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THE IMPORTANCE OF USING VIDEO HOSTING YOUTUBE IN TEACHING SPEAKING SKILLS

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Language is the most important means of communication, without which the existence and development of human society is impossible. The main purpose of a foreign language is to form a communicative competence, that is why the ability and willingness to carry out interpersonal and intercultural communication with native speakers. Information technology is an important factor in the 21st century. The Internet is the most developing means of electronic communication. There are also many reasons why new technologies are of considerable interest to professionals in the field of foreign language teaching. First, the World Wide Web is based on communication, the second reason is that the Internet can provide communication with native speakers of the language being studied or taught. Every professional in their field should keep up with the times, as the Internet is in constant development there are various resources for teaching. For teachers of foreign languages, it is necessary to improve their professional level and use all the opportunities of the World Wide Web for their lessons. The use of information technology requires a thorough analysis of the personality-oriented approach to education, it is necessary to take into account all the disadvantages and advantages of the studied resources. The selection of the right resource is based on the development of critical and creative thinking, on the comparison of opposite points of view and on the search for original solutions to the problem, and so on. Internet learning technologies expand the boundaries of language material, as well as contribute to the development of audiovisual visibility of the use of speech in real communication. The main purpose of a foreign language as a subject area of school education is seen in mastering the ability of students to communicate in a foreign language. It is about the formation of communicative competence, i.e., the ability and willingness to carry out both direct communication (speaking, listening comprehension) and indirect communication (reading with understanding of foreign language texts, writing). The formation of communicative competence is the main and leading goal of teaching. This is especially popular today. Experience shows that the greatest difficulties in foreign language communication a person experiences, perceiving speech by ear. However, oral communication, the role of which has now become particularly significant is impossible without understanding the speeches of the interlocutor, since in the process of speech interaction; everyone acts both as a speaker and as a listener.

The 21st century is the age of the internet technologies which provide many new opportunities for teaching languages at school settings. Teachers are faced with the need to develop learners' four main skills, which are writing, reading, speaking and listening. In my view, speaking seems the most urgent ability to be increased for learners to be in a comfortable on-line interaction with other language users. The lack of communication with native speakers of a given language does not contribute to

acquiring an indispensable level of language competence, which can be reimbursed due to YouTube hosting sessions. Adapting these authentic communicative events, a teacher may immerse students in both the classroom artificially-created speech situations [1, p.21] Teachers can achieve the greatest results with the help of new information technologies, which include training platforms, educational applications, as well as resources of social networks and video hosting, for example, YouTube. Therefore, the relevance of this topic is confirmed by the need to develop a methodology for teaching communication skills using video hosting.

As for advantages, we can highlight that learning English using the YouTube service allows students to:

- include authentic web materials (audio and video texts) in the training program;
- make an independent search for information by students in the framework of working on a project;
- Independently learn English
- carry out independent preparation for passing the qualification exam in English as an external language.

On the YouTube portal, we can find a huge amount of video materials: from full-fledged video tutorials created specifically for use in the process of teaching a foreign language, to vlogs mounted by bloggers, which can also be actively included in the educational process. YouTube provides users with a unique opportunity to work with authentic texts listen to the speech of native speakers and even engage in dialogues with them. Thus, the main advantage of using YouTube is that it creates a natural language environment.

Working with video materials changes the lesson plan and makes much more interesting and exciting. Moreover, the use of audiovisual expands the horizons of students, also helps to develop of the lexical stock and linguistic and cultural competence [3, p. 44-49]. Also, the advantages include increasing in the metalanguage abilities of students, in other words, students can learn by visual aids to accurately formalize their thoughts and express them in a manner characteristic of native speakers, which significantly improves the pragmatic skills of students. It is easy to see that this type of activity in the classroom will effectively affect the learning of dialogue. Due to the psychological features of the influence of video materials on students (attracting the attention of the group, affecting long-term memory, developing memorization of the material and increasing motivation to study), the cognitive process develops, forming students' communicative competence [2, p. 161-163]. The main goal at the stage of selecting video material is to satisfy the interests of students not only through an interesting picture and an entertaining story, but also through understanding the language. The teacher can use such materials as educational videos; films of the artistic and documentary genre; animated films; television reports or TV shows; music videos; advertisements; video excursions to different cities, etc.

There were three main stages of working with videos:

- 1) Pre-viewing: motivating students, preparing for tasks, repeating lexical material;
- 2) While-viewing: providing understanding of the content of the video, developing the language competence of the student taking into account his real capabilities;
- 3) After-viewing: using video material to develop the student's communicative competence.

The study was conducted in the 6th grade. Also, a survey was conducted before the experiment. There were 5 questions:

- 1) Do you use Internet resources?
- 2) Do you have free access to the Internet?
- 3) How much time do you spend on screen time per day?
- 4) Are you interested in lessons using the YouTube platform?

5) Do you watch videos on YouTube video hosting? If so, do you use Youtube video hosting for educational purposes?

- When answering the question “Do you use Internet resources?”, 100% of students answered in the affirmative, and 100% gave a positive answer to the question “Do you have free access to the Internet?”, which indicates that students do not have problems with completing tasks.

- The screen time of using the phone is in the range from 1 hour to 16 hours, the average is from 3 hours to 8 hours.

- To the question “Are you interested in lessons using the YouTube platform?”, 90.5% answered in the affirmative.

- 90.5% of students watch videos on the YouTube channel including 47.6% for educational purposes

Results in favor of the use of video hosting YouTube helped to make the following questions: “What emotions did you have when watching a video in English at the beginning of the lesson?” and “What emotions do record a video after viewing and discussing?”

In the study of topic “Animals”, video was selected “Learn to Speak Naturally-Pets & Animals (Beginners)”(link: <https://www.youtube.com/watch?v=XptE2D6L2dU>) At the stage of updating knowledge, tasks related to the translation of lexical units that will be found in the video, the compilation of phrases can be offered. These types of exercises will help not only to remember the lexical units that are significant during the study of the designated topic, but also to prepare students for the perception and understanding of the video.

In the course of working with the video, students are offered the following steps:

- First view of the video material in order to understand the main ideas and plot;
- Repeat viewing with pauses, during which students can reflect on what they have seen and heard, or ask questions to the teacher

In the presented video, initially there were questions:

- 1) What animals do you like?
- 2) Are there any animals that you do not like?
- 3) Are you afraid of any animals?
- 4) Do you have a pet?
- 5) What is your favorite pet?
- 6) Why do you like this pet?
- 7) Did you have a pet as a child?

Students must give answers orally or in written form, and they can formalize the answer due to the comment under the video on the YouTube or organize a video recording of the answers on video recording. The third option is the most creative which allows to fully assessing the level of formation of communicative competence. If at the beginning of this experiment, the majority of students experienced neutral (34.1%) and negative (26.8%) emotions and only 22% experienced positive and 12.2% very positive emotions, then after recording several videos over a period of time, the number of students experiencing positive and very positive emotions doubled – 43.9% and 22%. The number of students who experienced negative emotions decreased almost fourfold and became 7.3%

To conclude, the use of YouTube video hosting has had a positive impact on such aspects as overcoming the language barrier and the fear of public speaking. Therefore, the use of video materials in the English lesson helps students to learn to speak skills more effectively and efficiently, as video fragments demonstrate examples of authentic communication, create an atmosphere of real language communication, and transform the lesson into a more exciting cognitive process. It should be noted that with this form of training, the fatigue of students may increase, since the load on vision increases, etc. Therefore, careful preparation of didactic tools is required, taking into account the sensitivity of the human eye to a certain color scheme, etc., as well as the “limitation” of the proposed material. The use

of computer technology in the classroom should not be the main tool the presentation of the material, but only as an auxiliary tool in the implementation of the educational process. It is difficult to argue about the merits of this method, but it is still more appropriate to use the so-called combined approach (blended learning), i.e., mixing different methods, both traditional and innovative. In other words, the Internet does not replace traditional forms and methods of teaching, but allows you to achieve your goals and objectives in the educational process faster and more effectively [3, p. 92]. All of the above tasks and activities significantly expand are the opportunities for social roles that students can face smiling in the audience. For example, by introducing simulated interactions with complete strangers or speech acts that threaten the person. The perception and acceptance of such assignments, however, may differ from one person to another students, and this depends to some extent on the personality of the student. Next blowing note that every speaking task must be productive, interactive and complex if it is intended to provide optimal conditions for the effective and autonomous use of the language. Thus, the development of speaking skills requires a lot more, than a simple impact on learners through memorizing a certain vocabulary or grammatical descriptions. Significant part of the time to immerse students in a communicative situation and actively use a variety of types of tasks, thereby maximizing the level of proficiency in speaking skills.

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ПОДКАСТТЫ АРАЛЫҚ МЕКТЕПТЕРДЕ АҒЫЛШЫНША ОҚЫТУДА ПАЙДАЛАНУ

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Кіріспе

Заманауи коммуникациялық технологиялар мен желілік технологиялардың қарқынды дамуымен «подкастинг» сияқты микро мәдениеттер көбейе түсті. Сонымен қатар, жаһандану аясында бұл орта ағылшын біліміне де үлкен әсер етеді. Алайда, подкасттардың пайда болуымен оның жақсы интерактивтіліктің, дербестіктің, қызығушылықтың және ақпаратты кең және жылдам таратудың артықшылықтары, оның ағылшын білім беру саласындағы қолданбалы зерттеулері де артып келеді. Бұл мақалада ағылшын тілінің орта кәсіптік білім беру қызметіндегі подкастинг технологиясының артықшылықтары мен функциялары қысқаша баяндалған.

1. Подкастингтің ерекшеліктері

Подкастинг – бұл заманауи желілік ақпаратты тарату технологиясы, сонымен бірге жаңадан пайда болатын медиа. Подкастинг – бұл мәтінді, суреттерді, дыбысты, анимацияны, бейнені және басқа материалдарды тамаша үйлестіретін сандық хабар тарату технологиясы.