The Use of Audiovisual Materials in German Lessons

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Abstract: The relevance of the use of audiovisual materials in foreign language classes is becoming more and more obvious due to the great popularity of the media in everyday life, which in turn requires teachers to rethink the possibilities of it in order to use it more effectively in learning a foreign language. The purpose of the article is to show the possibility of using audiovisuals in German lessons in modern higher education, aimed at the formation of students' communicative competence and the development of all types of speech activity.

Keywords: audiovisuals, video material, listening comprehension, communicative competence.

INTRODUCTION

Currently, German has acquired the status of an international language. It has become an integral part of modern culture, economy, politics, sports, education, art, tourism, and science. The study of a foreign language is intended to form a person who is able and willing to participate in intercultural communication.

In the conditions of modern educational space, the concept of using technical teaching aids requires new approaches. The audiovisual form is an effective form of educational activity that not only activates the attention of students, but also helps to improve their listening and speaking skills, since the visual support of the foreign from the screen helps more fully and accurately understand its meaning.

LITERATURE REVIEW:

The role of audio-visual aids in teaching foreign languages is noted in the works of Russian psychologists (I.A. Zimnyaya, A.A. Leontiev, and others), domestic (E.V. Glushak, O.V. Goncharuk, A.V. Shadrin) and foreign (D. Cotton, R. Cooper, D. Evans, etc.) teachers.

DISCUSSIONS:

A modern teacher is given the opportunity to use a wide range of technical teaching aids, among which the most accessible and widespread, as well as universal, is video equipment, which allows using both listening and video support of educational material. It can be noted that the introduction of video into the learning process changes the nature of the traditional lesson, making it more lively and interesting. Also, the use of video in the classroom helps to expand the general outlook of students, enrich their language stock and regional knowledge [8,312]. Working with a film fragment should be determined by the methodological task that is set before it to serve as a means of developing communication and sociocultural skills. Working with a movie fragment consists of the following steps:

Work with unfamiliar words- If unfamiliar words and phrases can be understood by students from a situational context, and do not affect the understanding of the storyline of the movie, they should not be worked on. On the one hand, this develops students' linguistic conjecture, and on the other hand, it helps to overcome the fear of meeting unfamiliar words in a clear context. Work on new words should be carried out on an oral basis or on the basis of oral anticipation, 2-3 lessons before the demonstration of the film fragment, and it should not take more than 3-4 minutes.

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Introductory conversation- Before the demonstration begins, the teacher should check if the students understand the title of the movie correctly. It is important that the teacher communicates that there may be words that are unknown to the students. The teacher should advise them to try to guess the meaning of unfamiliar words and understand the statement from the context.

Viewing a movie clip- From the very beginning, the film fragment must be shown to the class at least 2 times. If the teacher sees that many students did not understand a significant part of the film fragment, the fragment should be shown with the sound turned off, so that the teacher himself commented on it, but always in German, and then show the fragment again.

*Checking the understanding of the movie clip -*The main task facing the teacher at this stage is to check the students' understanding of the content of the fragment. The following workflows can be recommended here: dialogue teacher student. Questions can be asked in this order: general, dividing, special, and alternative. Thus, the plot of the film is reviewed 3-4 times; determining by students whether this or that statement of the teacher corresponds to the plot of the film; retelling by the teacher of the content of the film fragment, in which phrases would come across that do not correspond to the plot of the film. Such phrases should be noticed by students, and then the teacher himself can give the correct answer.

As practice shows, video materials can be most effectively used in teaching oral foreign language speech. Let us consider what is the sequence of stages of working with video materials, as well as what is the content of these stages, if the task of methodological activity is the formation of oral utterance skills. Video-based learning involves five stages of work: 1) preparatory, 2) receptive, 3) analytical, 4) reproductive, 5) productive.

The main task of the preparatory stage is to remove difficulties in the perception of video materials. To achieve this goal, it is necessary to perform exercises that provide for the introduction and training of new lexical units, the activation of already studied lexical and grammatical material. The named training should be organized both within the framework of language and conditional speech exercises.

The receptive stage of work includes exercises for the perception, understanding and memorization of information. In order to facilitate understanding and focus listeners on the most important information transmitted by video materials, the exercises include a number of settings that organize perception:

➢ look at and answer the following questions;

➢ watch and say what the video fragment is about (4-6 sentences);

➢ see if you agree or disagree with the following statements;

➢ look at and arrange the following sentences in the order in which they appear in the video;

➢ look and connect the beginning and end of the sentences with arrows to get a mini-narrative about the events you saw;

➢ tell "along the chain" the plot of what you saw;

➢ complete the following sentences (refer to the video clip you saw, etc.).

It should be remembered that when viewing video materials, a two-time, and in rare cases, a three-time presentation of a video fragment is acceptable. Thus, the number of presentations depends on the stage of learning, the goal of learning pursued, as well as the degree of complexity of the material. At the same time, the setting that precedes the second viewing of the video fragment should be aimed at a more detailed understanding of the material.

This is followed by the analytical stage of work, which aims to organize educational activities for the conscious mastery of the structure of the monologue and dialogue. As part of this stage, it is supposed to work with a written text, which is a transcript of the viewed video information. The effectiveness of referring to a written text is due to: a) a written text involves repeated reference to the analyzed materials, b) unloads short-term memory, removing the need for voluminous memorization of the material.

It should be noted that the proposed set of exercises can be effectively used at an advanced stage of education both in high school and in foreign language courses, as well as in higher education. A video material in teaching a foreign language is used to teach listening comprehension, create dynamic visibility in the process of learning and practice foreign language communication, create situations of such communication in a classroom and form an audiovisual sphere of learning a foreign language. The use of educational cinema can be considered as the highest form of situational visualization. In modern science, there are various typologies of video materials that offer to classify the named video materials depending on certain factors: by the purpose of creation, by genre, by the number of topics covered, by production method, by didactic purpose, by structure and degree of completeness, by the conditions for using video materials [20,161].

A set of exercises for the formation of foreign language skills and abilities using video materials can be described as a sequence of learning activities in which video materials are used as a support (of a meaningful and semantic nature), as well as a stimulus to speech.

CONCLUSION:

The use of video materials in the process of teaching foreign languages can significantly increase the effectiveness of the teacher's teaching activities. It should be emphasized the importance of using films in the educational process when teaching listening comprehension of sounding speech.

The very use of this tool helps the teacher to reveal his creative abilities, and the use of screen tools helps the teacher to expand the proposed situations within the topic being worked out, each time introducing something new that arouses interest among students and gives them an impetus for expression and, therefore, allows more to fully implement the communicative orientation of the learning process.

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