impractical, since non-traditional can quickly become traditional, which, ultimately, will lead to a drop in students' interest in the subject.

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TEACHING LISTENING THROUGH VIDEO MATERIALS

Zhapbarova Nazerke Zhanibekovna
nazerkezhapbarova@gmail.com
a 4-year student with a major in "Foreign Languages: Two Foreign Languages"
the L.N.Gumilyov Eurasian National University, Nursultan, Kazakhstan
Scientific supervisor – G.N. Dukembay

Many teachers believe that video has significant advantages in learning English, and they are absolutely right. Videos are thought to provide more motivation and interest to EFL students. Images, as multimodal media, can provide a range of stimuli for viewing comprehension, listening comprehension, and reading comprehension, so students can interpret visual and auditory messages at the same time. Benefits of using expected video include:

- Young students think that the video itself is attractive.
- Students can see and hear "full speech", which includes not only language, but also body language, cultural aspects, and status factors such as the age and personality of people speaking.
- Visual element makes the stunt of the language more memorable.
- Contextual information about teaching cross-curricular approach.
- Video can stimulate student's imagination to lead to viewing activities.

Video materials can be a good learning option since they provide dialogue from native English speakers, which can help you understand their pronunciation better. "A smart idea is to pick scenes that are very visual," Gallagher says. The simpler it is to comprehend a video, the more visual it is – as long as the pictures illustrate what is being said. Students' motivation can be boosted by some English TV shows, movies, and advertisements, according to Van Duzer (1998), who believes that students listen to

important and interesting things that hold their motivation and attention up. As a result, we carefully selected video resources to introduce students to materials that will help them learn more effectively. Also, video materials suitably chosen, can promote the integration of language skills, and modify the lesson routines as Hinkel claims [1].

The most natural thing to do is to make a video to watch. But it's a start-up event. Not all teachers know how to use video most effectively. In fact, for some students, the video sometimes shows "time to rest." Here are some ideas to avoid these negative points. First of all, teachers need to understand that using a 10-minute video every week is more effective than 40 minutes a month. All events with Video can be divided into 3 categories:

– Pre-viewing. Before viewing-activities are that you can do for students before watching videos to increase their interest to get them more involved in what they will soon see.

– While-viewing. Watching a video, trying understanding it in details.

– Post-viewing. Follow-up activity [2].

Preview:

a) a preliminary meeting will be held where the vocabulary close to the subject of the video will be repeated; b) creative work in which students can be given the opportunity to suggest the names of films themselves. You can ask them to make predictions about what the video will look like; c) work with a new vocabulary in which new words are given on this subject.

Viewing: When viewing, you can perform the following types of work: a) verification of student estimates before examination; b) search for information. After the initial viewing, they present exercises to search for information, depending on the level of the students and the tasks of the course, and move again, in segments, or completely; c) work in a separate segment. Students can view a specific part of the video and perform one (or more) of the following types of exercise.

1. Video translation. To complete this exercise, you will need a video with Russian subtitles. From this, you should choose a 2-minute story that includes a dialogue (or conversation of several people) that does not contain a complex vocabulary. Students are tasked with translating subtitles into English. The beginning of the plot is displayed without sound. When the first sign appears, they take a break and students are asked to record their translations. At the end of the study, we recommend comparing translations in pairs, and then reporting the corrected translation. A video is then presented, with students comparing their translations to the original.

2. Guess. The Video is played with audio and video, but occasionally the image stops, and during a pause, students are asked to guess what the characters will say or do in the next frame.

3. What do you think? The practice is based on the idea that people don't always say what they think. While watching the video, the video stops, students are asked to guess what the speaker's true thinking is.

After viewing: a) comment on what you see, express your attitude to what you see; b) discussion. Students combine what they see in their lives with real situations in their country and analyze similarities and differences in culture; c) role-playing. You can invite students to play or develop the story you're watching; d) reading on the subject. You can provide students with problematic or informative texts related to the video topic for reading and discussion. This is especially useful when watching news from news programs; e) creative work. Students are invited to write a short review, think about the subject of the story they are watching, complete the video with information about the subject of the piece they are watching and other similar tasks [3].

Complying with all the above requirements for the selection of Video material and working with it step by step successfully performs one of the most important tasks of the AI course in secondary school-promoting the development of integrated skills in the communication process.

Yakovleva, an English teacher of well-known education online platform Skyeng has made guideline list, which can be followed by teachers to make easy the process to search and chose videos for their lessons and students:

- the video clearly poses issue to consider and relevant to the lesson aims and outcomes;
- the content of the video represents accurate information;
- the author of the video is an educational expert or/and has enough experience and qualification to create and distribute such content;
- there is a balance between educational and entertaining components that makes it valuable and inspiring for learners;
- supplementary visual materials used in the video (various graphs, pie charts, illustrations, music) don't distract the learner's attention and enhance the comprehension of the main message;
- the video contains a summary to help the learner highlight all the essential points;
- the video can be used in the classroom without further legal challenges imposed by its creator on school. ties that you can do with your students after seeing the video [4].

If the task of the methodological activity is to develop the skills of oral speech, let's look at the order of the stages of working with video materials and what is the content of these sections.

Video based training covers five stages of work:
1) preparatory work
2) sensitive
3) analytical
4) reproductive health
5) productive [5]

The main task of the preparatory stage is to eliminate the difficulties in detecting video materials. To achieve this goal, it is necessary to make applications that involve the introduction and training of new lexical units, the activation of previously tested lexical and grammatical substances. This training should be organized in the form of both linguistic and conditional speech exercises. The responsive stage of the study includes applications for the perception, understanding and memorization of information. To facilitate students' understanding and attention, teacher should focus on the most important information transmitted by video recordings. The number of performances depends on the stage of training, the purpose of training and the complexity of the material. However, before the second viewing of the video, the installation should focus on a more detailed understanding of the material. Next is the analytical stage of the work, the purpose of which is to organize educational activities for conscious learning and dialogue of a monologue structure. Within the framework of this section, you will need to work with written text, which is a script for the video information teacher is viewing.

The practical set of the described part includes two levels of analytical activities:
- analysis of the structure of monologue or dialogical expression;
- analysis of structural and semantic elements specific to a particular monologue (explanation, narration and reasoning) and dialogue (dialogue questions, support of views on dialogue, persuasion of dialogue, etc.

At this stage, the algorithm of the program was developed at a conscious level to create its own monologue or dialogical expression. In addition, educational activities are organized at the reproductive stage, which involves training students in the framework of conditional speech exercises. On the content page, the exercise bar presents tasks that block text expansion and dialogue based on the structure and main features, partly on monologues. At the stage of reproduction, video materials serve as content support, and therefore the training activities of trainees are based on the content of information provided from video recordings. The productive stage of the study is the final stage of the study on the development of foreign language skills and skills. The purpose of this section is to provide

communication practice. Therefore, at this stage, typical exercises involving untrained speech are performed in individual, even and group modes. In this case, video materials serve as a semantic support and encouragement of speech as content page of exercises, discussion of problems, dramatization, role-playing games, speeches, etc. [5].

Before viewing

1. Brainstorming. Brainstorming can help stimulate the student's interest in watching the video. You can write the theme on the board and write "what we know" and "questions we have" in two rounds.

2. Student research. A few days or a week before you watch the video, the teacher will tell you what the subject is. Students are asked to do research on this topic by asking people, family, friends or other teachers, asking books, magazines, newspapers, encyclopedias, etc.

View video

1. Looking for differences.

You can ask students to focus on the differences shown in the video. You can give them a few chapters to direct them on this:

"What do people wear?"

"What objects / places are different", etc.

2. Half the screen.

If you put a piece of card in more than half the screen, you can ask students to guess what will happen in the other half.

3. Language search.

In order to focus the student's attention on the authentic language used in the video, it is possible for people to express regret / surprise sadness, etc. asks them to find the words / stages they use to express it.). Some keywords can be written in your own language and you can ask students to find their English equivalents. Students may be asked to complete sentences written by the teacher in full with missing words on the board or in the video.

4. No image, no sound.

For the first time when playing Video, it can provide single audio, game opening, brightness, contrast. They tell students what people think, where they are, what they look like, etc. you can ask.

Alternatively, you can just show the picture and ask students what people think.

5. Visual skimming.

Visual gliding is a way to play a specific essence to get an overall picture of what's going on. You can then discuss what they think happened in the video and what they hope to hear and see when they play the same episode a second time. To do this, you need to play the essence on the "fast forward Beacon" as it runs at double speed without sound.

Monitoring activities

1. Project work.

The action of the video can be used as a starting point for the work of the project. For example, if students watched a video of environmental issues, they could look at local issues and create a poster on how to keep our city clean and clean.

Therefore, video is a great bonus for classroom work, and then soon after working with video, each teacher will be able to invent their own interesting ways to use it. Teaching by watching videos is widely regarded as a way to get away from strict curriculum structures. It has a significant impact on the development of learners' auditory and reflecting skills through authentic language feedback that deepens their awareness about a topic. Integrating video-based content with whole language teaching of students' language skills in a way that improves viewing comprehension will result in improved overall linguistic proficiency in EFL students.

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THE USE OF MOBILE APPLICATION IN FORMATION OF LEARNERS' SPEECH SKILLS IN ENGLISH

Zhumagul Kamila Beibitkyzy
kama_2000@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 – G.A. Doszhan

Today, our life is difficult to imagine without phones. They are used by everyone: from toddlers, who sometimes understand technology more than adults, and ending with pensioners who have deftly mastered modern devices. And, of course, we all use a huge variety of mobile applications. Various games, navigators, photo and video editors – we can download almost everything you need to our mobile phone. So why don't we benefit from this by downloading the apps that are really useful, interesting, and bring us knowledge?

Modern mobile applications offer us great information opportunities. They allow us to use texts, listen to foreign speech and record English words on the sub cortex of our brain. Technology does not stand still and applications are increasingly surprising us with their methods of learning the language. We can adjust the level, set certain goals, and even choose topics that we like. Developers try to do everything to make their applications become a real assistant in learning English.

What makes a fabulous English speaker?

Is it confidence? Is it a wide and shifted vocabulary? Is it knowing parts of slang and casual words?

To be a great English speaker is to discover the adjustment between rhythm, social understanding, pronunciation, and a number of other components that contribute to fluency. English talking is a critical ability. It will provide you the opportunity to discover modern work, make new companions, or travel.

Albert Einstein said, "Imagination is more important than knowledge". Many people, when preparing for a language exam, rely primarily on proven formulas and rules. However, imagination can also come in handy! This is especially true for the conversational part of the exams. For example, you may be asked to imagine and describe a fictional situation or something similar. Then imagination and