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THE PECULIARITIES OF ORIGINAL VIDEO MATERIALS USING AS THE WAY OF FUTURE ENGLISH TEACHERS' INTERCULTURAL COMMUNICATION IMPROVEMENT

The article investigates the problem of original video materials using in the process of foreign languages learning, which determines the formation of students communicative, sociocultural and sociolinguistic competences. Foreign language is a mandatory element of a qualified specialist professional training, and therefore, it is a factor of overall cultural development of the person.

Future specialist communicative culture is considered as the ability of the person to communicate with surrounding world, considering certain norms and rules of speech and non-speech behavior in communication process; the ability to correlate and perceive one's actions with other participants actions in communicative act; as a professional communicative competence of the future foreign language specialist's component. Part of human behavior is socially regulated, determined by ethical norms, traditions, and society values, which differ in cultures.

The purpose of foreign language teaching in higher educational establishments is to develop students' skills and abilities to use foreign language as an effective tool in the dialogue among cultures and civilizations of modern world. Intercultural communication is defined as an exchange of ideas, thoughts and emotions among different cultures members, different national and ethnic communities. One of the effective means of getting acquainted with the peculiarities of speech and non-speech behavior of different cultures representatives is the use of undubbed video materials in foreign language learning process.

The use of authentic video materials in institutions of higher education is designed to provoke students to talk, discuss, debate, establish connection with real language, real speech situations, which can be a great motivational factor, help in realizing the fact that there is a community of users who live such a life, communicate using this language, and have a certain set of speech and non-speech behavior.

The proposed series of exercises aims to develop future specialists' spontaneous speech skills. Even a limited active vocabulary is not an obstacle for expressing future specialists' attitude to what they have seen and heard, commenting on facts, organizing a discussion, establishing social contacts, that is, communicating in natural communication conditions. The use of authentic video materials provides an opportunity to get acquainted with the culture of language and makes the learning process more effective and closer to real live communication.

Key words: *authentic video materials, communicative culture, sociocultural competence, intercultural communication.*

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ОСОБЛИВОСТІ ВИКОРИСТАННЯ ОРИГІНАЛЬНИХ ВІДЕОМАТЕРІАЛІВ ЯК СПОСОБУ ВДОСКОНАЛЕННЯ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

В статті висвітлена проблема використання оригінальних відеоматеріалів у процесі вивчення іноземних мов, що обумовлює формування у студентів разом з комунікативною також і соціокультурної та соціолінгвістичної компетенції. Іноземна мова є обов'язковим елементом професійної підготовки кваліфікованого фахівця, а отже, вона є чинником загальнокультурного розвитку особистості.

Комунікативна культура майбутнього фахівця розглядається як спроможність особистості спілкуватися з оточуючим світом з урахуванням певних норм мовленнєвої та немовленнєвої поведінки в процесі комунікації; здатність співвідносити та сприймати свої дії з діями інших учасників комунікативного акту; як складова професійної комунікативної компетентності майбутнього фахівця з іноземної мови. Частина людської поведінки є соціально регламентованою, обумовленою етичними нормами, традиціями, цінностями суспільства, які різняться в культурах.

Метою навчання іноземної мови у закладах вищої освіти є розвиток умінь та навичок студентів використовувати іноземну мову як дієвий інструмент у діалозі культур і цивілізацій сучасного світу. Міжкультурна комунікація розглядається як обмін ідеями, думками, емоціями між представниками різних культур, різних національних та етнічних спільнот. Одним із дієвих засобів ознайомлення з особливостями мовленнєвої та немовленнєвої поведінки представників різних культур є використання у процесі вивчення іноземної мови недубльованих відеоматеріалів.

Використання автентичних відеоматеріалів у закладах вищої освіти покликано викликати студентів на розмову, обговорення, диспут, налагодити зв'язок із реальною мовою, реальними ситуаціями мовлення, що може бути чудовим мотиваційним фактором та допомагати в усвідомленні факту, що існує спільнота користувачів, які живуть цим життям, спілкуються цією мовою, мають певний набір мовленнєвої та немовленнєвої поведінки.

Запропонована серія вправ має на меті розвинути вміння реалізації невідготовленого мовлення майбутніх фахівців. Навіть обмежений активний словниковий запас не є перешкодою для висловлення ставлення майбутніх фахівців до побаченого та почутого, коментування фактів, організації дискусії, встановлення соціальних контактів, тобто спілкування в природних умовах спілкування. Використання автентичних відеоматеріалів дає можливість познайомитися з культурою вивчення мови та робить процес навчання ефективнішим і ближчим до реального живого спілкування.

Ключові слова: оригінальні, автентичні відеоматеріали, комунікативна культура, соціокультурна компетенція, міжкультурна комунікація.

Formulation of the problem. The growth of political and economic relations and contacts among countries affected all spheres of society life, as well as culture and education. One of the modern period distinctive features is the increasing attention to foreign languages learning at all world education system levels. Modern foreign language specialist must perfectly master at least one foreign language as a means of communication. In addition to the fact that foreign language is a mandatory element of specialist's professional training, it is also a factor in cultural

development of the person. Culture includes and reflects everything that society «thinks and does», which means that society mentality and society behavior are reflected in language. Culture is transmitted and developed in communication, through which society is formed and mutual understanding among its members is ensured. Communicative culture is the ability to communicate, including educational situations. It includes a system of codifying patterns and norms of behavior, activity, communication and interaction of people, which have a regulatory and control function in society.

Analysis of recent research and publications.

Today, there are many definitions of the term “communicative culture”: R. Lado claims that communicative culture is the observance of certain norms of behavior in communication (Lado R., 1957). O.Korniaka defines that “...communicative culture is considered as a morally oriented means of communication, which provides affective and informational exchange among people, mediates their interaction and mutual influence, enables interpersonal perception and mutual understanding (perception); it is a more or less complete readiness, the ability of the person to communicate with the environment.” (Корніяка, 2018: 139–159). E. Kravchenko interprets “communicative culture” as a complex of knowledge, abilities and skills that are formed in the course of interpersonal communication and are manifested in the attitude towards the interlocutor, in the ability to control and regulate one’s speech behavior, correctly argue one’s position, etc. (Кравченко, 2019: 32–34). S. Sarnovska states that “communicative culture” is “...a specific manifestation of social culture, characterized by the “human dimension“ of social and intersubjective relations and pursues the goal of person’s mutual enrichment means of information exchange, mutual transmission of knowledge, and the dissemination of co-existence positive life experience” (Сарновська, 2000: 6–8).

In the studies of M. Rud, communicative culture is presented as: the ability to agree and correlate one’s actions with others, to accept and tolerate others, to choose and present arguments, to put forward alternative explanations, to discuss a problem, to understand and respect others’ opinions, to regulate relations and to create communicators community achieving common activity goal. The researcher claims that communicative culture can be presented as a component of professional culture, characterized by personal and professional value, directed at another communicative process partner (Рудь, 2002: 97–112).

The purpose of the article is to investigate the problem of authentic videos using for qualified specialist professional training improvement as a component of general cultural development of future specialist.

Presentation of the main research material.

One of the main tools of communication is speech. Being social by its nature, it is a part of human behavior that includes both verbal and non-verbal forms, speech obeys the same laws as human behavior in general. It is known that a large part of human behavior is socially regulated, determined by ethical norms, traditions, and society values may not coincide in different cultures. Such social conventions

are inevitably reflected in language and speech. The foreign language course in higher education institutions of Ukraine is communicative in nature; therefore its tasks are determined by communicative and cognitive needs of relevant profile specialists. The main goal of foreign languages teaching is the development of students’ abilities to use foreign language as a tool in the dialogue among cultures and civilizations of modern world. The formation of students’ foreign language communication skills and abilities requires their achievement of such a level of communicative competence that is sufficient for successful communication in certain communicative spheres.

The subject-content plan of students’ foreign language speech in educational process is determined by the topic, situation and sphere of communication. Each person projects his speech stereotypes and speech behavior on the ones he/she has to communicate, regardless their cultural, social, ethnic, religious or any other differences. It often happens due to the fact that common human norms and values are exaggerated, and national and social ones are reduced. Foreign language code use enables successful intercultural interaction and involves mastering background cultural concepts.

It is worth investigating the “intercultural communication” concept, which we consider as communication among different cultures representatives, when one participant understands the cultural differences of his interlocutor and considers them in communication.

The term “intercultural communication” refers to knowledge, ideas, thoughts, concepts, and emotions among people from different cultures exchange. The first definition of intercultural communication was proposed by American scientists Larry Samovar and Richard Porter in the book “Communication between Cultures” in 1972. They determined that intercultural communication is a type of communication in which a sender and a receiver belong to different cultures (Samovar L. Porter R., 1994).

According to the definition of I. Miazova, intercultural communication is both a science and a set of skills that must be mastered during communication, while the interaction with another culture requires certain knowledge and skills, focusing on the inherited and established social practice of people norms who belong to different national and ethnic communities (М’язова, 2006: 108–113).

M. Lin singles out the concept of “intercultural communication” as “adequate mutual understanding between two participants who belong to different cultures in one communicative act.” P. Donets defines

that “intercultural communication” is: a field that studies the interaction of individuals with various historically derived behavior patterns; interaction of communicators with different experience; a type of communication in which the one who sends and the one who receives belong to different cultures; the process of communication (verbal and non-verbal) among communicators who are representatives of different cultures and languages, or a set of specific processes of interaction among people belonging to different cultures and languages (Lin, 2003–2004: 108–113).

In terms of approaches to intercultural communication as a process of communication among representatives of different cultures, the question arises as to how to implement speech acts in accordance with communication situations, considering the cultural characteristics of communication participants. One of the effective means of getting acquainted with the peculiarities and methods of language and speech code of a certain nation representatives’ transmission is the use of authentic video materials. The use of video materials in the educational process makes it possible to perceive information through several channels: visual and audio. This type of perception activates different areas of the cerebral cortex and contributes to the greater number of neural connections formation, and therefore, the material is absorbed more efficiently.

The use of video materials in foreign language learning in the world and in our country has already had some history. But mostly it was an experience in using educational videos, which even being well organized, are very inflexible to sustain student interest, set problems or encourage discussion. From this point of view, video films are of greater interest to us. They create an almost natural speech environment. O.B. Tarnopolskyi, O. Zubchenko, S. Nikolayeva and others dealt with the problem of using audio and video technologies in the educational process in their scientific researches.

Learning to speak is one of the main goals of foreign language communication learning. But to master speaking is associated with great difficulties. These difficulties are due to the complexity of a speech expression creating process. It requires the motive for the statement presence. To create foreign language communication motivation in educational process, it is necessary to use the situation, that is, the circumstances where there is the speaker and also his need to speak.

It is known that a foreign language learning student has already had a fully developed adult mindset and rather poor means of communication skills that he can use. It is believed that it is very

important to conduct serious systematic work using undubbed video materials at this stage. For a long time, in the methodology of foreign languages teaching, oral speech was considered only as a means of teaching various aspects of speech. Nowadays, the development of oral speech as a type of speech activity is becoming one of the urgent tasks of education. Various forms of dramatization, including improvisations and role-playing games, discussions, etc., are an adequate technique for teaching speaking. But the system of exercises on the use of speech means development problem or such methods of work that enable the teacher to train students and mobilize oral speaking knowledge, abilities and skills to express their own thoughts and feelings still remains a problem. It is believed that it is impossible to achieve unprepared oral speech based on training exercises alone. Therefore, exercises for the development of speaking skills should be realistically motivated. These are the so-called productive exercises, exercises that “simulate” communication in situations of natural communication (for example, a role-playing or business game) and authentic (uttering “from yourself”, for example, in a discussion). Their goal is to teach students coherent expression without relying on an example, without verbal supports. It is about transferring the problems discussed to the student’s own experience and his life knowledge. All attention in such exercises is oriented only on the content and not to the speech form of the statement in order to learn it. The use of authentic video materials in institutions of higher education is precisely designed to create such conditions, that is, not to provide support, but to engage students to a conversation, discussion, and debate. It should be related to the general methodology and didactic principles of foreign language learning in institutions of higher education entire course. Authentic materials are materials that have not been created or edited for language learners. Exposure to authentic materials enables language learners to connect with real language, real speaking situations, which can be a great motivational factor. These materials help to realize that there is a community of users who live this life, communicate this language, and have a certain set of speech and non-speech behavior.

Every educational institution strives to have a video library with authentic, undubbed materials in English. No one doubts the effectiveness of using such materials in foreign language learning. But until now, there are no universal methodical developments for working with them. The very process of developing such materials is very time-consuming and takes a lot of time. Therefore, the process of viewing such

films, videos, and video fragments remains largely a passive process. In the best case, students simply look at them without a specific goal, and perhaps remember a couple of expressions that are interesting to them. So, it is suggested getting acquainted with the methodology of work using video materials.

Audio and video material from a foreign language, more than any other medium, contributes to the creation of a speech environment, which is so lacking in the acquisition of a foreign language. Of course, the broadcast environment created with the help of video is inferior to the natural environment in terms of quantity. But a natural broadcasting environment is difficult or unattainable, and video material can be used in any educational institution. However, it is not only about this. Audio video material is not a spontaneous, disorderly, random speech activity, but an organized, typified, adjusted according to the requirements of the program and the real capabilities of the educational institution and, at the same time, a natural speech environment. Another advantage of video material is that it can be used at all stages of training.

It is believed that not just any authentic material can be used for language learning, it should be selected according to certain requirements based on its importance and potential difficulties for mastering. First of all, it is necessary to choose the genre of the material, which should correspond to the students age and interests, cultural ideas, it is also necessary to consider the meaningful, the content appropriateness, necessary linguistic phenomena evidence, the speech fluency, articulation clarity etc. Video materials should be enriched by sociocultural and sociolinguistic material and, in addition, the theme should correspond to the study program. The success of video lesson depends on the students' activity and language practice. Therefore, the review should be active and this activity should be well prepared.

There are several basic methods of using video for the students' speaking skills improvement:

1. Silent viewing. (Sound off / picture on). Students can watch the film and try to voice what is happening on the screen. Then, the sound is turned on and the students compare what is actually happening on the screen with what they have created.

2. Sound only. (Sound on / picture off). In this type of exercise, students have to predict what is happening on the screen based on what they hear.

3. Freeze frame. Pause can be pressed when students are to learn words, answer the questions, produce the speech.

4. Sound and image are on. (Normal viewing)

5. Viewing a passage with a broken logical order of events.

6. Delimited viewing (one group sees only the image with the sound turned off, the other only hears the sound with the image turned off) (Федоренко, 2008).

The teacher must provide students with viewing sheets, which contain tasks for viewing, questions that students must answer during viewing, as well as tasks after viewing and exercises. After watching, students should self-assess their ability to understand the film, based on the correctness of their answers to these questions, which stimulate real communication.

The lesson should be structured so that the students practice their active communication. It is presented the types of work aimed at unprepared oral communication:

1. Discussion (discussion of some controversial issue) where students are divided into two or more groups and a debatable statement is presented. One group prepares arguments in favor of this statement, the other – on the contrary. The number of arguments should be limited, and the time to prepare for the discussion is also limited. One representative from each team begins to speak, according to the number of arguments and in a certain sequence. At the end of the discussion, teacher and students make a conclusion about the effectiveness of the discussion.

2. Debate (as a team role-playing intellectual game), the aim of which is to prove any statement with arguments. The group should be divided into two or more groups; a conflicting statement taken from the film is given to students. Each group presents “for” and “against” arguments to the given statement. One representative is chosen to present the group arguments.

3. Interview (as a conversation between an interviewer and a respondent) where students work mainly in pairs. One of them is the host of a television show, and the other is one of the main characters of the film. The task of the interviewer is to ask provocative questions about the video material.

4. Dramatization (as a role-playing of certain educational material), where students are asked to take main characters chairs, where they role-play a certain scene of the film.

5. Oral commentary (as an expression of one's attitude to a certain material, situation, fragment), in which students are asked to comment on the scene, behavior, characters' mood, expressing their attitude to it.

6. Problem solving (as a situational speech), where students are asked to find a problem solution or specific situation faced by the characters of the film way out.

7. Role-playing or business game (as an imitation of a certain speech process, such as a press conference, where part of the group roleplays of the main characters of the film, and the other part – reporters of different magazines).

8. “Round table” (as a form of public discussion or coverage of certain issues, when the participants feel equal) for coverage and discussion by the participants of the educational process of a certain situation or problem.

9. A discussion in which students are asked to discuss how a particular phrase characterizes the film hero.

Conclusions. The described series of exercises is aimed at developing students’ speech activity. Such exercises contribute to the development of the

students’ imagination, the creative abilities formation, as well as activate thinking. Our experience shows that even having a limited active vocabulary is not an obstacle for expressing students’ attitude to what they see and hear, commenting on facts, organizing discussion, establishing social contacts, that is, communicating in natural communication conditions.

Therefore, the increase in the number of contacts among representatives of different cultures is the cause and effect of foreign language as a means of international communication ever wider use. The use of authentic video materials provides an opportunity to get acquainted with the culture of learning language and makes the learning process more effective and closer to real live communication.

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