The Role of Audio-Visual Materials in the Development of Oral Speech Competence of Students

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ABSTRACT

The purpose of the work is to identify the best conditions for teaching students oral speech, revealing their creative abilities based on the audiovisual materials. In accordance with the set goal, we are solving the problem of filling foreign language classes with professional knowledge, and are also looking for ways to intensify the search work of students when using an effective teaching method.

KEYWORDS: oral speech competence, audiovisual materials, effective teaching method, professional knowledge, foreign language classes, video materials

Orientation towards the profession in teaching foreign languages contributes to the establishment of relationships between a foreign language course and professionally oriented training. As social life develops, the state turns to institutions of higher education with a social order for such a specialist who not only speaks, reads, writes and listens, but also is also able to freely express his thoughts in a foreign language.

Now, there is a need in society for professionals who can adapt to a changing world, specialists who can rebuild themselves depending on the changes around them, and masters who improve in self-education and are able to adjust flexibly their professional skills depending on real life conditions. All these requirements for specialist training have become a condition for searching for the most rational, productive methods and approaches in teaching a foreign language. The main task of teaching a foreign language in universities is to develop conditions that stimulate the search and creative work of students, and this requires the use of the latest methods and methods of teaching foreign languages.

Audiovisual teaching aids ("auditory-visual" from the Latin Audire - hear and visuals - visual) are a special group of technical teaching aids that are most widely used in the educational process, including screen and audio aids designed to present visual and auditory information. In the methodology, audiovisual means are divided into traditional (non-technical) and technical. Non-technical audiovisual aids include traditional teaching aids, handouts and demonstrations. Technical audiovisual aids have become widespread in the educational process. They are often used in foreign language lessons. Audiovisual applications are becoming an integral part of modern educational and methodological complexes.

Since audiovisual teaching aids are part of the educational process, they contain specially selected and methodically processed material that was created for use in foreign language lessons. Such means are called educational. However, many teachers use various materials (radio broadcasts, documentaries or feature films and other natural media), which are not inherently educational, but may well be included in the educational process. Such media are called non-instructional audiovisual aids.

There are several classifications of audiovisual aids.

Classification of Lyakhovitsky M.V. presented below in Table 1.

Table 1.

Type	Examples
Visual (visual) aids (video grams)	Drawings, tables, diagrams, reproductions of paintings, banners, filmstrips, slides, videos
Auditory (auditory) aids (phonograms)	Radio broadcasts, cassette recordings, disc recordings
Actually audiovisual (visual-auditory) means (video phonograms)	Cinema, television and filmstrips with sound, computer programs

Authentic videos offer a greater variety of language and speech samples, including different regional accents, common and specialized vocabulary, idioms, etc., and in a real context, creating a simulated immersion in the language environment. They provide many opportunities for mastering a foreign language culture. However, when choosing video material, it is necessary to take into account the level of language proficiency of students, since most of the authentic material is aimed at intermediate and advanced students.

Authentic video materials have various methodological features. According to their genre and thematic focus, they can be divided into 3 groups [2, p. 64]: 1) entertainment programs (dramatic works of all types, shows, "music" videos, sports and entertainment programs, etc.); 2) programs based on factual information (documentary videos, television discussions, etc.); 3) "short programs" (shorties), lasting from 10 seconds to 10-15 minutes (news, horoscopes, weather forecasts, results of sports competitions, advertisements, etc.).

Demonstration of videos related to any of the above categories is of great importance in the process of teaching foreign languages. While watching video materials, auditory-visual synthesis occurs, the simultaneous perception of sound and image, which contributes to the development of active listening skills and abilities, and also stimulates the students' speech skills, which occurs in the form of expressing their own opinions, attitudes, searching for arguments and evidence. Practice shows that a student remembers what he hears and sees five times better than what he only hears.

From a didactic point of view, audiovisual media have the following characteristics:

➢ high information richness;

➢ showing the phenomena being studied in development and dynamics;

➢ rationalization of the presentation of educational information;

➢ reality display of reality. When using audiovisual teaching aids, the following didactic principles are implemented:

➢ principle of purposefulness;

➢ the principle of connection with life;

➢ principle of visibility;

➢ positive emotional background of the pedagogical process. The brightness, expressiveness and informational value inherent in audiovisual media determine the effectiveness of their use in order to improve the quality of learning.

For example, when watching sound films, television programs, and videos, not only the image, sound and written word, but also music, noise, and often color are involved in creating a complete image. The combination of these expressive capabilities makes them a particularly effective means of teaching and education. At the same time, the didactic principle of clarity, the possibility of individualizing training and at the same time mass coverage of students are successfully implemented in the classes, and the motivational side of the classes is enhanced. It must be emphasized that the use of audiovisual teaching aids has a positive effect on the organization of the entire educational process, giving it greater clarity and focus.

The development of speaking skills is one of the most important tasks of teaching English, therefore the priority goal when teaching English using audiovisual means is the development of oral and written speech skills, in other words, the formation of communicative competence. An equally important task is to "familiarize" students with a foreign culture, with the cultural values of another people. Audiovisual teaching aids play a major role in accomplishing these tasks. On the one hand, authentic materials make it possible to simulate students' immersion in a language environment. On the other hand, they give a clear idea of the life, traditions and realities of English-speaking countries.

The use of educational videos contributes to the implementation of the most important requirement of the communicative methodology "...to present the process of language acquisition as comprehension of living foreign language reality...". The use of video is a good means of developing students' mental processes, primarily attention and memory.

While watching films, cartoons, and clips, an atmosphere of cognitive activity arises in the audience. In such conditions, the attention of even the most inattentive students is activated. Students need to make some effort to understand the content of the film. In this case, involuntary attention switches to voluntary. The intensity of attention affects the process of memorization.

Considering that during viewing various channels of information input are involved (auditory, visual, motor perception), we can say that this fact allows students to "save" what they saw into long-term memory. Any video material should be demonstrated in several stages. Each stage, in turn, has a number of tasks, the implementation of which determines the effectiveness of the entire audiovisual process [2; p. 289-290]. Let's look at these stages.

1. Pre-demonstration stage
The goals of the stage are to stimulate students, give a positive attitude towards completing the task; remove possible language difficulties for successful work with video text. At this stage, it is recommended to use tasks to anticipate the content of the text (viewing a fragment without sound, analyzing the title) to develop forecasting skills and language guessing. To alleviate possible language difficulties, the teacher can present the text in simpler, understandable words for students, and also use techniques such as interpretation, translation, reliance on previous experience, etc. An interesting way to activate students' cognitive interest is preliminary project activity or research work. Watching a video fragment is often the final stage in studying a topic or section. The teacher can have students complete a project or investigation that will logically relate to the content of the video. Preliminary reading of texts and discussion of problems on the same topic can also be a stimulus for students, if the video fragment contains an element of novelty and opens up new points of view on the chosen topic.

2. Demonstration stage
The purpose of the stage is to ensure the further development of the linguistic, speech or sociocultural competence of students. The demonstration of the film should be accompanied by active learning activities of the audience-learners. Students can make notes on the text of the film, which will be needed when completing tasks at the next stage of working with video material.

At this stage, students may be given tasks to search for linguistic information (write down all the adjectives that you hear in the video clip), tasks to develop receptive skills (answer a question, determine whether a statement is true, etc.), a task to develop speaking skills (listening audio sequence without images and subsequent description of the expected appearance of the characters) and tasks aimed at developing sociocultural competence (establishing intercultural comparisons and differences).

3. Post-demonstration stage
The goal of the stage is to use the original video material as the basis and support for the development of productive skills in oral or written speech. This stage may be missed if the purpose of using a video fragment is the development of receptive skills and their control. At this stage, the effectiveness of using the guidelines proposed at the pre-demonstration stage of perception of the film, and the language and speech means used in the film, during viewing of the film, is checked. In addition to the tasks listed above, types such as project work (creating your own video) and role-playing game (the plot is similar to the one you watched or partially modified) can be used here. Compliance with the sequence of stages of presenting video material and competent formulation of tasks determine the effectiveness of the use of audiovisual means in the process of teaching a foreign language.

The use of audiovisual means in a foreign language lesson makes the process varied, helps to increase student

motivation, and activates various mental processes of students, their cognitive activity, as well as interest in the subject. Undoubtedly, a video film is both an effective means of developing productive types of speech activity, and a way of consolidating the lexical, grammatical and phonetic material covered, expanding the vocabulary of students, developing receptive skills, as well as creating a natural language environment in the classroom.

Having analyzed authentic video materials, we can claim that this type of audiovisual teaching aids offers many examples of language and speech (accents, special and common vocabulary, idioms, etc.) in a real context. These materials have not been adapted specifically for educational purposes, and this is where their value lies. Video provides opportunities for familiarization with a foreign language culture, familiarization with it and its understanding.

Systematic and rational use of audiovisual means ensures the effectiveness of the learning process. Therefore, the methodology clearly defines the place of lessons using video in the teaching system and the frequency of such lessons. Foreign methodologists recommend using video tools at least once every two weeks. A video session can last from 45 to 60 minutes.

In conclusion, it can be noted that the above methods and techniques for using video in a foreign language lesson and in extracurricular activities open up unique opportunities for teachers and students with the aim of developing sociocultural competence as one of the components of communicative competence as a whole. In addition to the content of communication, the video contains visual information about the location of the event, the appearance and non-verbal behavior of the participants in the communication in a specific situation.

The effectiveness of using a video film in teaching speech depends not only on the exact definition of its place in the teaching system, but also on how rationally the structure of the video lesson is organized, how the educational capabilities of the video film are coordinated with the content, goals and objectives of training.

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