

DIDACTICS OF WORK WITH VIDEO MATERIALS IN THE PROCESS OF THE GERMAN LANGUAGE TEACHING

N.V. Rybalka, Assistant of the Department of Foreign Philology, Ukrainian Studies, Social and Law Disciplines of Mykhailo Tuhan-Baranovskyi Donetsk National University of Economics and Trade

E-mail: rybalka_n@donnuet.edu.ua

ORCID ID 0000-0003-3804-6875

DOI: 10.32342/2522-4115-2021-1-21-27

Key words: video materials, authentic feature video film, linguadidactic possibilities, sociocultural competence, foreign language, educational activity.

The article considers the linguadidactical possibilities of using video materials in the educational process and substantiates the expediency of their use in German language classes. It is established that working with video materials mainly promotes the development of skills and abilities of listening and speaking, as well as actively contributes to the formation and further development of socio-cultural competence. The use of video in the classroom allows to individualize learning and intensify the self-directed work of students. The introduction of video materials in the classroom also provides opportunities to create an artificial foreign language environment at any time and stage of study, adds a sense of realism, and promotes the development of audile and memory. Recently, there has been a notable increase of interest in educational videos as an effective means of teaching a foreign language, and the effectiveness of using video in German classes depends on the level of language training of students, thorough thematic selection of films and educational goals. The potential of videos is fully exploited if you integrate different activities. The most active and truly creative form of modern video work is the independent creation and viewing of video episodes. Working with video removes even a small risk of passive-receptive consumption of information, as well as increases the role of independent creative work. Preparatory explanatory conversations about the video are more useful than watching and working on the video itself, which can often only be an occasion for real communication and facilitate further understanding of the film. In addition, the effectiveness of foreign language teaching by this tool is also facilitated by the technical capabilities of video. Methodological processes based on the perception of image and sound can be used to achieve various goals of educational activities, development of creative abilities and skills through exercises for commenting and making dialogues. The use of video contributes to a more effective coverage of new language and subject material, strengthening and practical application of knowledge, the formation of receptive capabilities, executive skills and productive word use. Also, the use of video materials introduces elements of novelty, significantly expands and diversifies classes, increases cognitive activity and motivation of students, interests them in learning a particular topic and a foreign language in general.

References

1. Zherekhova, L.A. (2005). *Klassifikatsiia uprazhnenii k videomaterialam telekompanii Germanii* [Classification of exercises for videos of German TV companies]. *Tekhnologii obucheniiia inostrannym yazykam v neiyazykovykh vuzakh* [Technologies of teaching foreign languages in non-linguistic universities]. Ulianovsk, UIGTU Publ., pp. 94-97. (In Russian).
2. Rozhkova, F.M. (1967). *Kinofilmy na urokakh angliiskogo yazyka* [Movies in English lessons]. Moscow, Prosveshchenie Publ., 182 p. (In Russian).
3. Sadovskaia, Zh.I. (2011). *Ispolzovanie videofilmov kak effektivnoe sredstvo formirovaniia kommunikatsionnoi kompetentsii* [Using video films as an effective means of developing communication competence]. *Sovremennye tendentsii v obuchenii inostrannym yazykam i mezhkulturnoi kommunikatsii* [Modern trends in teaching foreign languages and intercultural communication]. Elektrostal, Novyi humanitarnyi institut Publ., pp. 244-245. (In Russian).
4. Shatilov, S.F. (1977). *Metodika obucheniiia nemetskomu yazyku v srednei shkole* [Methods of teaching German in secondary school]. Leningrad, Prosveshchenie Publ., 295 p. (In Russian).
5. Abbrecht, H. (1981). *Didaktik des Fremdsprachenunterrichts. Deutsch als Fremdsprache*. Leipzig, VEB Verlag Enzyklopädie, pp. 124-131.
6. Brandi, M.-L. (1996). *Video im Deutschunterricht. Eine Übungstypologie zur Arbeit mit fiktionalen und dokumentarischen Filmsequenzen*. Fernstudieneinheit 13. München, Langenscheidt, 198 p.

7. Glienicke, S. (2001). Diskussion von Lehrmaterialien. Deutsch als Fremdsprache – Unterricht und Video zu einer weiteren Fernstudieneinheit. DaF. H. 3, pp. 173-177.
8. Löschmann, M. (1989). Fernsehen und Video als Lehr- und Lernmittel im Fremdsprachunterricht. DaF. H. 1, pp. 24-28.
9. Willis, D. (1983). The potentials and limitations of Video. Video-applications in ELT. Oxford, Pergamon Press, 17 p.
10. Zydron, Y. (1988). Audiovisuelle Medien im Germanistikstudium: Ein Konferenzbericht. DaF. H. 1, pp. 49-51.

Одержано 29.01.2021.