**USE VIDEO FILMS IN LEARNING ENGLISH LANGUAGE**

The introduction of video materials in learning required theoretical rethinking of their role and place in the learning process.

Under video materials we understand any TV production (news, interviews, talk shows, ad units, etc.), as well as fiction films, documentaries, animated films, recorded on film or digital media and used as didactic material with the ability to multiple viewing, the use of modes "stop" and "pause", a quick search of the desired fragment.

In the extensive literature on the use of audiovisual media, which appeared in the last few years, researchers have referred to numerous functional purposes, which are inherent to the videos in the learning process of a foreign language. We have the following main functions that perform videos in the educational process:

*Informative function*

Video materials are a source of information, have the means of emotional, intellectual, and bringing up impact. Informative video is based on display of their real world more multi-faceted and diverse than other media; with video materials offer us an image of society in the form in which it sees itself; for foreign students it is the surest channel information that can see and hear the language being studied carriers of all ages and social layers.

*Motivational function*

By using video materials on foreign language classes are two types of motivation are developed: self-motivation, when the film is interesting in itself, and motivation, which is achieved by the fact that the student will be shown that he can understand the language that is studying. This brings satisfaction and gives confidence in their strength and desire to make further improvements. It is necessary to strive to ensure that students receive the satisfaction of the video is through an understanding of the language, and not only through an interesting and entertaining story.

*Ling function*

Using video materials allows simulating many situations that imitate the natural conditions of communication. In its role model - deputy of the language environment, authentic video materials implement modelling function, creating "in the student's mind of a language model that is optimal from the point of view of the generation of a full speech in the language, and secondly, the image of the world, specific to a given culture».

*Integrative function*

Integrative function is that as a carrier of information the video can combine the study material contained in other manuals, printed texts, as well as reflect the specific phenomena and processes of reality.

*Illustrative function*

This function is to show students examples of implementation in practice of the studied language material. Through a combination of audio and visuals authentic video materials is a source of authentic speech samples illustrating the norm and uses of the target language, and quickly than other sources that reflect the changes in the language.

*Developing function*

It is presented as a function of the development of mechanisms of memory, attention, thinking, etc., as well as the function of personality traits. It promotes the development of skills and abilities of speech kinds of activity of students in the process of language acquisition, their creative activity, which is characterized by the transfer of knowledge and skills in a new situation.

*Educational function*

Work with authentic video materials provides a comprehension of other cultures, promoting the integration of the various societies, increasingly active dialogue of cultures, which is a global goal of education. Their use contributes to the implementation of the principle co-learning the language and culture [1].

After the majority of experts, exploring the possibility of increasing the efficiency of learning a foreign language with the help of videos, we note that they may be used in the formation of skills of socio-cultural competence; effective in teaching oral speech. Note also that they contribute to involuntary memorization of the material due to emotional empathy which is happening on the screen; allow diversifying teaching methods, creating a visual or auditory-visual support during the presentation of the new lexical, phonetic and grammatical material; there are used to better organizing the systematic repetition of the material studied.

The list of teaching opportunities of video materials is far from complete. However, it proves their uniqueness compared to other means of training and the need to use.

For the successful application of video materials in practice is necessary to organize proper work with them. First we need to define educational goals and objectives (which we will reach by showing the film). The second important step in the implementation of this work is to choose the video (why this films to show).

In the domestic and foreign studies the video material selection issue is received much attention. Analyzing publications of different authors on the subject, we highlight the following video material selection criteria:

- matching language video content to the level of language training of students;

- relevant topics of videos;

- quality of sound and decoration;

- matching genre features of video content to learning goals and objectives and the interests of students;

- account of country studies specifics;

- compliance socio-cultural content of video with goals of the formation of social competence

- information and artistic value;

- popularity among the audience;

- genre and compositional diversity;

- conflict having [2].

These criteria are developed on the basis of the functional approach to the selection and presentation of the material, which today dominates in the domestic methodology, taking into account the communicative importance of video materials, the life situations and forms of communication, which will be used by learners.

We believe that the selection of video materials should be taken into account the above criteria, giving preference to materials that can contribute to the formation of the communicative competence, reflect general professional orientation, elements of social culture, transmitting features of national mentality, especially the national dialogue. In this approach, all the linguistic information is introduced, absorbed and fixed in the current form, and it becomes a living foreign language meaning and the essence of teaching.

Turn on video material, in particular films; the educational process must take into account some of their features as a specific genre. In preparation for the show is important to determine how much time you can devote to the film. Its duration usually does not fit into the framework of a couple or a lesson, so it is more expedient to separate the individual fragments (episodes) of the film having a logical sequence, and work with each of these fragments. Under the movies (episode), we understand the limited time and plot thematically complete video excerpts. Showing the film it can be carried out as the final stage of work on it. Further to develop, taking into account the goals and tasks, linguistic and regional geographic features of the film and its subject a system of exercises for each of the fragments. Such exercises are divided into three groups: exercise before, during and after the demonstration [3].

Of these training opportunities of films for you the most interesting is their use in auding teaching.

It is obvious that the films are useful in learning the phonetic aspects of speech: make it possible to see the articulation of the spoken sounds, to hear a different pronunciation of native speakers - from exemplary narration to baby talk, illustrated by all the genres of speech; provide error-free monolingual lexicon somatisation.

Using films promotes various aspects of mental activity of students, and above all, attention and memory, which are key in auding teaching. During viewing in the classroom there is an atmosphere of joint cognitive activity. In these circumstances, even the inattentive becomes attentive student. In order to understand the content, students need to make some effort. So, involuntary attention becomes arbitrary. And the intensity of attention affects the process of memorizing. Using different information channels (auditory, visual, motor perception) has a positive effect on the strength of capturing a regional geographic and linguistic material [4].

Thus, the psychological characteristics of the impact of video materials on the students (the ability to control attention of each student and group audiences, influence the amount of long-term memory and increase the strength of memory, have an emotional impact on the audience and increase learning motivation) contribute to the intensification of the educational process and create favourable conditions for the formation of the communicative (linguistic and socio-cultural) competencies of students.

Unlike audio or typed text, which can be highly informative, educational and developmental value, the video text has the advantage that it combines various aspects of the act of speech interaction. In addition to the content aspect of communication, video text provides visual information about the location of the event, appearance and non-verbal behaviour of the participants to communicate in a given situation, often caused by the specifics of age, gender and psychological characteristics of the person speaking. Studies have shown that if the source of the speech we see that the percentage of understanding from hearing speech will be much higher than its visual absence. Facial expressions, gestures, lip movements and eye contact just contribute to a better understanding of speech. Consequently, the clever use of films in classroom will help prepare students for real communication situations and remove possible problems.

Visual range allows better understand and fix both factual information and purely linguistic features of speech in a particular context. It is also clear that the film may have a strong emotional impact on students, serve as an incentive for the creation and strengthening of additional motivation for further training and search and creative activities [5].

One of the practical objectives in the field of auding is to teach students perceive foreign speech in conditions close to real. To do this, "... to create in the audience around us a microcosm of life with all the real, human relations and purposefulness in the practical use of the language», and authentic films, as noted above illustrate the operation of language in the form adopted its native, natural and social context. In videotext there is an important environmental clue: traffic noise, conversations of passers-by, phone calls, and music. This helps to better understand the nature of the given circumstances, forms of foreign language skills of perception of life. Work with the video material must have the characteristics of real communication, which always occurs in the circumstances between individual

People Authentic design facilitates the understanding of communicative material problems, establishing its links with reality.

In conclusion, it should be emphasized once again that the ultimate goal of auding teaching is to acquire by students skills of perception and understanding of foreign speech at the hearing, which will help them in turn to participate in acts of oral communication. However, since students do not have sufficient contact with native speakers, effective achievement of this goal is impossible without the use of authentic materials, including films for teaching auding, since they provide the ability to understand the formation of foreign language speech in vivo.

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