



TERTIARY EDUCATION ПЕДАГОГІКА ВИЩОЇ ШКОЛИ

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DEVELOPING SPEAKING SKILLS BY MEANS OF AUTHENTIC VIDEO MATERIALS IN "PRACTICAL ENGLISH LANGUAGE COURSE"

N. V. Borysova*

The article examines the problem of developing speaking skills using authentic video materials in the "Practical English Language Course". Aim of research is to examine the process of using video materials in the "Practical English Language Course" by applicants for higher education in the process of training speaking skills. The following methods were used during the research: study and analysis of methodological and educational literature, generalization and systematization of information on teaching English speaking skills using video materials. The study emphasizes the special role of communicative competence in the process of teaching English to applicants for higher education.

Speaking is an oral verbal communication in the process of which the following components are distinguished: the purpose of speaking, the content of the speech act, the conditions of communication, the originality of the language partners. The effectiveness of using video materials in teaching higher education students to speak is emphasized. Three main stages of working with authentic video materials are highlighted: before you read/watch, while you read/watch, after you read/watch. Various types of exercises and tasks are presented that can be performed before, during or after watching a video fragment (movie). The correct selection of authentic materials is emphasized, considering the level of language training of applicants for higher education. The topics for video materials that may be interesting and related to the program material are indicated. The article highlights the difficulties that arise in the process of speaking and suggests their solutions.

Success in teaching English speaking in practical classes in higher education institutions directly depends on teaching methods, and therefore the use of video materials motivates, interests students, and encourages them to speak.

Keywords: speaking, video materials, applicants for higher education, language training, stages of work.

* Candidate of Pedagogical Sciences (PhD in Pedagogy), Associate Professor
(Hryhorii Skovoroda University in Pereiaslav)
natalieborysova@gmail.com
ORCID: 0000-0003-2902-106X

ФОРМУВАННЯ НАВИЧОК ГОВОРІННЯ ЗАСОБАМИ АВТЕНТИЧНИХ ВІДЕОМАТЕРІАЛІВ НА ЗАНЯТТЯХ З "ПРАКТИЧНОГО КУРСУ АНГЛІЙСЬКОЇ МОВИ"

Н. В. Борисова

У статті досліджується проблема формування навичок говоріння засобами автентичних відеоматеріалів на заняттях з "Практичного курсу англійської мови". **Мета статті** – розглянути процес використання відеоматеріалів на заняттях з "Практичного курсу англійської мови" здобувачами закладів вищої освіти в процесі навчання говорінню. **Методи:** вивчення та аналіз методичної та навчальної літератури, узагальнення та систематизація інформації з питань навчання навичкам говоріння англійською мовою за допомогою відеоматеріалів. **Результати.** В дослідженні наголошено на особливій ролі комунікативної компетентності в процесі навчання англійської мови здобувачів вищої освіти. Говоріння – є усним вербальним спілкуванням у процесі якого виділяють такі компоненти: мета говоріння, зміст мовленнєвого акту, умови спілкування, своєрідність мовних партнерів. Наголошено на ефективності використання відеоматеріалів при навчанні здобувачів вищої освіти говорінню. Виділено три основні етапи роботи з автентичними відеоматеріалами: дотекстовий, текстовий та післятекстовий етапи. Подані різноманітні види вправ і завдань, що виконуються перед, під час або після перегляду відеофрагменту (фільму). Наголошено на правильному відборі автентичних матеріалів, враховуючи рівень мовної підготовки здобувачів вищої освіти. Зазначена тематика для відеоматеріалів, що може бути цікавою і стосуватися програмового матеріалу. В статті виокремлено труднощі, що виникають у процесі говоріння і запропоновано їх вирішення. **Висновки.** Успіх у навчанні говоріння англійською мовою на практичних заняттях у вищих навчальних закладах безпосередньо залежить від методів викладання і тому застосування відеоматеріалів мотивує, зацікавлює студентів і спонукає їх до говоріння.

Ключові слова: говоріння, відеоматеріали, здобувачі вищої освіти, мовна підготовка, етапи роботи.

Introduction of the issue. Nowadays, foreign languages play a huge role in the life of every person. The main goal of teaching a foreign language is to develop communicative competence, which includes both linguistic and socio-cultural competence, because without socio-cultural knowledge it is impossible to develop communicative competence.

Speaking is the most difficult type of language activity because it requires not only an understanding of the English language, but also knowledge of grammatical rules, the appropriate level of vocabulary and pronunciation. Achieving this educational goal is virtually impossible without the use of modern technologies, including video.

Despite the many contradictory opinions about the use of video materials in English classes, that it is only a waste of time, we believe that video material is a means of increasing students' activity in English classes and arouses their interest and encourages them to express themselves about what they have seen,

contributes to the creation of real-life language situations and immersion in the culture of the target language. This ensures that students consistently master their speaking skills, which is the main goal of teaching. Moreover, the use of video material also contributes to the development of attention and memory.

Current state of the issue. The following scientists have worked on the study of methods of forming communicative competence in teaching foreign languages: N. Borysova (2023), M. Duka (2017), I. Zozulia (2022), G. Ellis (2016), M. Kabanova (2019), Pramuja Baydilla (2021), A. Stadnyi (2022), A. Slobodianiuk (2022), O. Tarnopolskyi (2019) and others. And the problem of using authentic materials and, in particular, video materials in foreign language classes was studied: Alfan Hariri (2023), N. Bachynska (2021), A. Horbachenko (2021), H. Hudyma (2022), I. Kachur (2020), Lina Aris Ficayuma (2023), O. Mudryk (2022), L. Romaniuk (2017), T. Rusanovska

(2017), T. Riabokuchma (2021), Yu. Slodynytska (2022), Widyastuti (2017) and others.

Outline of unresolved issues brought up in the article. Despite the above-mentioned studies, the use of video materials for the development of speaking skills in the practical activities of training students of higher education institutions is very limited. There are two main reasons for this situation. Firstly, the divergence of modern foreign language teaching goals with the majority of teaching and learning materials for adults, where the use of authentic videos is exploited only as a means of listening. Secondly, the lack of developed educational methods and their theoretical basis. Thirdly, the lack of technical equipment at higher education institutions. It follows that the problem is relevant.

Aim of research. The purpose of the study is to examine the process of using video materials in the "Practical English" class by applicants for higher education in the process of teaching speaking.

Research methods. The following research methods were used to solve the tasks set: study and analysis of methodological and educational literature, generalization, and systematization of information on teaching English speaking skills using video materials.

Results and discussion. Today, practical speaking skills, namely the formation of communicative competence along with its components, play a major role in teaching a foreign language. In their article, I. Zozulia, A. Stadnyi and A. Slobodianiuk note that communicative competence is the ability to solve communication tasks in everyday, educational, industrial, and cultural life by means of a foreign language; the ability to use the facts of language and speech to realize the goals of communication. A student who has communicative competence can successfully solve the problems of mutual understanding and interaction with native speakers in conditions of direct or indirect contact, in accordance with the norms and traditions of the culture of this foreign language [14].

O. Tarnopolskyi and M. Kabanova in their textbook "Methods of teaching foreign languages and their aspects in higher education" identify the following components of communicative competence: linguistic, sociolinguistic, sociocultural, strategic, discursive, and social. Linguistic competence implies mastery of certain aspects of the language: phonetics, vocabulary, grammar. Sociolinguistic competence implies the ability to choose language forms according to the situation of communication. Language always reflects the peculiarities of people's lives, so sociocultural competence is an integral part of communication, as it allows for dialogue not only at the level of individuals, but also for a dialogue of cultures, which implies knowledge of one's own culture and the culture of the country of the language being learned. Strategic and discursive competence is manifested in the ability to organize speech, the ability to build your speech logically, consistently, and convincingly, to set tasks and achieve your goals. Social competence is the desire to interact with others, the ability to put oneself in the place of another [12: 115].

According to G. Ellis, the development of the ability to communicate verbally is what foreign language teaching should be aimed at. This means that students should be able to communicate in face-to-face situations, understand and respond to the interlocutor's verbal statements within the program topics, be able to talk about themselves and the world around them in a complex way, and express their opinions about the subject of the conversation [4: 25].

Verbal communication is carried out in the form of speaking. There are initiative or active speaking, reaction or response speech, reproductive speech [12: 181].

The following components of speaking are distinguished: the purpose of speaking, the content of the speech act, the conditions of communication, the originality of the speech partners. When teaching speaking, it is necessary to take into account the psychophysiological characteristics of students, such as

hearing, memory, attention, and prediction.

Speaking training includes the development of dialogical and monological speaking skills. Each of these types of speech has its own psychological and linguistic characteristics.

The word dialog comes from the Greek "dialogos", which means conversation. Dialogical speech is a process of speech interaction consisting of a direct exchange of statements between two or more people [9].

There are the following psycholinguistic features of dialogical speech:

- bilateral character
- ellipticity
- spontaneity
- emotionality and expressiveness [4: 25].

The two-way nature of dialogical speech implies the presence of two or more communicators who ask and/or answer questions. In the process of dialogical communication, participants change their roles: the one who speaks and the one who listens. In the process of dialogical speech, its participants use two types of speech activities – speaking and listening in turn.

The ellipticity of dialogical speech (omission of words, understatement) is determined by the conditions of communication. Incomplete sentences, omissions of words and whole phrases are due to the fact that the interlocutors are aware of what is happening and make extensive use of non-verbal means of communication.

Dialogical speech cannot be planned in advance, because we do not know what the interlocutor will say and what questions he or she will be interested in. Thus, dialogical speech is spontaneous, mainly as a reaction to the opinion of the communication partner.

Dialogical speech is characterized by emotionality and expressiveness, which are most often manifested in evaluative sentences. Emotions can be expressed through facial expressions, gestures, and other non-verbal means. According to the degree of emotional coloration, dialogical communication can be neutral, moderately emotional, or highly emotional.

In a learning environment, we can only talk about neutral speech with elements of moderate emotionality.

A completed monologue is divided into four types: questioning, conversation, debate or discussion, and argument [4: 26]. A fully prepared dialog is usually exemplary, universal, and can be used in many communication situations. However, preference should be given to your own dialogues during classes.

At the present stage, higher education institutions pay great attention to the use of video materials in teaching English. Today, video materials cover various topics: socio-political, artistic, and journalistic, informational, and analytical. It should be noted that working with authentic video materials can yield positive results if the educational process is organized in an interesting way.

The analysis of domestic and foreign studies allows us to conclude that when selecting authentic video materials, the following criteria should be taken into account:

- compliance of the language content of the video with the level of language training of students;
- relevance of the subject matter of the videos;
- quality of sound and artistic design;
- compliance of genre features of the video content with the educational goals and objectives, students' interests;
- the range of socio-cultural and sociolinguistic information contained in the film, reflecting different spheres of communication and communication situations;
- informational and artistic value;
- popularity among the audience;
- genre and composition diversity [8: 88].

It is necessary to use authentic materials in English classes because they help students to immerse themselves in the atmosphere of real live speech, get acquainted with the peculiarities of communication of native speakers, etc. With the right organization of work on video clips, intercultural reflection is actively developed, and it is possible to compare the speech and non-speech

behavior of characters inherent in a foreign culture with similar phenomena in the native one, and with further exercises to imitate linguistic and non-linguistic means of communication, the perception of foreign language material is significantly developed.

Today, there is a tendency for students to lose interest in learning activities, and their motivation to learn foreign languages is decreasing. In order to make the process of teaching a foreign language effective, the teacher needs to activate students' cognitive activity, to form a positive motivation to study this subject. In this regard, the teacher is faced with the task of finding new ways to increase motivation to learn a foreign language. One of these ways is authentic video material, which contributes to the formation of a stable positive motivation to learn English.

Researchers distinguish three main stages in the methodology of teaching foreign languages while working with a text: before you read/watch, while you read/watch, after you read/watch [12: 123].

Exercises of the familiarization stage are performed before listening to/watching a movie. In order to set students up for the work and interest them in further listening/watching of the video material, it is necessary to anticipate the text of the film. Using the title, the first sentence or paragraph of the text, the teacher should ask students what the movie might be about. In addition, anticipation of the text can be organized by selecting appropriate pictures, photos, quotes, or questions. It is important that students complement each other, as opinions may differ, and such differences have a positive effect on students' motivation to comprehend the text.

When preparing assignments, the teacher should consider the non-equivalent, background and connotative vocabulary found in the text of the video material, which may pose difficulties for students while watching the film. Depending on the nature of the difficulty and the level of language proficiency of the students, definitions in English or translations into their native language are

used to remove linguistic and extralinguistic difficulties. The task of removing difficulties can be in the form of a comparison of the concept and the definition or simultaneously presented in a ready-made form.

The cognitive-communicative stage of the set of exercises is performed before the movie. The teacher sets a communicative task for students that stimulates them to extract certain information from the text of the video material. With the help of such a task, students receive a certain attitude to the perception of the film text, and then they will need to pay special attention. The communicative task motivates students to interpret the text. Depending on the complexity of the text and the level of language proficiency of the students, the film may be listened to/viewed twice. In this case, a new communicative task should be set before the second playback.

The exercises of the analytical stage are performed after viewing. The first exercise can be presented in the form of answering questions, selecting the correct answer (multiple choice), agreeing or disagreeing with a statement (True or False). This exercise should focus on the students' detailed understanding of the film's text. It is important to note that they should not only choose the correct answer to the question, express agreement or disagreement with the proposed statement, but also provide relevant arguments based on the material they have watched.

In order for students to learn the material and master the skills of language etiquette, choosing an acceptable style of communication and non-verbal behavior, they need to be given the opportunity to feel like a representative of another linguistic culture. Here, you can use the role-playing technique. It is recommended to give a few cliché phrases reflecting the language etiquette accepted in the country/countries of the target language and comment on them as a support for the design of the speech utterance.

This task can be done in groups of up to 5 people, and then each group will choose a representative to make a presentation to the audience. At this time, the other

groups can be given the task of emphasizing the main arguments of the speaker. The teacher should also determine the approximate length of the statement according to the group and the students' level of English.

During the autonomous and practical stage, students independently apply the acquired knowledge, skills and abilities on the topic of the problem under study, demonstrating their level of mastery. In order to accomplish these tasks, it is necessary to minimize the role of the teacher so that students' activities in searching, analyzing and interpreting the necessary information become more independent.

When conducting contests or quizzes on the topic under study, the teacher can divide the group into small teams or ask each person to be responsible only for themselves. Contests and quizzes can consist of questions that test the extent to which students have mastered the components of communication competence.

It is better for students to work on messages, reports or projects in pairs or small groups of up to 5 people. The project can be presented in the form of a poster, presentation, collage, or a video that highlights the issue under discussion. Students can record their own movie as a project work. When using these techniques, the teacher should discuss the criteria for completing the assignment with students in advance.

Among the educational films for students, it is necessary to note the video course "This is Britain" by Oxford University Press. This is a lively and interesting movie that shows British culture in family life and traditional holidays. The course consists of four 10-minute films. In addition, to organize students' work in the classroom and at home, workbooks with tasks were published for the course. Then the course "This is Britain. Level 2" was published. A logical continuation of this educational video is the Window on Britain film, which consists of stories highlighting various cultural aspects of British life.

Foreign publications are increasingly producing teaching kits that include a video course. Such teaching aids include "Headway", "Empower", "Keynote", "New English File", and others. The video materials are divided into lessons whose lexical and grammatical material contributes to the development of students' sociolinguistic competence.

Along with the video, it is recommended to do exercises. Each lesson is divided into three parts. The first part "Before You Watch" is aimed at preparing students to watch the video. The next part, "While You Watch", provides a general overview of the task and further viewing of the video episode by episode. The "After You Watch" section contains optional tasks in the form of role-playing games, exercises and reading the text. The purpose of the textbooks is to develop listening and speaking skills. The tasks contribute to the learning of the material and help students to understand the peculiarities of British culture. The books contain the full text of the videos.

H. Hudyma and Yu. Slodynytska, studies the selection of textual material, highlight the criteria that can be used when selecting authentic video materials [6: 108]. This is, first of all, cultural authenticity, i.e. the use of materials that form students' perceptions of the specifics of the culture of the country of the target language, the peculiarities of life, and the habits of the inhabitants of this country.

Another criterion is informativeness, i.e., the use of materials containing information that is relevant to students. In addition, the information in the video material should be appropriate to the age and interests of the students. Undoubtedly, when selecting authentic video materials, it is necessary to take into account the level of language training and even the individual capabilities of each student.

When selecting video materials, it is important to consider their length, i.e., you can use small authentic video materials. Before using an authentic video, its content is evaluated in terms of clarity, accessibility, relevance of the topic, and

even the reflection of everyday communication situations.

In materials that contain background vocabulary, cultural realities, colloquialisms, and other linguistic features that make it difficult for non-native speakers to understand the text, it is appropriate to add a commentary. The purpose of adding a commentary is to remove the difficulties that arise when getting acquainted with a particular lexical material, to achieve a fuller understanding of it by providing country and cultural information, historical facts, and filling in background knowledge.

When watching videos, topics that reflect ways of expressing oneself and individuality, as well as topics related to relationships, will be of interest. It is also appropriate to offer films on socio-political topics to help them find additional interesting information about social life in English-speaking countries and in their home country. Another interesting topic is "Art", which includes subtopics such as "Cinema", "Music", etc. It should be noted that the selection of authentic materials for students should be based on the topics of the programs, in particular, "Outstanding people", "Be yourself", "Global problems of humanity", "Cultural exchanges", "Education", "Leisure time", etc.

Speaking is one of the ways of verbal language communication. Speaking is closely related to the conditions in which it takes place, which include the setting and the extralinguistic context. The extralinguistic context includes the conditions and purpose of language communication, the content of the speech act itself, and the characteristics of the participants in communication (education, developmental level, profession, age, social status). The combination of these factors forms a speech situation, which is "a set of conditions, linguistic and non-linguistic, necessary and sufficient to carry out a speech action according to the plan" [12].

Thus, speaking a foreign language is a rather complicated process. First of all, because most often the communication process is not prepared. That is why it is important not only to know the basic

aspects of the language, but also to have a psychological attitude to overcome the language barrier, which can lead to the most unexpected consequences. The success of developing such a form of verbal communication as speaking depends on a number of factors. It seems important to mention the level of development of technical speaking skills, which include lexical, grammatical and phonetic skills, the ability to use associations and equivalent substitutions in speech. In addition, the success of speaking development also directly depends on the existing motives for learning and the realization of situational awareness. If the student has no desire to learn and communicate in a foreign language, the teacher's attempts to overcome the lack of motivation to learn may be unsuccessful. It should also be noted that the success of learning to speak in a foreign language depends on age and individual characteristics, on the learning environment and linguistic characteristics of the texts. In the context of the success of verbal communication, it should be noted that the desire to make contact and realize a certain speech intention, which allows you to establish relationships with people, plays a big role here. On the other hand, the success of verbal communication depends on the extent to which the speaker has structural and systemic skills at certain levels of the language, and even on this depends on how well he or she can use this training in certain communicative situations.

Of the above conditions, special attention should be paid to situations, as they not only contribute to the emergence of motive, but also help to make assumptions and hypotheses and promote students' thinking. A situation encompasses objective factors and subjective interpretation of real life. This is because understanding the conditions of language communication mainly depends on the personal experience of communicators, and even on their perceptions and emotions at the time of speaking.

Speaking of situation components, it should be noted that a large number of

linguists and educators have studied them. One of the main distinguishing features of different approaches to the study of the situation is the number of components and even differences in their interpretation. There are eight components of the situation, which include: the speaker, the communication partner, the place of utterance, phonological and syntactic features, the time of utterance, the content of the utterance, the prerequisites from which the speaker proceeds (assumed knowledge about the partner), the speaker's speech intention [9].

Temporary and spatial components are related to the performance of a specific activity and mostly determine the topic of communication. In addition, these components also affect the tone and manner of communication, as well as the choice of the necessary linguistic means. Speaking about such a component as the prerequisites for communication, it should be noted that in the process of communication "forces are manifested that essentially come not from the speaker, but from his or her assessment of knowledge, condition, mindset, belonging to a certain social layer and those for whom the language is intended" [9].

Since interlocutors, when entering communication, have their own specific ideas about the communicative situation, in this case the task of the speaker is not only to form a specific image of this situation, but also to determine their place in it, as well as to define their role and position in language communication with the position of the recipient. This skill is one of the most important prerequisites for successful interaction. The results of orientation in the interlocutor affect the structure and volume of the utterance, and even the selection of the necessary linguistic means.

In the process of teaching a foreign language, it is impossible to guide students through all real-life communication situations. That is why speaking skills should be developed in a classroom environment. The learning situation usually meets the needs for language communication. A learning

situation is a set of conditions that encourage the expression of certain thoughts and the use of certain language material. A learning situation differs from a natural one by its natural detail in describing the components of situations, the possibility of repeated reproduction, and the presence of verbal stimulus and supports.

It should be noted that students should have basic skills in both monologue and dialogical speech.

The main difficulties encountered in the process of developing speaking skills are, first of all, students' misunderstanding of the language task and, as a result, their inability to realize the final result of their activity. In addition, when learning to speak, students have difficulties in maintaining logic, coherence, continuity, and semantic completeness of their utterances. As a rule, students have difficulty expressing their opinions, their speech is unreasoned, illogical, and inconsistent. This is due to the lack of skills to build the logic of a statement in order to express it verbally in the future. The reason for this difficulty is the fact that students are accustomed to performing substitution and template tasks, they are not able to express their own opinion if it differs from the opinion proposed by the author of the textbook. The main difficulty in presenting a message or report in a foreign language is that students have a high level of anxiety and shyness in speaking in front of an audience. Therefore, sometimes students are not able to present the material in an accessible way in terms of the compositional design of the text and its grammatical and lexical components.

Thus, it is not enough to take into account only the psycholinguistic features of speaking for effective teaching of verbal foreign language. It is also necessary to organize classroom activities in such a way that they maximize the development of the skills and abilities required for this purpose.

As we have already found out, a video is one of the most effective and promising means of teaching a foreign language in English classes due to the informative

nature of the visual and auditory range, as well as the dynamic picture. The effectiveness of using a video mostly depends on how well the structure of the lesson is organized and how well the learning opportunities of the video are aligned with the learning objectives. It is important to know how to use video material correctly to achieve the desired result. Let's look at the organization of work with video material:

The first and most important thing is that the teacher should select the material taking into account all the necessary conditions and should be well acquainted with the plot of the video.

- The teacher should think over a plan for conducting a lesson with the use of video material.

- The teacher should always check the recording before the lesson starts: quality, recording format, sound.

- The device itself should also be checked in advance.

- The teacher should be sure that he or she is familiar with the settings of the player in order to troubleshoot any problems.

- It is advisable for the teacher to use additional material (pictures, handouts) when working with the video.

- Before playing the video, you should make an introduction and explain the task to the students and ensure complete silence during the video.

It is equally important to analyze the stages of working with video material and methodological recommendations:

1. Pre-viewing is the stage of preliminary removal of language and linguistic and country-specific difficulties.

The first thing to do at this stage is to motivate students and set them up for work. The teacher can ask the following questions: "What do you know about this topic? What do you expect to see in the movie, video, or advertisement?"

The pre-demonstration stage also introduces and reinforces new vocabulary, authentic colloquial phrases, clichés, analyzes linguistic and country-specific material, and forms meaningful guidelines for perceiving the film.

The following tasks can be used at this stage:

1) read and translate new words and phrases that ease the difficulties of comprehension;

2) watch a fragment of the movie and determine the topic of this fragment; guess the meaning of words based on their description;

3) using the new vocabulary, characterize a character or describe a specific place;

4) watch a movie clip with dialogue, guess the meaning of unfamiliar words from the context and understand the characters' remarks;

5) watch a movie with dialog and restore the characters' lines with the sound off, etc.

Demonstration (while watching) – activation of students' language activity and development of information perception skills. At this stage, attention is focused on finding out the content of the film, identifying the issues raised there, and paying attention to the characters in the film or video fragment. This stage is very important because it is the basis for the development of verbal and written language skills.

Examples of tasks at this stage include:

Freeze-frame control (used with/without sound and with/without images as in the above technique):

- with sound, pausing at the beginning of each line, the teacher asks students to guess what will be said (to make a certain prediction). Then you can immediately compare the result with the actual content of the lines by playing each one separately;

- with sound, stopping at important places of the plot/action, the teacher asks questions about the situation (what happened/what will happen next);

- pause on the characters' facial expressions to predict their thoughts, feelings, etc;

- watch the movie further and compare their notes with the further development of the plot;

- stop watching the movie and talk about the events of the last episode;

- watch an episode of the movie with the sound off and guess what the characters were talking about;

- watch the episode again and compare your assumptions with the events that take place in the episode;

- while watching a movie, write down key words and phrases that correspond to specific episodes of the movie;

- make a summary while watching the movie;

- while watching the movie, fill in the gaps in the proposed text that reveals the brief content of the movie.

The After-viewing stage is closely related to the two previous stages and is its logical continuation.

After watching the movie, students discuss and exchange their impressions in order to identify the peculiarities of its emotional and logical perception. Students should not only understand the general content of the film, but also remember its specific episodes, evaluate events, characterize the characters, and use the language material learned during the pre-demonstration and demonstration stages.

To understand how well students have mastered the content of the video material, you can ask the following questions:

What is your opinion about the viewed video fragment?

What is this video clip about?

Who are the main characters? What are their names? Which of them do you like and vice versa? Why?

What is the main idea or problem of the video?

What moments of the video fragment made an impression? Why?

The post-demonstration tasks can be organized in the form of a discussion, debate, verbal, or written statement on the topic of the video fragment. Particular attention at this stage should be paid to tasks for the development of verbal and written speech, for the reproduction of extended monologues and dialogues. For example:

- retell the plot of a video fragment;

- watch a video without sound and tell where the characters are and what their relationships are;

- monologues and dialogues of the characters; describe the events taking place on the screen one by one (with the sound off);

- role-play episodes from the movie; compare the characters; their behavior, speech, lifestyle;

- express their opinion about a particular character, predict his/her further actions; write a biography of one of the characters;

- write a letter to a friend in the form of a movie episode;

- compare the realities of the country in the movie with the realities of their own country;

- write a review of the movie;

- come up with an alternative ending to the movie;

- prepare a report on one of the topics covered in the movie.

The proposed work with authentic video materials gives the educational process a maximum communicative focus, bringing it closer to the conditions of real communication.

Thus, the effectiveness of working with authentic video materials in English classes will depend entirely on the teacher's skill. The teacher should organize the work with the video fragment properly, using the necessary forms and techniques, teaching children to analyze and summarize facts, comprehend the information received during reading.

At first, the teacher should organize work on predicting the nature, theme of the video and the main content. After the students have made their predictions, they should be asked to watch the video. If the prediction was wrong, then watching the entire video will help them correct their assumptions about the topic, nature, and content.

Then the teacher should organize the work of finding the main information in the video. Students should comprehend all the information they have received and formulate the main idea of the video.

In the conclusion, students should summarize the information received and formulate the main idea of the video, as well as express their personal opinion on the issues covered in it.

Conclusions and research perspectives. The main goal of teaching a foreign language in the modern education system is to develop communicative competence in the participants in the educational process. In the context of globalization, when English has become an integral part of tourism, culture, economics, law, science and education, this is especially important.

Success in learning a foreign language directly depends on teaching methods. Learning to speak is a very laborious and rather lengthy process, so one of the main difficulties faced by teachers is the problem of students' lack of motivation to learn a foreign language. However, the use of video materials motivates, interests students, and encourages them to speak.

The effectiveness of working with authentic video materials in foreign language classes will depend entirely on the skill of the teacher, who must properly organize the work with the video fragment, using the necessary forms and techniques, teaching students to analyze and summarize facts, comprehend the information received during the viewing. Thus, the use of authentic video materials in English language lessons is one of the most effective means of teaching speaking.

The use of authentic video materials in the process of teaching English provides immersion in real communication of native speakers, demonstrates all the specifics of this communication, including emotional coloring, natural speech rate, connotative vocabulary, realities, facial expressions, gestures. Authentic video materials show speech actions in a real-life situation with the presence of a cultural component of the language, which contributes to significant progress in terms of learning to speak.

Thus, authentic video materials have a great potential for developing students' sociolinguistic competence in learning English. These materials contain information about various spheres of life and activities in the country of the target language, create the illusion of being present in it and provide additional information about its culture, and make communication authentic.

However, the topic of developing speaking skills through the use of authentic video materials has not been fully researched and requires consideration of diverse material with the development of tasks for its processing.

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