of the video or fragments of the video, the teacher summarizes the results, answers the students' questions about the viewed material, asks the students' opinion on the broadcast film, and analyzes the essence of the shown plot.

The internet is full of plenty interesting tasks which can be used as activities for working with videos:

- *Description:* In this activity the teacher should divide the classroom in two parts and let a half of the class watch a scene of the video without audio and let the other half listen to it without the pictures. Students from each half of the class will talk about the situation and characters, and will do a performance of the scene.

Objectives: This activity allows students to make a deeper comprehension of the video, based on the content acquired through the visual information and the listening.

- *Description:* In this activity the teacher should write on separate strips of paper some dialogue lines regarding a video watched and let students to organize and recreate all the scenes based on the dialogue lines and what they remember having seen. It is a pair work activity. After finishing organizing the information, they should report to class.

Objectives: The idea of this activity is to develop the process of memorization in the students, although they have a guide (which is the dialogue lines) but they only work as a basic support, they should be able to report almost in details the content of the video, contributing to enrich the speaking skill in the students [4].

After watching the video and finishing all tasks, we can come up with different, interesting tasks with videos for homework, like method shadowing. Shadowing – listen to an audio recording and at the same time try to repeat it aloud, as close as possible to the original. The method allows you to develop the skills of speech perception by ear, learn the grammar of the language intuitively, subconsciously, without studying from textbooks. Associate the sound image of a word with its spelling. Acquire the skills of fluency in speech. Further independent work at home will strengthen the memorization of new words, phrases or improve the listening comprehension of foreign speech. Thanks to such tasks, the student will see an improvement in their skills in practice; moreover, there will be even more interest in learning English and their motivation will increase.

Generally, it can be argued that educational video resources and multimedia open up wide opportunities for active work in the process of forming students' speaking skills and abilities and make the learning process of mastering a foreign language exciting for schoolchildren. It should be noted that the use of video materials in the lesson is not only the use of another source of information. The use of video materials helps to improve the quality of knowledge acquisition in foreign language lessons, allows students to give a visual representation of the life, traditions, language realities of English-speaking countries and develops the speech activity of students and helps to make up for the lack of a foreign language environment, expands the horizons.

Moreover, due to the daily development of digital technologies, teachers need to match the extraordinary minds of their students and try as much as possible to use new methods with which students will also be interested in learning. To sum up, everything that has been stated so far, one of the main missions of a teacher is to find the right approach to his students and, most importantly, to be able to inspire and motivate them.

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PECULIARITIES OF PLANNING CREATIVE WRITING IN ENGLISH LANGUAGE FOR A HIGH SCHOOL STUDENT

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Writing skills are one of the most important skills taught in middle school to students. These abilities will carry on with them and would help them not only in high school but also in their careers. Writing ability is no more a choice in any student's life as most of the modern day communication