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THE USE OF VIDEO MATERIALS IN FLT: A CASE STUDY AT FOREIGN LANGUAGES DEPARTMENT OF TNP

With the increasing use of innovative approaches to foreign languages teaching (FLT), video materials have become more accessible and easier to incorporate into the process of language acquisition. Additionally, the COVID-19 pandemic has accelerated the use of online learning, and video materials have become an important tool for distant language teaching. The article deals with theoretical and practical aspects of the usage of video materials in language teaching and learning. In the course of research surveys were made to determine the range of purposes and varieties of the most common uses of video resources. Examples of how technology has been used to support the use of video materials in language teaching and learning have been provided. The potential benefits and challenges of using video materials in language teaching and learning have been outlined. It has been justified that video materials promote language learners' motivation, influence vocabulary growth providing an efficient and effective way to learn real-life language. The most common ways of the applying of video materials for individual work have been considered such as listening and comprehension practice; vocabulary building; grammar practice; pronunciation practice, cultural immersion; independent research and collaborative projects.

Keywords: video materials, online video resources, FLT, intensification of teaching and learning a foreign language.

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ВІДЕОМАТЕРІАЛИ У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ: ДОСВІД ВИКЛАДАЧІВ ФАКУЛЬТЕТУ ІНОЗЕМНИХ МОВ ТНПУ

Відзначено, що відеоматеріали стали доступнішими та простішими для використання у процесі опанування іноземних мов завдяки широкому застосуванню інноваційних підходів до навчання мов. Пандемія COVID-19 прискорила масове використання онлайн-навчання, а відеоматеріали стали важливим інструментом дистанційного навчання. Проаналізовано теоретичні і практичні аспекти застосування відеоматеріалів у викладанні та вивченні мов у вищих навчальних закладах. У ході дослідження проведено опитування з метою визначення діапазону цілей та різновидів найбільш поширених видів відеоресурсів. Наведено приклади використання технологій для підтримки залучення відеоматеріалів у процес викладання і вивчення іноземних мов. Окреслено потенційні переваги та проблеми використання відеоматеріалів у викладанні та вивченні мови. Розглянуто найпоширеніші способи застосування відеоматеріалів для індивідуальної роботи студентів: практика аудіювання та розуміння; формування словникового запасу; граматичні навички; практика вимови; культурне занурення; незалежні дослідження; спільні проєкти. Обґрунтовано, що відеоматеріали забезпечують ефективні результати навчання, зокрема підвищують креативність, надихають і мотивують студентів, привертаючи увагу, та сприяють плідній співпраці на заняттях. Аргументовано, що включення відеоматеріалів у самостійну роботу забезпечує інтерактивний досвід навчання, дозволяючи студентам практикувати та застосовувати свої мовні навички в реальному контексті. Зроблено висновок, що медіазаняття стали невід'ємною частиною сучасної освіти і це призвело до змін у процесі засвоєння мови. За умов належної організації та доцільності використання відеоматеріалів у викладанні іноземної мови сприяє підвищенню мотивації, креативності студентів і забезпечує ефективний спосіб вивчення мови в реальному житті.

Ключові слова: відеоматеріали, онлайн-відеоресурси, викладання іноземних мов, інтенсифікація викладання та вивчення іноземної мови.

The context of using video materials for intensifying foreign language teaching at the tertiary level is important and timely. The increasing use of technology in education has made video resources more widely available and easier to integrate into the language acquisition process. Technological advancements like Tablet PCs and smartphones have accelerated the trend toward online learning, further expanding access to video materials. In addition, video materials can accommodate diverse learning styles and preferences, enhancing the personalization and effectiveness of language learning. Moreover, research has shown that audio-visual information (one of the kinds a modern teacher and a student has to be proficient at as for its use [8; 9]), such as that presented in videos, is processed, retained, and recalled by students more effectively than other types of information. As such, it is increasingly significant to incorporate video materials into language teaching and keep pace with technological improvements, in order to provide students with the most effective and engaging learning experience possible.

However, in the use of video technology for learning and teaching a foreign language nowadays there are certain contradictions which require solutions on scientific and methodological levels. They include the following:

- The fact that there are an enormous number of language-related videos available on the Internet, including popular platforms like YouTube, alongside the fact that educators often lack the time or resources to select and curate appropriate videos for classroom use.
- The fact that certain educational videos may only be available through subscriptions or other paid services, which can limit access and affordability for some learners and teachers.
- The fact that video materials may be readily available, but educators may lack the necessary knowledge and skills to effectively access, use, or edit them for pedagogical purposes.
- The fact that there may be a shortage of authentic, high-quality video materials featuring native speakers of the target language, even though such materials have been shown to be highly effective in language instruction.

● The fact that while videos can be a powerful tool for language learning, they may not be effective on their own and may require additional methodological materials and resources to support learning outcomes, which may not always be readily available or accessible to teachers.

The choice of the research topic was motivated by the contradictions inherent in the use of video technology for foreign language learning and teaching, as outlined above, and was further inspired by the authors' own experiences as language educators.

Within the last decades problems of using video materials for intensification of foreign languages teaching have become subjects of study for specialists in language education. In their books Michael Carrier [4], John J. Lowe [12], Kate Muir [13], and Ewa Bandura [2] offer a practical guide to using video in the language classroom, covering topics such as selecting appropriate video material, designing effective lesson plans, integrating video into different language skills, as well as assessment. Jason Anderson [1], Lucila Ortiz-Álvarez [14], Yvonne Kavanagh [7], Elena Benito-Ruiz and Mark Peterson [3], Dongmei Cheng and Rebecca Oxford [6] in their works explore the benefits and challenges of using video in language teaching and learning, and provide practical advice for integrating video into the language curriculum. According to a number of modern foreign scholars using video materials in EFL listening instruction can improve learners' listening comprehension skills, speaking proficiency and their motivation to learn English [5; 11].

The analytical studies of E. Rassaei and E. Namaziandost are dedicated to the problems of enhancing English learners' use of vocabulary learning strategies and their lexical knowledge through video-assisted instruction [15].

Despite the growing interest in using video materials for teaching and learning foreign languages, a comprehensive understanding of the various aspects and implications of this approach is still lacking. Specifically, there is a need to delve deeper into the organizational and experiential dimensions of this technology, in order to assess its benefits, challenges, and drawbacks for language education.

The objective of this paper is discussing key features of the use of video materials in teaching and learning foreign languages at Ternopil Volodymyr Hnatiuk National Pedagogical University, of Ternopil, Ukraine.

Advancements in technology have spurred the need for innovative approaches to learning tools, particularly in the context of teaching and learning a foreign language. In this regard, the use of video materials has become increasingly important and is now more widely adopted than ever before. Video materials offer new opportunities for language learners, such as better assimilation of knowledge through the effective processing and perception of audio-visual information in comparison to its other kinds of. Additionally, video materials provide up-to-date means of synchronous and asynchronous communication, diversification of learning resources through various forms and types of videos, and collaboration with teachers using various tools [10].

Upon searching for "videos in teaching foreign languages" on the Research4life platform, the search results display 2022 articles chronologically listed from 1954 to 2023. Let us analyze the quantity of publications on the mentioned topic made within the last decade as presented in Chart 1.

Chart 1 clearly indicates a significant raise in interest in the topic of using video materials in teaching foreign languages within the last decade. This growth can be attributed to several factors, including the rapid development of information technology, particularly in the field of video communication. Video communication tools are increasingly available and integrated into various platforms such as conference communication, messengers, online platforms, YouTube, paid subscription streaming services, and social networks, offering self-sufficient integrated complexes that can be used not only for business purposes, but also for personal endeavors. These platforms provide additional opportunities for work, study, and recreation for an average citizen.

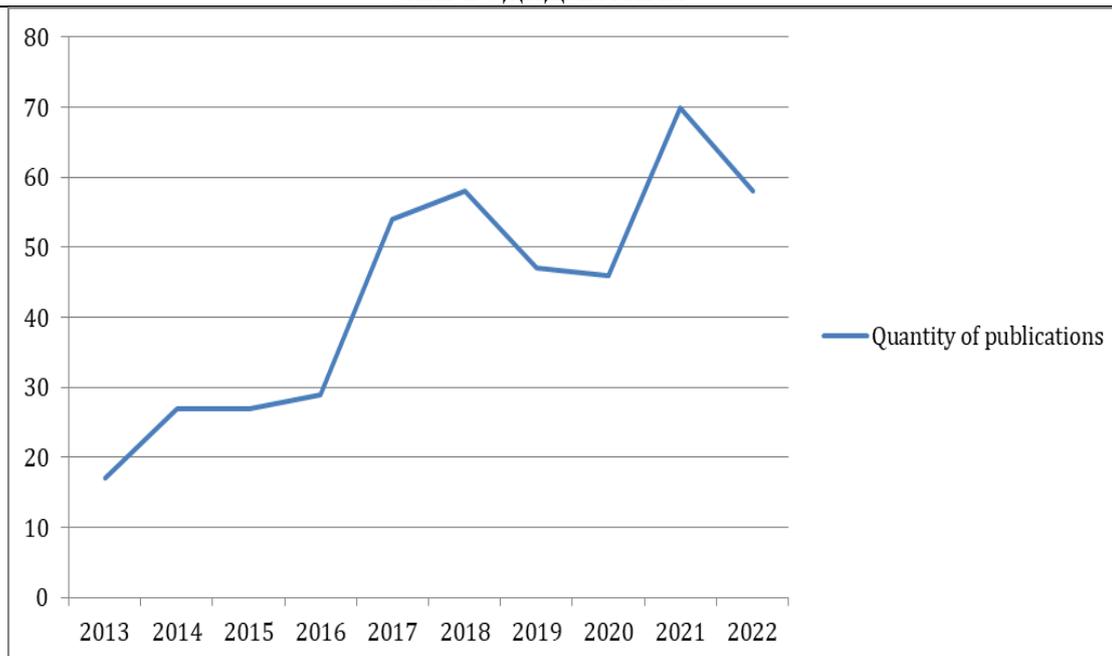


Chart 1. Quantity of publications on the use of video materials in teaching in 2013–2022, according to Research4Life research platform.

In the context of rapid IT development and, in particular, the use of video in education, social demand is also significant. Society needs citizens and professionals who possess professional and digital competencies at an appropriate level. The COVID-19 pandemic has also influenced the organization of education. Within a short period of time, educational institutions had to switch to distance learning. In terms of foreign language, this shift has mainly been done towards synchronous learning, in which video technologies and tools play a leading role.

Using video materials in language teaching has both benefits and challenges, and even negative aspects. Here are some of the most common ones:

Table 1

Pros and cons of videos of using video materials for educational purposes

Benefits	Challenges	Negative aspects
Authenticity: videos can provide authentic language input, which can expose students to real-life situations, natural conversations, and different accents and dialects.	Accessibility: access to video materials can be a challenge for some students, especially if they do not have access to reliable internet or a device to watch videos.	Distractions: videos can be visually and aurally distracting, which can take away from the language learning experience. Students may become more focused on the visual or auditory elements of the video than on the language content.
Culture and context: videos can provide insights into the cultural context of the language being taught, helping students to better understand and appreciate the language and culture.	Over-reliance: over-reliance on video materials can be detrimental to language learning, as it can prevent students from developing their own language skills and abilities.	Limited interaction: watching videos can be a passive activity that does not allow for much interaction or communication between students. This can limit opportunities for practicing speaking or collaborative learning.
Multimodal learning: videos can appeal to different learning styles by providing a multimodal learning experience that combines visual, auditory, and sometimes kinesthetic elements.	Time constraints: incorporating videos into a lesson plan can be time-consuming, as it requires selecting appropriate materials and determining how to best	Inappropriate content: videos may contain inappropriate language or topics that are not suitable for all students. Teachers need to be careful when selecting videos and

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	use them to achieve specific learning goals.	ensure that they are appropriate for the age and level of the students.
Visual aids: videos can include visual aids such as images, graphics, and subtitles, which can help students to understand and remember vocabulary and grammar structures.	Comprehension: some videos may be too challenging for some students to understand, especially if they contain complex language or cultural references that are unfamiliar to the students.	Limited relevance: some videos may not be relevant to the students' interests or learning goals, which can limit their engagement and motivation to learn.
Engagement: videos can be a more engaging and entertaining way of learning than traditional methods, and they can motivate students to engage more with the language.	Disturbances: videos can be confusing, especially if they include fast-paced visuals or sound effects that can take away from the language learning experience.	Technical issues: technical issues such as slow internet connection, buffering or audio problems may affect the quality of the video and make it difficult for students to focus on the language content.

Overall, while various videos can be valuable tools in foreign language teaching, it is significant for teachers to be aware of their limitations and to use them relevantly to support their students' learning goals and requirements. It is also essential to balance the use of video with other teaching methods providing opportunities for interaction, communication, and language production.

Let's discuss the relevant experience of the teaching staff at Foreign Languages Department of Ternopil Volodymyr Hnatiuk National Pedagogical University regarding the research issue. Taking into consideration the above mentioned pros and cons of video materials, educators take several steps in their use in teaching and learning a foreign language, literature, certain fields of linguistics, country studies, and other disciplines included in corresponding educational and professional programs. These steps include the following:

Step 1. "Obeying the law, and what's ethical without a flaw":

1. Copyright law: ensuring possession of the necessary rights and permissions to use the video material, whether it is in the public domain, licensed under Creative Commons, or obtained through written permission from the copyright owner.

2. Fair use: if copyrighted material is intended to be used without permission, or the copyright owner is for some reason unreachable, the use must fall under the fair use exception of copyright law. This usually includes using the material for educational purposes, criticism, commentary, news reporting, scholarship, or research.

3. Attribution: giving proper credit to the creators of the video material by citing the source and authorship of the content.

4. Privacy: ensuring no one's privacy rights are violated when using video material. In many cases obtaining written consent from individuals who appear in the videos if they are identifiable is highly recommended.

5. Accessibility: providing accommodations for students who may have hearing or vision impairments by providing closed captioning or transcript of the video content.

6. Use within the institution: ensuring that the video material is used solely for educational purposes and not for commercial or personal gain.

7. Storage and distribution: ensuring that the video material is stored and distributed in a secure manner to protect the copyright holder's rights and the privacy of individuals involved.

Step 2. "Decide or set aside". Using video materials in the classroom can be a powerful teaching tool, but it is important to use them appropriately and not overuse them. The mentioned step involves first of all, taking the decision of whether to use video materials in class or not. This is done, taking into consideration the following:

1. Considering the learning objectives of the class, and whether video materials will help achieve those objectives. If the video material is relevant to the topic and supports the learning objectives, then it may be appropriate to use it.

2. Evaluating the effectiveness of the video materials in achieving the learning objectives. If the video material does not add value to the lesson or does not enhance the students' learning experience, then it may be better not to use it.

3. Consider the duration of the video: Videos that are too long may not hold students' attention and can be counterproductive. Considering the length of the video should also be done in terms of class duration.

4. Using videos strategically, for example, to introduce a new topic or concept, to provide visual or auditory support for the lesson, or to demonstrate a complex process or procedure.

5. Avoiding the idea of relying solely on video materials as the only teaching method, and using a variety of teaching methods to keep students engaged and actively participating in the learning process instead.

6. Considering the format of the video and whether it is appropriate for students. Some students may prefer videos that are more interactive, such as videos with quizzes or interactive elements.

7. Monitoring students' engagement during the video and providing opportunities for discussion or reflection after watching the video. This can help ensure that students are actively engaged and processing the information presented in the video.

Step 3. "Use, not lose". This step involves the following:

1. Determining the purpose: Defining the learning objectives and outcomes that a teacher wants to achieve with the use of video materials.

2. Identify the materials: Identify the relevant video materials that will help you achieve the learning objectives, either by creating your own or by using existing resources.

3. Prepare the materials: Prepare the video materials for use in your teaching environment, including editing, formatting, and adding captions or subtitles if necessary.

4. Incorporate the materials: Integrate the video materials into your teaching methods and lesson plans, including creating activities, discussion prompts, or assessments that relate to the video materials.

5. Communicate with students: Communicate with your students about the video materials, including how they will be used, how they relate to the course content, and what is expected of them when viewing the materials.

6. Evaluating the effectiveness in achieving the learning objectives and outcomes, and making adjustments as necessary.

In a recent survey, the teaching staff of the Foreign Languages Department at Ternopil Volodymyr Hnatiuk National Pedagogical University were asked about the use of video materials in the classroom. In their answer to the first question, the respondents were unanimous to state that they all widely use the given technology for educational purposes. Within the second question the educators were asked about the kinds of video materials used during their classes. Video films and their fragments, documentary videos, educational videos, video podcasts, video blogs, videos with native speakers, Ted Talks, other videos on YouTube, videos made by teachers themselves were named as most widely used videos and resources. As for the tasks used with video activities the following were mentioned most often:

- 1) jotting down main information and message of the video;
- 2) analyzing the video material in accordance with certain criteria, commenting on the topic, and discussing it in class;
- 3) writing an essay or review;
- 4) doing a literary translation;
- 5) shooting students' short videos based on the motives, and plot of what they have watched in class;
- 6) creating or completing dialogues, matching the completed dialogues with screenshots, arranging screenshots in chronological order;
- 7) matching or completing definitions;
- 8) explaining the meaning of words and phrases;
- 9) performing tasks such as true or false,
- 10) developing exercises for video activities by students themselves;
- 11) changing the plot of movies to continue the story;
- 12) finding and selecting certain (key) facts from the video;

13) comparing the film to the original source of the plot (ballad, book, legend, story, etc.).

Video materials are an effective tool for independent student work in foreign language learning at the university level. The most common ways video materials are used for individual work at Foreign Languages Department of TNPU are the following:

1) Listening and comprehension practice: Students watch videos in a foreign language to practice their listening and comprehension skills. This can include videos of native speakers speaking the language, news broadcasts, or television shows and movies;

2) Vocabulary building: Students watch videos introducing new vocabulary words, or use words in context to help students understand their meaning and usage;

3) Grammar practice: Videos are used to reinforce grammar rules and structures, categories, as in morphology and syntax;

4) Pronunciation practice: Videos help students practice their pronunciation by listening to native speakers and mimicking their speech patterns;

5) Cultural immersion: Videos expose students to the culture and customs of foreign languages, providing a more immersive and authentic learning experience;

6) Independent research: Students search for and analyze videos related to their specific area of interest, such as literature, history, or current events, and use these videos as a basis for independent research and analysis;

7) Collaborative projects: Students work together on video-based projects, such as creating their own videos in the target language, analyzing videos for specific themes or concepts, or creating video-based presentations.

Thus, videos promote language learners' motivation and influence their vocabulary growth, while aiding the development of language skills. They provide an efficient and effective way to learn real-life language, which foreign language learners will need in authentic contexts. Media-based classes have become an integral part of contemporary education, leading to changes in the language acquisition process. Videos provide lecturers and learners with potential learning outcomes, such as raising creativity, inspiring and motivating learners, attracting their attention, and enabling relevant collaboration. Incorporating video materials into both classroom and independent study settings provides a more engaging and interactive learning experience, allowing students to practice and apply their language skills in real-world contexts. As discussed in this paper, the efficient use of video materials to enhance students' learning experience presupposes a procedure whereby educators must decide whether to use technology and, if so, use it appropriately, strategically, and in compliance with legal and ethical issues. Further scientific research on this topic can be conducted from pedagogical, linguistic, cultural, and technological perspectives.

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**ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ
МАЙБУТНІХ ІНЖЕНЕРІВ-ЕНЕРГЕТИКІВ**

Проаналізовано проблему пошуку ефективних педагогічних умов формування інішомовної компетентності здобувачів вищої освіти енергетичних спеціальностей і запропоновано шляхи її