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**SOME PECULIARITIES OF VIDEO APPLICATION IN THE STUDY OF
UKRAINIAN AS A FOREIGN LANGUAGE**

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***Abstract.** The article is dedicated to the analysis of methodical aspects of the video materials application in the study of Ukrainian as foreign language. Video materials are described as effective means of stimulating students' speech and cognitive activities*

***Key words:** communication, media, video materials, Ukrainian as foreign language*

Introduction.

The spread of modern facilities of media communication has caused dramatic changes in the higher education system of Ukraine. They provide potential for new approaches to the content of foreign students training in higher education institutions of our country. The main task of professional education of foreign citizens is to create conditions for the development of their professional culture, for harmonization of intellectual and emotional capacities, for socialization and social adaptation.

The success of foreign students depends on the peculiarities of the educational and cultural environment of higher education, which is bound to provide favorable conditions for the active entry into a new social milieu, adoption of basic elements of a new culture and the establishing of productive intercultural communication. A modern educational institution has a wide gamut of educational resources. On our opinion, the teaching of foreign students will be much more effective due to the involvement of ethno-cultural videos in the process of education.

The purpose of the article is to represent the methodological principles of the video material application and to define the methods, techniques and forms of their employment in Ukrainian language classes for foreign students.

Main text

In the process of teaching Ukrainian as a foreign language at the preparatory department for foreign students, the newly created video course "Ukrainian language: first steps" was used. Its methodological aspects have already been considered by one of the authors [1: 61, 62]. Video materials are also effectively used in further work with foreign students in the study of scientific style of speech.

Curriculum for all educational courses, in which foreign students study at the Kharkiv State Academy of Culture (KhDAK), provides mandatory training in such disciplines as ethnography and history of Ukrainian culture. Consequently, there is a need to work with texts on art and culture. Bearing this in mind, a creative group of teachers and students in KhDAK created an educational video "Ukrainian folk architecture", which employs the scientific style of speech, and can be audited as an educational scientific text on ethnography and history of Ukrainian culture. The learning of culturological information, presented in the video, is obligatory for students to master art and culturological specialities.

The selection of the video material should pursue the following guidelines: specificity, unambiguous interpretation of nature, history and culture of the country; correspondence of texts to the background knowledge of native speakers; educational and methodical expediency.

Following these guidelines, materials related to a specific topic on the ethnography of Ukraine, namely - Ukrainian folk architecture, were selected for the above mentioned video. It presents the samples of residential buildings from different regions of Ukraine, the "khata" as the main type of traditional housing, the arrangement of outbuildings, community center buildings, examples of church architecture, as well as specimen of traditional production facilities, such as windmills. The need to develop a method of cultural videos application, and to determine their role in shaping the communicative competence of foreign students

emerged due to systematic application of this video while teaching Ukrainian as a foreign language to students of 1-2 years of learning.

The method of technical teaching tools application, proposed by G. Gorodilova [2], as well as the principles of selection and systematization of visual materials, presented by E. Vereschagin and V. Kostomarov [3] were employed during the work on this video. According to their guidelines, as a starting point, the lecturer must present the background knowledge of native speakers and after that, while demonstrating the video, be constantly bearing in mind the correspondence between outer-verbal materials and according fragments of speech.

The application of the educational video "Ukrainian Folk Architecture" is divided in three stages. At the first stage, the preliminary preparation for the perception of audiovisual data is provided. The task of this stage is the presentation of the background knowledge of native speakers to the students. (Background knowledge, in this context, is a system of facts, traditions, opinions, speech forms inherent in the members of the given cultural habitat).

The background-knowledge images should be accompanied by text, the purpose of which is (1) to draw attention to the peculiarity of cultural properties, (2) to denominate them, and (3) to form the auditor's awareness of them. The students are encouraged to analyse the scientific text dedicated to the geographical division of Ukraine into regions, particularities of climate, natural conditions, flora and fauna, etc.

The second stage is devoted to the work with the video. Before the video demonstration, students are asked questions that should be answered afterwards. They are offered to think up a title to the video, which defines its theme. Then the film is shown and students answer the questions. Also the task is given to suggest a partition of audiovisual content and devise its plan.

Then, according to the plan, the specified fragments of video are viewed. The exercise is focused on understanding of content of separate textual parts, on separating crucial and additional information, on highlighting the keywords, terms and concepts related to culture and traditions of the Ukrainian people. It is also expedient to offer such

task as comparison of the information, delivered in the video, and the relevant text on the topic. While watching separate episodes, students may also be proposed to write a summary of the perceived audiovisual information.

It is to the purpose to present reproductions of paintings by Ukrainian artists depicting a Ukrainian village, and offer to compare the images in the paintings with those seen by students in the video. It is also expedient to try to connect the information received from the audiovisual text with the already existing cognitive models (images existing in mind due to previous experience). Students can also be given the task to define the main idea of the film, its targeted audience and the purpose of film-making. In the third stage, the check of homework in colloquial form is held, as students question each other.

Thus, the system of exercises, while working on video, involves the development of mental operations that provide understanding and producing of speech (analysis, generalization, expansion and reduction of information, highlighting the main idea, establishing cause and effect tie, prediction, selection and comparison of information etc.). These operations are especially important for working on special texts grounded on abstract thinking and for scrutiny of microthematic and thematic propositions which content should be defined analytically [2: 188].

Summary and conclusions

Video materials are effective means of stimulating students' speech and cognitive activities. Their use contributes to the formation of socio-cultural competence of foreign students during the study of Ukrainian as foreign language, increases their learning motivation, allows to solve a wide range of didactic tasks with application of cultural content, which represents scientific style of speech. Lesson with the use of educational video on the material of the language of the specialty involves, on the one hand, imitation of a lecture on this specialty, as well as work with specific language, speech and cultural material designed for active learning – on the other.

Audiovisual means, with the aim of intensifying the educational process, should, above all, reproduce the objective reality in the classroom, compensate for its absence, stimulate students' speech activity. Video materials do not need time to describe the

realities of Ukrainian culture – the screen opens them instantly, these materials help to visualize the phenomena absent in the culture of foreign students, which significantly increases the effectiveness of education and promotes the acculturation of foreigners.

With the use of video significantly changes the process of perception of information. The possibility of using the close-up as an accent and the general – as a context, as well as the principle of transferring the screen situation to your personal include the emotional and sensory sphere of the recipient. Cognitive activity, thus, is organically intertwined with emotional activity, increasing cognitive activity of students, which is expressed in a significant concentration and stability of perceptual attention, resulting in cognitive interest in the topic, which is realized in the discussion of this topic during and after classes.

Video materials are an effective means of stimulating students' speech and thinking activities. Their use contributes to the formation of socio-cultural competence of foreign students of basic faculties during the study of Ukrainian as a foreign language, increases learning motivation, allows to solve a wide range of didactic tasks directly on the basis of cultural content, which represents the scientific style of speech.

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