USING AUDIOS AND VIDEOS AS A TECHNOLOGY OF COMMUNICATIVE COMPETENCE FORMATION IN TEACHING ESP TO STUDENTS AT NON-LINGUISTIC HIGHER EDUCATIONAL ESTABLISHMENTS

ВИКОРИСТАННЯ АУДІОВІЗУАЛЬНИХ МАТЕРІАЛІВ ЯК ТЕХНОЛОГІЯ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ У СТУДЕНТІВ НЕЛІНГВІСТИЧНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

The article reveals the necessity of educational process modernization by means of teaching ESP at non-linguistic higher educational establishments. The age of new technologies encourages the educationalists to create new methods of teaching foreign languages for specific purposes that ensures the achievement of high results and makes the increase of attention to various aspects of professional training necessary. The use of audio and video materials for educational purposes can be attributed to one of the most popular methods at the present stage. The article deals with the issues of using audiovisual materials in order to form a professional communicative competence of students mastering foreign languages for specific purposes. The essence of the principles of forming communicative competence gained by students of non-linguistic higher educational establishments by means of audio and video materials has been analysed. It has been investigated that the work with audios and videos in the language classroom is the most efficient combination of classical and "active" educational technologies that ensures their popularity and effectiveness while forming communicative competence.

The feasibility of the implementation of audio and video materials and their application in the professional activity of foreign language teachers of non-linguistic higher education institutions has been substantiated, an algorithm for working with audios and videos has been introduced, and to suggest the ways to integrate them into the educational process have been suggested. It has been stated that one of the most popular materials used for mastering and teaching a foreign language is video, since its advantage is to provide the use of an authentic language. It has been noted that for a successful result in learning and teaching a language by using video as a training material, there are methods that are useful for both a teacher and a student, namely: dynamic watching, freezing scenes and predicting, watching on mute, watching with sound without an image, role-playing games, synopsis, dubbing.
Key words: *communicative competence, audio and video materials, professional training, foreign languages for specific purposes, educational technologies, authentic language.*

навчання іноземних мов для спеціальних цілей у нелінгвістичних закладах вищої освіти. Вік нових технологій змушує науковців і освітян винаходити та розробляти досконаліші підходи й методи викладання іноземних мов для спеціальних цілей, які забезпечують досягнення високих результатів, що зумовлює необхідність посилення уваги до різних аспектів фахової підготовки. До таких педагогічних технологій належить використання аудіо- та відеоматеріалів з освітньою метою.

Стаття присвячена проблемі використання аудіовізуальних матеріалів із метою формування професійної комунікативної компетентності у студентів під час вивчення іноземних мов. Здійснено аналіз сутності принципів формування у студентів нелінгвістичних закладів вищої освіти комунікативної компетентності засобами аудіо- та відеоматеріалів. Досліджено, що робота з аудіовізуальними матеріалами на заняттях з іноземної мови є ефективним поєднанням класичних та «активних» освітніх технологій, що забезпечує їх популярність та ефективність у процесі формування комунікативної компетентності.

Виконано теоретичне обґрунтування доцільності імплементації аудіовізуальних матеріалів і їх застосування у професійній діяльності викладачів іноземних мов нелінгвістичних закладів вищої освіти, наведено алгоритм роботи з аудіо- та відеоматеріалами, запропоновано шляхи їх інтеграції у навчальний процес. Вказано, що одним із найпопулярніших матеріалів, які використовуються для вивчення та викладання іноземної мови, є відео, оскільки його перевагою є забезпечення використання аутентичної мови. Зазначено, що для успішного результату у вивченні та викладанні мови з використанням відео як навчального матеріалу варто використовувати методи, що корисні як викладачу, так і студенту, а саме: активний перегляд, зупинку перегляду та прогнозування, «німий» перегляд, перегляд зі звуком без зображення, рольові ігри, синопсис, дублювання.

Ключові слова: *комунікативна компетентність, аудіовізуальні матеріали, фахова підготовка, іноземні мови для спеціальних цілей, освітні технології, аутентична мова.*

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У статті розкривається необхідність модернізації навчального процесу засобами

Target setting. In Ukraine modernization of the system of education has resulted from processes taking place in European countries and has made the issue of training individuals for the challenges of information society relevant. The intensification of the processes of European and world integration into the educational space proves the need to find new, more advanced approaches and technologies of professional training that would ensure the achievement of high results and makes the increase of attention to various aspects of professional training necessary. Innovative processes that take place in the field of higher education require future professionals of professional competence, which includes the level of basic and special education, the ability to accumulate a wide life and professional experience, forecasting the possible consequences of their own activities. Under such an approach it should be stated that

professional competence is a driving force and core component of the future profession, and communicative competence, in turn, is a prerequisite for effective professional activity. Professional competence is a basic feature of any personality and closely related to the criteria of efficient and successful actions dealing with profession and life. Competence both professional and communicative acts as a positive result of education, which expresses the readiness of an individual effectively to organize all internal and external resources in order to achieve professional goals [3].

Today, a wide range of both traditional and modern pedagogical technologies is at the disposal of teachers of foreign languages, allowing them to solve various tasks facing them. The use of audio and video materials can be attributed to one of the most popular methods at the present stage. Working with them is an example of an effective combination of classical and "active" educational technologies, which in many respects ensures their popularity and effectiveness in the process of forming communicative competence.

Actual scientific researches and issues analysis. The sphere of applying technologies for the use of audio and video materials in education is the subject of consideration by many national and foreign scholars. Such scholars as K. Bakhanov, V. Bezpalko, Yu. Vaskov, A. Kiktenko, A. Kolechenko, T. Nazarov, A. Nisimchuk, O. Padalka, O. Savchenko, and others have studied the history of formation and dissemination of the concept of this technology in education. I. Sarantsev; G. Seleukov, V. Slastionin, I. Smoliuk, V. Iudin. The possibilities of using audiovisual materials to improve the organization of the educational process are analyzed in the works of V. Bykov, Y. Doroshenko, M. Zhaldak, I. Zhuravliova, V. Serhienko, O. Ielnikova, L. Kalinina, V. Rudenko, D. Taushan. Particular attention deserves the scientific research of British and European scientists on the problem considered by Ch. Crook, Y. Heald, K. Issroff, M. Leask, Chr. Lloyd, A. Loveless, A. McFarlane, M. Monteith, J. Parkinson, V. Reding, E. Scanlon, A. Sparrowhawk, L. Tomei, P. Williams, D. Willis and others.

Uninvestigated parts of general matters defining. Suggested by the scholars, ideas and models to work with authentic video materials in order to develop, firstly, listening skills are undoubtedly worth using and are methodologically high quality but need further research and study in the context of using authentic audios and videos for educational purposes while preparing students for cross-cultural communication [5]. To form communicative competence is problematic beyond cultural and linguistic context of the country where the language is spoken. That is why authentic audio and video materials, which contain either original linguistic information or a wide range of cultural data, and in their turn conduct communicative simulations that correspond as closely as possible to actual reality, are one of the most efficient methods of forming communicative and professional competences.

The objective of the paper is to substantiate the feasibility of the implementation of audio and video materials and their application in the professional activity of foreign language teachers of non-linguistic higher education institutions and to provide an algorithm for working with audios and videos and to suggest ways to integrate them into the educational process.

The statement of basic materials. Audio and video materials constitute a sound reference to motivate and encourage students to learn foreign languages. Lots of media and most styles of conveying information through video are useful for foreign languages learners. By audio and video materials students have an indirect contact with native speakers and it inevitably leads to understanding the other culture.

One of the most popular materials used to learn and, of course, to teach a foreign language is video. As practice shows, students like to learn a language using video, which is often used to refer to completely different things in teaching languages. Some teachers use video in class to entertain students through watching TV programmes, films or cartoons but others consider video as a teaching tool and even record videos in the classroom and play them in front of the students to analyse their mistakes or mark their achievements. But the basic purpose of integrating video in the educational process is to use it as a visual aid. Frankly speaking, most students learn languages and use them (in oral and writing) only in class and often do not understand how to use languages beyond a classroom in real communication. The problem is not in the methodology itself but results from misusing a language or its underutilisation. Due to communicative method video has been used in class more often recently. Video is a rich and valuable resource both for teachers and students. Students like video presentations because they are interesting, complicated and challenging for watching and understanding. Video both conveys information and represents how native speakers behave themselves and use the target language within a culture. Video is a source of communicative situations. Video due to moving pictures is more interesting and helps students understand better unlike audio. It is obvious that lack of vocabulary can make the easiest task difficult to be performed by students. Video clarifies the meaning through images, gestures, intonation through illustrating the behavior that is impossible to be made with words only. Two or five minutes of video is able to save an hour in class avoiding long and dull explanations while introducing vocabulary or grammar. A 10-minute video can be useful for more advanced students. Less advanced students will benefit from a short-term video clip, since their limited language proficiency also limits their attention [2].

Apparently, students who learn foreign languages mostly rely on visual cues and, undoubtedly, video is an efficient tool to interpret them. According to the study, teachers of foreign languages like to use video because it motivates students, creates a sense of the real world in class, naturally creates a language context, and allows students to hear an authentic language in a controlled environment. In addition, video can give students realistic role models for role-playing; may increase awareness of other cultures in terms of learning its appropriate use.

The big advantage of the video is that it provides the use of an authentic language. Movies and TV programmes are produced by native speakers, thus, video ensure using an authentic language. Practical use of video can be carried out in the language classroom work, at any level; teachers can take part in the process at any time and can stop, start and rewind the video back to repeat it several times if necessary. Any selected short section of the program can be used for intensive study. In order to draw attention to a particular place in the program, you can work in slow motion, at half speed or on mute. In addition, students can concentrate in detail on the language and interpret what has already been said, repeat, predict the answer, and so on. Students may also focus more on visual cues such as facial expressions, clothing, gestures, posture, and environmental details. The image is able to convey meaning even without language support. The use of visual cues is of great importance for improving the quality of education and is an important part of the video methodology. Also, the use of video diversifies the learning process. Students are impressed to have something other than textbooks and tapes for listening.

On the other hand, besides the advantages, the video also has disadvantages. The main disadvantages are cost, inconvenience, maintenance, and in some case the fear of technology. Besides, the sound and image quality of copies or materials of domestic production may not be ideal. Another important issue in this case is that teachers must be well prepared to use and operate the video. Otherwise, this type of work becomes boring and purposeless for students. Just as in many English learning situations, teachers play a key role in using video as an aid to language teaching, as they have the primary responsibility for creating a successful language learning environment. It is clear that teachers are as effective as video when teaching with video, because they are the only ones who allow students to understand what they see and hear using some of the communicative methods. A teacher can be a controller, an expert, a prompter, and a participant [1].

In addition, a teacher must be a good organizer when teaching a foreign language through video and must know exactly what will lead to success. A teacher should not provide useless information or give confusing instructions for students so as not to spend much time on them. A teacher should clearly explain that they are going to watch and give the task and clear instructions. Before using video in class, video materials require prior knowledge. The teacher must develop a plan for each video lesson and encourage active viewing. To facilitate understanding, a teacher should prepare handouts appropriate to the language level of students. In order to achieve a successful result in teaching a language using video, as an aid, it is possible to identify some methods that are useful both to a teacher and a student.

Dynamic watching. Dynamic watching enhances enjoyment and satisfaction of students and focuses their attention on the main idea of video presentation. Before watching a teacher writes on the whiteboard key questions about presentation in order to have students get general understanding its content. Students can answer the questions after watching or they are allowed taking notes while watching [3]. For a more detailed understanding students are provided with a list of keywords or handouts, which allow them to see and hear specific details or features of the language. However, it should be remembered that this method needs to be adapted in accordance with the level of students.

Freezing scenes and pradicting. To freeze scene means to stop a motion picture on the screen by clicking a pause. A teacher can freeze video if it is necessary to introduce vocabulary relating to moods, emotions in order to put questions about the scene or draw students' attention to some moments. With freezing scenes students can be asked what will happen next. Freezing is a great stimulus to think or speculate. This activity can develop students' imagination by making them predict and speculate about main characters.

Watching on mute. Since video is the audio-visual environment, sound and an image are separate components. Watching on mute attracts interest, provokes thoughts, develop skills to expect. In addition, watching on mute can an effective technique to have students, who watch it for the first time, predict. One of the ways to implement this method can be playing video without sound and instructing students to observe the behaviour of the characters and use their deduction power. Then a teacher by clicking on pause freeze video some times and ask students to guess what is happening and what characters would be talking about at this particular moment, or what have happened before. Finally, video is played with sound, and students can compare their impressions with what is actually happening in video.

Watching with sound without an image. It is interesting and useful for students to play video with sound without an image. They can listen to dialogues but cannot see what is happening. Through this activity, students can predict or reconstruct what has happened visually, based only on what they have heard.

Role plays. When students have a clear idea of the presentation, they are given the task to play the scene, using as much vocabulary as possible from the original version, which they have memorized. Role plays involve students as active participants. This activity also can help students understand their own behavior and be positively responsive to different human relationships. In other words, the role-playing is a good communicative activity and preparation for real life situations. It enables students to apply what they learn.

Synopsis. After watching, students are asked to retell the plot in oral or in writing. This activity motivates students to use knowledge. Despite the difficulty and numerous errors, students benefit from such experiments in English. Of course, a teacher's support is important.

Film dubbing. Dubbing can be implementing when students have obtained a necessary language competence. By this activity students are asked to complete dialogue gaps after watching on mute. Students are interested in completing scenes from video using dubbing.

After-watching activity. It is important that the video presentation leads to a follow-up as a basis for further oral practice. Discussion stimulates communication among students and has access to communication practice. In this activity, students have the opportunity to develop cooperative skills.

Conclusions. For successful mastering of foreign languages it is necessary to use technology as much as possible. Undoubtedly, video is one of the best materials, allowing students to practice what they have learned through various methods. Methodologically, watching videos for educational purposes should be different from passive watching television. A teacher should encourage students to watch films actively using additional materials, such as handouts, supplied with the films. Students should take part in activities; if possible, create projects in the target language by recording their own activities: monologues, interviews, reports, etc. In short, a student's role is not to be a passive spectator, but an active member in the triangle, video, a teacher and a student. It should be concluded that nowadays using audio and video technologies in the language classes is necessary and inevitable. When used properly, video is very useful for students and teachers, if it is not considered as mere entertainment; carefully selected films can be a useful motivational tutorial both for listening practice and for stimulating speaking and writing skills.

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