

## USING AUTHENTIC VIDEO MATERIALS TO INCREASE MOTIVATION TO LEARN A FOREIGN LANGUAGE

A.Zh. Kachkynchyeva<sup>1</sup>, Lecturer

E.Zh. Zhumagulova<sup>2</sup>, Associate Professor

K.S. Anarbaeva<sup>1</sup>, Lecturer

<sup>1</sup>Osh State Pedagogical University

<sup>2</sup>International University of the Kyrgyz Republic

<sup>1</sup>(Kyrgyzstan, Osh)

<sup>2</sup>(Kyrgyzstan, Bishkek)

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**Abstract.** The article considered the features, the role of authentic video materials in English language teaching; the influence of audiovisual materials on students' motivation to learn a foreign language; the advantages and main ways of introducing such materials for learning and teaching English. The authors considered the criteria and suitable sources of video material selection, some algorithm of introducing authentic video materials that can be used in the process of teaching and learning a foreign language at different levels of education.

**Keywords:** authentic material, English, methodology, increasing motivation, videos, speaking.

In today's world, the importance and necessity of learning English is increasing day by day due to the disappearance of restrictions in communication across the all over the world. English has become one of the most widely used languages. As a result, English is now accepted as the common language of many global institutions, organizations, business cooperation, scientific and academic activities, international social and cultural organizations, written and visual media, the Internet and communication.

Knowledge of English in the modern world is a prerequisite for overcoming any barriers in the communicative space and achieving the main goal indicating the formation of specific competencies in accordance with the existing standards in the field of domestic education. One way to create conscious motivation to learn a foreign language is through the use of authentic materials.

Д. Wilkins [1], one of the first researchers of authentic material who defined this term, designated that authentic materials are those that are not written and recorded specifically for students learning a foreign language, their target audience is people who speak this language as their native one. Morrow [2] pointed out that authentic texts contain language written by real authors or real native speakers. At

the same time, some researchers observed that such a text excludes artificial language.

Authentic materials can be defined as materials created and reproduced by individuals in their native language and are not specifically designed for the purpose of teaching or learning a foreign language. Such materials, authentic so to speak, can be found in magazines, newspapers, TV news programs, songs, etc. Television programs, commercials, cartoons, movies, serials, radio programs, and audio recordings are examples of authentic listening and viewing materials.

Authentic video, which includes audiovisual elements, appeals to different senses, being a type of authentic materials for developing listening skills. Such videos are considered an effective tool for learning natural language in a real context. Providing students with the opportunity to focus on their studies and create an effective learning climate.

Videos have limitless possibilities for realizing the content of linguistic culture, on the one hand, and comprehending the process of communication, on the other. Let us note the essential role of visual and auditory perception, included in the process of attracting a large genre potential, creating an irreversible situational task to "turn on" in the environment of the foreign language being

studied. As a consequence, the modeled prediction of video materials assimilation in the educational process will be the increase of learners' activity and development of their conversational skills, which will certainly contribute to the development of communicative competence.

Authentic videos include: commercials, interviews, cartoons or world blockbusters, news information, TV programs. In terms of style content, we can categorize the materials as fiction, popular science, journalistic, informative, video excursions. The classification of video materials proposed by T.P. Leontieva [3] seems quite logical:

1. Video materials specifically designed for teaching a foreign language (video courses and other educational films);

2. Videos intended for native speakers or authentic, including feature films and live broadcast TV programs;

3. Videos developed by teachers and learners themselves.

Considering the relationship between the use of authentic materials in the classroom and academic performance, motivation, and participation in activities, the results of using authentic videos in foreign language listening can be interpreted that authentic materials play an effective role in the development of students' listening skills, resulting in an improvement in their academic performance; and in parallel with the with the improvement in academic performance, students' motivation to learn increases, effort in learning and confidence level. It is clear, if the learner perceives the foreign language speech, he or she starts to realize that all his or her efforts spent on learning a foreign language were not in vain. Thus, the main task of the teacher at the stage of working with authentic material is to select video material that would be interesting, informative and informative, accessible to understanding, correspond to the modern reality of foreign-speaking society and would create favorable conditions for students to master new country information, speech behavior of native speakers, would contribute to their familiarity with the life of the people, its culture.

A foreign language teacher needs to find and prepare video materials for classes independently. Researchers point out the most suitable sources from which to choose videos for foreign language classes:

- Oscar-winning classic films, TV series [4];

- Possibly the most recent and popular movies to attract the attention of students;

- Television programs appropriate for the age group;

- TED Talks videos that are relevant to the students' major/specialty and the topic of the class, which also have the highest highest rated or most frequently viewed.

For each lesson or topic, the teacher should select a suitable video that would be a meaningful addition to the teaching process. For this purpose, some criteria for video selection should be considered: age, level of English proficiency; video structure, authenticity, relevance to the topic of the lesson; impact on the viewers; genre, etc.

The benefits of using videos in English classes are to generate interest, attract students' attention and focus their attention on the topic of the class; to stimulate communication in English; to create memorable visual images; to improve comprehension and memorization of the studied content, vocabulary; to serve as a stimulus for collaborative work in the classroom; to encourage and energize students; to make learning fun; to reduce anxiety or fear of speaking English in the classroom.

The prepared authentic video materials can be presented at the lesson with the help of special multimedia equipment. It is important to organize not passive viewing of the video. Undoubtedly, there are many algorithms for introducing and using video clips in English language classes [5]:

- select a video or a movie/program segment, etc.;

- familiarize students with authors, characters, perhaps the history of the creation that are useful or necessary to study;

- provide students with guidelines or discussion questions in advance so that they understand what details to pay special attention to while watching;

- briefly introduce the video to emphasize the purpose;
- play the video or segment;
- stop the video at any point to emphasize a point, to clarify;
- discuss the video by organizing group interaction around predetermined questions;
- then further discuss what was seen with additional questions individually or in groups, using brainstorming or debates;
- possibly prepare a quiz/quiz/quest based on the video clip.

Videos can also play an important role in the final stage of a foreign language class. They can help summarize the lesson; incorporate the vocabulary learned in the lesson, show it in action (with examples of usage in another video sequence) and thus motivate students to continue learning English where they can literally see and hear it applied in a real, "live" language used by native speakers [6].

To summarize, we emphasize that the use of video materials in foreign language learning is a good basis for the development of listening skills and contributes to the combination of hearing, seeing and reacting at the same time. The diverse genre palette of video materials allows to solve a set of tasks, in the course of which it becomes possible to make language learning interesting and entertaining and to consolidate country and language material.

Proper selection of video materials should be organized in accordance with the requirements of existing methods. In particular, today it is recommended to use video materials in stages during the educational process.

An important function is assigned to the pre-demonstration stage, which ensures further understanding of the content of the video material and attunement to the emotional and semantic dominance of the movie (fragment).

The purpose of the demonstration stage is to develop the language and speech capabilities of foreign language learners taking into account their capabilities, understanding of the content of the video material.

The post-textual stage organizes the creative process. Special attention here is paid to different types of retelling.

Thus, there is a close relationship between the development of the four basic language skills: listening plays an important role in the development of all other language skills, especially speaking, directly influencing the development of language skills.

So, classes with the use of video technologies are aimed at the formation of personal attitude to the viewed material, which activates foreign language speech material, turning it into a creative process. Besides, there are unlimited opportunities for studying not only the country, but also the mentality of the population living in it; concrete conditions for natural communication are created. In the end, it motivates the students to master the language consciously.

It is fair to say that the use of authentic videos is becoming increasingly necessary in English classes. Authentic audiovisual materials help to create a clearer picture of what students are learning, markedly improve their English vocabulary by giving them examples of how to use the words, idioms and expressions they are learning in their authentic environment, i.e. in a "live", natural language. It is especially important that video materials help to motivate the students' learning of English. It is especially important that the videos help to motivate students to learn English, to create a trusting and calm atmosphere and, as a result, to establish successful cooperation between students and teacher-student relations.

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## **ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ ВИДЕОМАТЕРИАЛОВ ДЛЯ ПОВЫШЕНИЯ МОТИВАЦИИ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА**

**А.Ж. Качкынчиева**<sup>1</sup>, преподаватель

**Э.Ж. Жумагулова**<sup>2</sup>, доцент

**К.С. Анарбаева**<sup>1</sup>, преподаватель

<sup>1</sup>Ошский государственный педагогический университет

<sup>2</sup>Международный университет Кыргызской Республики

<sup>1</sup>(Кыргызстан, г. Ош)

<sup>2</sup>(Кыргызстан, г. Бишкек)

***Аннотация.** В статье рассмотрены особенности, роль аутентичных видеоматериалов в обучении английскому языку; влияние аудиовизуальных материалов на мотивацию студентов к изучению иностранного языка; преимущества и основные способы введения таких материалов для изучения и преподавания английского языка. Авторы рассмотрели критерии и подходящие источники отбора видеоматериалов, некоторые алгоритмы внедрения аутентичных видеоматериалов, которые могут быть использованы в процессе преподавания и изучения иностранного языка на разных уровнях образования.*

***Ключевые слова:** аутентичный материал, английский язык, методика, повышение мотивации, видеоматериалы, говорение.*