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ПРИНЦИПЫ ОТБОРА ВИДЕОМАТЕРИАЛОВ ДЛЯ ИСПОЛЬЗОВАНИЯ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

Ключевые слова: видео, принципиальный, коммуникативная компетентность, связь, иностранный язык.

Аннотация: В статье рассматривается использование кино как визуального инструмента обучения. В ходе работы мы четко определили принципы выбора видео для изучения иностранного языка. В связи с тем, что видео в качестве источника языковой и неязыковой информации, является идеальным средством достижения главной цели изучения иностранных языков – формирования коммуникативной компетентности, тема этой работы достаточно актуальна.

The content of learning foreign languages is very difficult. Learning content is determined by two criteria. Firstly, national standard specifies the content of the learning process. And the second criterion is the purpose and objectives of the process of learning foreign languages. The process of selection of the content based on the needs of society and the purpose of the process of foreign language learning is based on two principles:

- Necessity and sufficiency that learning content should ensure the achievement of objectives, including foreign language.
- Availability of training content means that the content of education must be accessible to students. Too hard or easy maintenance can help students achieve the goals of the process of learning foreign languages.

At present, the formation of communicative competence has become the main objective of the process of learning foreign languages, but to achieve this goal due to many factors, including the assimilation of language structures and knowledge of the country it is spoken. Today, in view of this goal, the use of video in learning foreign languages has been very well developed.

Video may very well act as a source of information not only about the language structure for learning the language, but also about the traditions and culture of the country where the language is spoken, but for the successful realization of the objectives of the training program, suitable material must be selected.

There are the following selection criteria for the video lessons of a foreign language:

The principle of authenticity, according to this principle, the teacher must choose and use the video, in which native language is spoken. This principle is important because the language used in such materials, acts as a means of communication and it reflects the reality of a real language. In addition, in such authentic materials in parallel with language information, the student receives information about the culture, traditions, and customs of the people. Famous Russian trainer, Malishiev says about the importance of using authentic materials: "Only the national cinema, compared to foreign films will help us in achieving the goals and objectives. We talk about the riches of the national cinema and its ability to meet the needs of students to study a foreign language [1, p. 91]."

According to the principles of the system, the selection of video material shall be based on their thematic content, such as "Russian city", "Ecology of Russia", "signs of the Russian people."

According to the principle subjected to connectivity, the teacher should choose those videos that convey general information and generally they are used key words and concepts, such as video from the series "Russian genius of the place" devoted to the study of different regions of Russia, and can be used in teaching regional geography. In accordance with the professional and

informative principle, the teacher should choose the video that have sufficient information, and this information can help students in the process of formation of communicative and cultural competence.

The essence of the principle of novelty materials is that the teacher should choose the materials so that these materials provide informative novelty. The principle of availability "means taking into account age differences and characteristics of students in selecting materials in order to learn the material on the content and scope of the student. The availability of the material is determined empirically based on the experience and knowledge of students [2, p. 213]. According to the principle of availability, the teacher should choose the videos so that they correspond to the level of knowledge of students.

In addition, when the teacher chooses a video, respecting the principle of availability, it gives students the opportunity to focus on the content of the training material, as selected videos correspond to the power of students and they do not have problems to get the materials. Thus, the effectiveness of employment increases.

According to the principle of sufficiency of the genre, the teacher should choose videos from different genres, including educational, documentaries, TV shows, and interviews. The principle of situational-thematic organization of educational material "implies an organization of educational material that reflects the specifics of the operation of the selected language material in real-life situations and themes". The formation of speech skills becomes faster and easier, if the process of language acquisition is as close as to the real conditions of communication [2, p. 217].

The principle of concentric features / cycling, "in accordance with this principle in the educational process, audio-visual materials are used for a number of increasingly complex series of repetitive steps, organizing the activities of students with the appropriate assignments in cycles / centers [2, p. 214]. The principle of sequential development, the essence of which is that "the chosen material must ensure the improvement of language skills and speech skills acquired at the previous stage of mastering a foreign language [3, p. 97].

The principle involves intensity selects videos for language lessons so that students can learn as much as possible more informations by using these tools. The activity principle, "which suggests the tension of mental processes of the student [2, p. 212]. According to this principle, the teacher should choose the video, so that they stimulate students and step informative and creative activity of students at foreign language lessons.

The essence of the principle of individualization and age-appropriateness is in selecting the video, the teacher should pay attention to the personal characteristics of each student and their age characteristics.

The principle of reliability is according to which the contents of the selected video to be authentic.

The essence of the principle of cultural value lies in the fact that the contents of the selected video material acquaint students with the culture of the target language. "In accordance with the principle of audio-visual materials should include a new, informative and value-orientation information [4, p. 87].

Like all Methodists argue, the formation of intercultural competence of the students, has very effective impact on the achievement of the main objective of foreign language learning, i.e. formation of communicative competence.

Among the criteria for the selection of any material, including video is dominated by the principle of communicative orientation, since this principle meets the main objective of foreign language learning is current at the time. Under the principle of communicative orientation, "organized training is done for communication in natural conditions or to be as close as possible to them." The principle of communication involves a directional orientation of employment, in which

the goal of learning (mastery of language as a means of communication) and the means to an end (speech activity) act in unity [2, p. 213]. According to this principle, the teacher should choose those videos whose content is consistent with the objectives of the process of teaching foreign languages.

The principle of all-round development of skills in different kinds of speech activity, according to this principle, video content needs to ensure the development of skills in different kinds of speech activity. Videos have been selected so that they effectively act on the processes of speaking, perception, thinking and understanding.

"The principle of taking into account the native language, teaching the principle of learning, which provides for the organization of educational process based on the experience of students in their native language, which determines the structure of the program of study" [2, p. 219].

According to this principle, the teacher should take into account for the selection of video, the difficulties that arise because of differences between learning language and native language. When similar phenomena happens for the native and foreign languages, students can easily learn by analogy of foreign language skills, as in similar cases the student only transfer skills of one language to another. But there are cases when there is an interference of native and studied languages. When interference occurs there were most errors. You can overcome the interference with the help of specially designed exercises.

The principle of professional readiness of the teacher who suggests the "need to consider the level of foreign language teacher, his readiness to pedagogical dialogue, as the ability to organize their own training activities and activities of students, the ability to analyze their strength to master the language and keep their motivation at work, to evaluate the level of skills developed by students, provide feedback and correction [5, p. 135].

We can say that proper selection of videos and developed technique can serve as an ideal learning tool, as they can at the same time acquaint students with language and linguistic phenomena of studied language.

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