



## SPECIFICS OF VIDEO MATERIALS USING IN THE CONTEXT OF AUDIO-VISUAL METHOD

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### **ABSTRACT**

The article deals with the specifics of video materials using in the context of audio-visual method. The aim of the article is to highlight and analyse the features of video materials using in the context of audio-visual method, as one of the effective methods of mastering oral foreign language competence. The goals of the article are to analyse the theoretical grounds and principles of the audio-visual method of teaching English at the current stage; to characterize the specific features of the materials for the method; to reveal methodological features and benefits of using this method. As a result of the research, we have come to the conclusion that the use of video helps to solve a number of tasks: it gives a motivation to learn a foreign language, allows students to deepen their knowledge of unknown authentic material, broadens their outlook, activates all kinds of communication activities, makes the process of listening more efficient, increases the activity of students. Using the audio-visual method in its most up-to-date version, one can significantly facilitate the problem solving of spontaneous foreign language proficiency.

### **Key words:**

Audio-visual method, communicative competence, exercise, listening, principle, spontaneous speech, video material, visual aids.

### **АНОТАЦІЯ**

## Особливості використання відео матеріалів у контексті аудіо-візуального методу

У статті розглянуто специфіку використання відеоматеріалів при застосуванні аудіовізуального методу під час навчання студентів іноземних мов. Мета цієї статті – представити теорію і практику застосування відео матеріалів у контексті використання аудіовізуального методу.

У результаті дослідження в роботі відповідно до поставлених завдань висвітлено специфічні риси відеоматеріалів як основного засобу; репрезентовано методичні засади і практичні аспекти застосування цього методу.

Теоретичним підґрунтям аудіовізуального методу є концепція прямого методу, психологічною основою постає теорія біхевіоризму, розширена сучасними теоріями активного розвитку.

За допомогою аудіовізуального методу створюються спеціальні умови, близькі до природних, у яких функціонують мовні ситуації. Цей метод сприяє швидкому формуванню великої кількості елементів спонтанного мовлення.

Використання різнопланових відеоматеріалів на занятті з іноземної мови сприяє вдалій презентації матеріалу в реальному контексті; практикуванню навичок аудіювання; представленню ситуацій для драматизації на занятті; закріпленню мовного матеріалу в різних ситуаціях спілкування; збагаченню словникового запасу; стимулюванню спілкування; навчанню іншомовній культурі та виявленню міжкультурних відмінностей.

У статті запропоновано систему практичних занять на основі аудіовізуального методу для його успішного використання на всіх етапах процесу навчання, при навчанні всіх видів мовної діяльності, особливо при навчанні сприйняття мови на слух і при навчанні мовлення.

Пропонуємо розширити комплекс навчально-методичних засобів і прийомів навчання на основі аудіовізуального методу, творчо поєднавши традиційні та новітні аспекти викладання.

У результаті проведеного дослідження ми дійшли висновку, що застосування відеоматеріалів допомагає розв'язати низку завдань: дає стимул для вивчення іноземної мови, дозволяє слухачам поглиблювати свої знання на незнайомому автентичному матеріалі, розширює світогляд, активізує всі види комунікативної діяльності, робить процес аудіювання ефективнішим, підвищує активність студентів. За допомогою аудіовізуального методу в його найсучаснішому варіанті можна суттєво наблизитися до розв'язання проблеми володіння спонтанним іноземним мовленням.

### **Ключові слова:**

Аудіовізуальний метод, аудіювання, відеоматеріал, вправа, комунікативна компетенція, наочність, принцип, спонтанне мовлення.

## **INTRODUCTION**

Expanding business and cultural relations with other countries leads to new requirements for the study of English as a foreign language. Knowledge of a foreign language is an integral part of higher education, the key to professional success, a respected student's career. Achieving a high level of foreign language proficiency requires thorough language training in higher education institutions. The need to train a highly qualified specialist who meets all the modern requirements makes it necessary to find innovative approaches to learning a foreign language, to satisfy the state's request for a competent and fluent foreign language speaking specialist.

In the context of globalization processes, communication of young specialists is not only through correspondence, but, increasingly, directly with colleagues, business partners, native speakers. Not only Standard English but Casual English is required. However, the limiting number of classroom hours to learn a foreign language in higher education institutions and lack of opportunities being able to communicate with native speakers during foreign language training is a major learning problem. Thus, there is a need to use modern technologies such as videos and films during foreign language lessons, which will allow you to immerse learners in a foreign language more deeply and improve their communication skills in a foreign language.

Nowadays language teaching is practical. The training aims to master students' communicative competences, allowing to realize the acquired knowledge, skills in real-life situations. Achieving a high level of foreign language proficiency is impossible without fundamental language training. The teacher must know the latest methods and techniques of teaching a foreign language and to be able to choose an appropriate method in accordance with the level of students' knowledge, needs, and interests. One of the main tasks in the process of mastering a foreign language is overcoming the influence of the mother tongue.

The methodology of teaching a foreign language nowadays continues to develop actively; effective teaching systems are created using various means and forms of presentations of lexical, grammatical and speech material. In the complex, all learning systems form the communicative as a whole and the skills and abilities of oral and written speech in particular. But achieving the final goal of mastering a foreign language depends on many factors, one of which is the correct selection of teaching methods.

It is well known that there are many teaching methods in the teaching of foreign languages. The most common among them are grammar-translated, cognitive, audio-visual, conscious-practical, communicative, transformational, audio-lingual. They also represent the structural components of language teaching methods, such as direct, communicative, textual and translated ones. Undoubtedly, each method has both strong and weak points, but under certain conditions, each method has its objective value.

It is interesting to note that, for many decades the audio-visual method has been dominant in the teaching schools of Europe and the United States and continues to be relevant today in contrast to the national one.

Although, the use of audio-visual aids in language teaching has become a common trend in the process of foreign language learning and teaching, there is not sufficient study on this issue, especially in the Ukrainian higher education institutions context.

Taking into account mentioned above, in our opinion, the research and analysis of the audio-visual teaching method will serve to introduce useful foreign achievements when teaching English as a foreign language.

### **AIM OF THE ARTICLE**

The purpose of the article is to highlight and analyse the features of video materials using in the context of audio-visual method, as one of the effective methods of mastering oral foreign language competence. Tasks: 1) to analyse the theoretical grounds and principles of the audio-visual method of teaching English at the current stage; 2) to characterize the specific features of the materials for the method; 3) to reveal methodological features of using this method.

### **METHODOLOGY**

Theoretical research methods were used for writing the article, such as comparison and systematization ones. They made it possible to compare and analyse the various principles of the audio-visual method based on literary sources on the problem as well as to systematize the data.

### **RESULTS AND DISCUSSION**

The problem of finding innovative teaching methods is not new. Traditionally not only the content and the tasks but also the methods of teaching foreign languages have been closely linked to the needs of society.

Therefore, at the present stage, when the practicality of using the language is in the first place, it is appropriate to use methods that will contribute to the preparation of students for foreign language communication. Specialists involved in teaching foreign languages should use a variety of forms and techniques that will stimulate and encourage speech activity. In the scholarly discussion about teaching methods, the Ukrainian researcher V. Chaika, whose opinion we share, states that without them (methods), it is impossible to achieve the set goals, to realize the content of the learning material, to organize the cognitive activities of students. The teaching method is an important link in the didactic system: purpose – content – methods – forms – learning outcome (Chaika, 2011).

The analysis of the scientific literature shows that the educationalists are interested in this problem. In foreign practice, studies in this field are related to the names of scientists such as P. Gouberina (Gouberina, & Rivenc, 1964), J. Gougenheim (Gougenheim et al., 1956). They stated that the new foreign language material was intended primarily for hearing, and its meaning was revealed by means of visual non-verbal aids. The language material was selected based on live spoken language.

For this purpose, dialogues were recorded in public places: at shops, train stations, banks, etc. Certain grammatical structures and lexical units were selected to be remembered.

Some educationalists have focused on stimulating students' motivational sphere while using the audio-visual method. It is believed that audio-visuals help the teachers to make the classroom interesting and enjoyable. It is generally said that students like the language class when teachers use different audio-visual materials because it motivates them to pay more attention in the class, and they can relate their learning with their real-life (Çakir, 2006: 67).

N. Mathew and A. Alidmat conducted a study on the usefulness of audio-visual aids. In their study, they explored how the use of audio visual methods facilitates the work of language teacher. They found that using audio-visual aids in language teaching was helpful for both the teachers and the students. Both parties claimed that it made the class interesting and effective (Mathew, & Alidmat, 2013).

According to D. Freeman, it helps the learners to have a clear idea about the subject through those visual materials (Freeman, 2000).

Some other authors pay much attention to the language aspect of the audio-visual method using. A. Shchukin's works also merit attention. In his opinion, the audio-visual method is often used to quickly immerse a student in the sphere of communication with native speakers (Shchukin, 2010).

Researcher O. Shkrabo, who called this method high-speed or structurally-global, has useful experience in this field because language acquisition is based on specially selected structures that are perceived holistically (globally) (Shkrabo, 2013, p. 544). According to N. Tsisar, this technique allows demonstrating real communication situations and their linguistic reflection; provides dynamic and versatile perception of language material; increases motivation to learn the language; contributes to visual and auditory speech perception; extends the geography of the language environment; demonstrates a variety of intonations, types of voices, which avoids of understanding only teacher's voice and tempo of speech (Tsisar et al., 2016).

Summarizing the above, we can suggest that the value of the audio-visual method of teaching a foreign language is obvious. This method creates special conditions that are close to the natural conditions in which language situations operate. The audio-visual method contributes to the rapid formation of spontaneous speech.

The audio-visual method originated in France in the 1950s due to the great interest in the problem of mastering a foreign spoken language in a short period. Its grounds were developed by a team of linguists and methodologists at the Research Centre for the Study and Dissemination of French Abroad CREDIT which was part of the University of Saint-Cloud. The creators of the method are P. Rivenc and P. Gouberina.

The methodological basis of this method is the concept of the direct method, the psychological basis is the psychological theory of behaviourism. In the theory of audio-visual method, the ideas of behaviourism are manifested primarily in

exaggerating the value of the stimulus-response scheme to master the language and, as a consequence, to pay particular attention to tasks that are designed for mechanical repetition. Comprehension of grammatical units at the stage of skill formation is excluded, and only the approximate overall meaning of the sentence and expression is given.

In the linguistic reasoning of the audio-visual method, the creators based on the concept of F. de Saussure, the founder of the structural direction in linguistics. Supporters of the method stated that during learning a foreign language for practical purposes, the object of study should be “speech” but not the language (as it was typical for classes based on grammatical-translated method). Speech activity allows using a foreign language in the process of communication. They believed that sentences were the basic unit of learning and insisted on the holistic character of the perception and reproduction of sentences. Supporters of this method considered the various types of dialogical replies became the basis of practical activity. Thus, the vocabulary selection, the presentation of lexical and grammatical material in the form of dialogues, typical for different communication situations were a new step in the organization of oral foreign language learning.

Based on the above, the researchers highlight a wide range of reasonable principles of the audio-visual method.

The principle of reliance on spoken language. As the main purpose of learning is the practical acquisition of the language as a teacher uses spoken language in a dialogical form rather than literary texts as a material for learning. According to the theorists of the method, such texts contain many irrelevant materials for the development of oral speech and do not contribute to the achievement of the learning goals.

The principle of oral learning and oral anticipation. Oral speech is the basis of learning. Students are trained to understand the language, then to master the skills of reproduction, and only after that their ability to express thoughts orally or in writing. In this case, there is a link of the direct method with an audio-visual one. In accordance with the principle of oral anticipation, work is organized in the following order such as listening – speaking.

The principle of situationally. The learning material is introduced in the form of dialogues that reflect the situations of everyday life. The advantages of the audio-visual method are the thoughtful selection of communication situations and the lively emotional nature of the dialogues. Such an approach increases students’ interest in the lessons and their motivation for learning.

The principle of functionality. Using this principle requires the practical learning of grammar. The content of speech dictates the choice of means of expression. The material is offered in the form of models and speech patterns inherent in different communication situations, which determine the sequence of effective learning of the material.

The principle of globality. The introduction and perception of speech material are carried out in the form of holistic structures. So this method is often referred to as a structural-global.

Non-translated principle. The mother tongue is taken out of the learning system as much as possible. The new material is semantized by the use of visual aids and the meaning of words is also interpreted through the use of the vocabulary known to students.

The principle of visual-auditory synthesis. Practical classes involve the use of auditory (audio) and visual aids in the form of film (video) frames. The image and sound are provided simultaneously. It provides a visual-auditory synthesis. Thus, the meaning of new material is revealed through images. Sound contributes to a better understanding of the situation realized visually (Kapitonova, Moskovkin, & Shchukin, 2008, p. 66).

We fully agree with I. Soina's opinion about double purpose using the audio-visual method (Soina, 2018). The first purpose suggests that the whole learning takes place in accordance with the audio-visual method. Students are immersed in an atmosphere of language learning where they listen and receive visual underpinning. Special learning materials are created for this purpose.

The second purpose involves the audio-visual method during individual work, as this method has a large information resource and allows to simulate the communication situation (Soina, 2018).

The use of varied video materials in a foreign language class is appropriate when it is necessary to introduce the material in a real context; to practice listening skills; to present situations for dramatization in the classroom; to sum up and train language material in different communication situations; to enrich the vocabulary; to stimulate communication or discussion; to teach a foreign language culture; to demonstrate cross-cultural differences.

Modern technologies significantly simplify the use of audio-visual methods during foreign language learning. Not only specialized educational films but also feature films can be demonstrated to cause more interest in the student audience and promote some additional motivation for learning a foreign language. Teachers can download different videos appropriate for learners from the Internet. As there are thousands of ready-made videos designed for language teaching, teachers can easily choose one according to their needs.

Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in language which is difficult to explain verbally. The subject may not be clear to the learners, and they may struggle to catch what the teacher is going to mean. However, by using different visual aids, teachers can make the

learners understand better. If the verbal and visual things are presented together, learners can get the information quickly. R. Mayer claimed that, if the instruction is given in the class using both words and visuals, learning becomes faster (Mayer, 2001).

Educational video is defined by scientists as a specially prepared methodologically and directorially audio-visual learning tool, designed to reproduce real situations of speech communication and has a great power of emotional impact on the learners due to the synthesis of the principal types of visual aids (visual, auditory, motor, non-linguistic).

Videos can facilitate language teaching in diverse ways. It makes the classroom interesting removing the monotony of the learners. Moreover, it helps the learners to generate ideas for discussion. It makes the class more interactive and effective. D. Çakir reported that the use of video in language teaching ensures authentic language input to the learners. Moreover, using content-related videos helps the learners to conceptualize the ideas and get in depth thought on that topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have a better understanding of the target language use (Çakir, 2006, p. 67).

We completely agree with the opinion of C. Cunning-Wilson. He discussed the benefits of using videos in language teaching stating that video provides stimuli to the learners which facilitate an opportunity for the learners to get a background schema of the subject. Also, the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language (Cunning-Wilson, 2001).

As T. Secules, C. Herron and M. Tomasello stated: "Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option for listening comprehension" (Secules, Herron, & Tomasello, 1992, p. 480).

While watching video students get an idea of how the language is used and works in real communication. In addition, the film performs a cognitive function. It introduces the country which language is studied, its culture, history, traditions, life to the students (Shkrabo, 2013).

However, an important issue in the context of the use of video material in the learning process is its selection. Several national and foreign scholars have presented criteria for selecting videos for learning in their work. They suggested the main criteria of the material, which assess their appropriateness or inappropriateness of use for a particular learning purpose. Grounded criteria include the following points: motivational significance; the extent of moral and ethical influence on the student; aesthetic value; socio-cultural potential; compliance of vocabulary of the video and the vocabulary of students; genre diversity and relevance to the topics offered by the curriculum; authenticity; in adherence of students' gender and age preferences. The priority must be that the selected video encourages students to continue their active oral speech. An



important point that regulates the effectiveness of this method is the systematic and rational use of video materials in the classroom (Nishchuk, 2013).

Moreover, sometimes, it becomes very difficult to find video materials for the learners of the elementary level. If the audio-visual aids are not related to the contents, they may mislead and make learners confused. That is why teachers need to be careful while selecting the audio-visual materials for their learners.

The frequency of presentation of video materials, their duration depends on many factors (number of lessons per week, level of learners, stage of the study, technical capabilities of the university). Thus, video materials are selected for teaching language considering all the factors above.

As noted above, the audio-visual method has the potential to be used during individual work (Soina, 2018). We'd like to emphasize that during individual work the video must be provided with subtitles in either a foreign or native language that can be used by students with different knowledge levels. The sound of the video must last no longer than 5-10 minutes and be divided into semantic fragments, which can be repeated several times during the practice.

The fragments must also have a complete plot. The characters' speech should be clear and understandable, not too fast and with natural pauses between sayings. It is advisable with a limited number of jargon expressions and interjections, with a clear accent or dialect for the audience, without unnecessary extraneous sounds.

In general, video materials help in the perception of language material, improve memory and brain function, forcing students to use their own life experiences to draw parallels with already existing knowledge.

Researcher S. Nikolaeva offers a system of practical lessons in a foreign language based on the audio-visual method consisting of four coherent stages: presentation, explanation, summing up, development (Nikolaeva, 1999, p. 241).

1. Presentation. The purpose of this stage is to introduce new material and assimilate it with reliance on visual-auditory images. The teacher organizes frame-by-frame video viewing with audio recording, while watching students can repeat the statements aloud. This exercise will help them semantize unknown material.

2. Explanation. The purpose of the stage is to complete the learning of the content of the video as a result of its frame-by-frame processing. The teacher demonstrates the video and at the same time comments each frame, explains the new vocabulary. The teacher then asks questions about what has been viewed and finds out the level of material understanding by the students. If it is necessary the teacher explains lexical or stylistic material once more.

3. Summing up. At this stage, the formation of speech skills is ensured and the level of prepared speaking within the film theme is reached. Student's individual work should be organized here, during which the student listens (if necessary) or watches a video and performs assignments to it. As a result pronunciation skills, the rhythm of speech, phrase intonation are formed. If it's necessary the teacher corrects students' mistakes. During the lesson students perform various exercises based on

what they have seen, for example, answer the questions; replace words with close meaning; ask a question; determine where the statements true or false; describe something or somebody using keywords and phrases.

4. Development. At this stage, the formation of speech skills and the level of spontaneous speech on the topic of the lesson are achieved based on acquired skills. For this purpose, students are offered a variety of creative assignments that provide easy reproduction of information received. At the stage of development the teacher often uses the following tasks: retell the content of the video (briefly or in detail), voice the video, describe the main characters, participate in the discussion of this video, act the video.

As you can see, these four stages involve a learning goal and are completed by the teacher's control.

For successful viewing of any film, cartoon or video clip, researcher O. Shkrabo recommends performing the exercise system according to four stages. They are a presentation, video watching stage, the stage of control of understanding, the stage of practical understanding (Shkrabo, 2013).

Thus, at the presentation stage, it is advisable to offer the following exercises to students: to translate and discuss new words (the teacher prepares the list of words beforehand based on audio-visual material); to listen to adjectives, verbs and to name the nouns which they are used with; to listen to speech patterns and examples of their use in different situations; to listen and repeat phrases consisting of more than 10 words; to suggest the topic of the fragment-based on the processed material; to highlight the keywords. This list of exercises is not complete, but it gives an idea of a possible variant of work with audio-visual material at the presentation stage.

At the stage of video watching doing of any exercises is impractical, as students need to focus on understanding and perception of the received information, to monitor the articulation and speaking of the characters. After completing the work on the fragments, students are proposed to watch the full film (cartoon, etc.).

At the stage of control of information understanding it is advisable to use the following exercises: to identify the true-false statements; to read the text and insert the missing words according to the content; to get acquainted with two or three headings to a fragment and choose the most suitable, comment on the choice; to identify meaningful parts and write them a title; to act a watched fragment; to transform the dialogue / monologue from the fragment in the form of a monologue / dialogue; to evaluate the fragment from its novelty, informativeness; to discuss problematic issues; to answer the questions to the fragment; to choose the only correct variant of answers from several given ones.

After completing the work with the fragments students are offered a demonstration of all audio-visual material. After watching the video the teacher provides students with exercises that allow determining the level of complete and critical understanding of audio-visual material: to answer the questions concerning the

general content and individual details; to make a summary / annotation / review; to divide into sections and write headings to them; to evaluate the actions of the actors; to organize discussion based on various value judgments about the material. In our opinion, it is appropriate to use educational videos of BBC production on various topics. The use of BBC videos is linked to different activities. In most of the classes, the activities based on the audio-visual aids are divided into three parts: pre-activity, viewing activity and post-viewing activity. Before demonstrating a video teacher stimulates students' cognitive activity with propositions to think over the purpose of video watching as well as the usefulness of received information, etc. During viewing activity, students are asked to take notes. There are different types of post-viewing activities including, question-answer sessions, filling in the blanks, giving individual / group presentations, writing essays / paragraphs, matching information, sharing a reflection, finding main ideas and so on.

The practical application of the audio-visual method while foreign language learning can be highlighted in the case of the following exercises.

For example, to activate vocabulary learning on topic Food, it would be a good idea to watch "Ainsley's Greek Kleftiko Parcels" (*Ainsley's Greek*, 2012).

Before watching the video the teacher asks the students to discuss the set of questions (Are barbecues popular in your country? What type of food do you cook on them?).

To prepare the students for video perception, the teacher must prepare language material. In this way, vocabulary is practised to perform the previewing exercises (lamb, oregano, pepper, garlic, cheese, a lemon, tomatoes, oil, salt, a bay leaf, a frying pan, a knife, a plate, a bowl, a spoon, a fork, to grill, to stir, to boil, to chop, to sprinkle, to pour, to marinade, to squeeze out, to wrap up).

Then students not only watch the video but also complete the tasks while viewing. For example, to number the ingredients in the order the cooker adds to the dish (fresh oregano; lemon juice; a bay leaf; salt; tomatoes; pepper; lamb; olive oil; cheddar cheese; garlic).

Students watch the video again and complete the recipe.

(Ainsley's Greek Keftiko Parcels

I am going to show you an easy way of cooking Kleftiko on a barbecue. First, take some lamb. \_\_\_ it into small pieces and place them into a large bowl. \_\_\_ them with delicious Greek olive oil. \_\_\_ juice from one small lemon. Then \_\_\_ fresh oregano and sprinkle it over the bowl with meat. Next \_\_\_ some garlic. Finally, add some salt and pepper. \_\_\_ them often with a spoon. If you have time allow the meat to \_\_\_\_\_. Then \_\_\_\_\_ meat on large square tinfoil. \_\_\_ along it chopped fresh tomatoes and top with a slice or two of cheddar cheese. \_\_\_ with a bay leaf. \_\_\_ your parcels up. \_\_\_ them on a barbecue. When they are ready \_\_\_ them with grilled bread and garlic sauce).

To comprehend students' understanding of the material, true/false assignments are offered. (1. Ainsley cuts some pork. 2. He pours meat with Greek olive oil. 3. He

chops some fresh oregano. 4. He adds some mint and pepper. 5. He squeezes out the juice from one lemon. 6. He places marinade lamb on tinfoil, etc.).

Besides, students answer the questions. (1. Where is Ainsley Hariot? 2. Why does he travel all over the world? 3. Who shows him how to cook traditional food? 4. What is the favourite Greek dish? 5. How long does it take you to cook Kleftiko on the barbecue?).

Then students are offered to watch the video again and cross out the incorrect alternative. (1. This fascinating / beautiful country has a lot of dishes but the most favourite is Kleftiko. 2. The Greek cooked chicken / lamb on a great fire. 3. I've also got here some nice fresh / dried oregano. 4. If you have time allow the meat to marinate for an hour / some hours. 5. You need to cook / fry Kleftiko parcels for about 40 minutes. 6. They taste of Kleftiko parcels is absolutely good / delicious. 7. Ainsley shows how to cook garlic / pepper pitta fingers).

Then a discussion of the problems is provided. The teacher gives exercises after viewing. (1. Would you like to eat Ainsley's Kleftiko parcels? 2. Do you know any other good things to have on the barbecue? 3. What ingredients does it have? 4. How do you cook it?).

Sometimes students may face some difficulties when watching the video. The first problem is the occasional lack of clarity of the sound of the video materials. As a result, they may find it difficult to get the meaning. Also, most of the materials are prepared by native speakers, and it is sometimes challenging for students to grasp their pronunciation. Hence, the teacher needs to reproduce the video again.

Many students who wish to succeed in learning a foreign language prefer to work individually as opposed to collective. Therefore, the extra-curricular individual work of students with video material can be seen as one of the important aspects for developing skills in listening, reading, writing and speaking in a foreign language.

It is quite clear that students' individual work within the audio-visual method must be subject to certain stages, which can be a promising direction for further research. Combining the efforts of learning a foreign language with the use of audio-visual aids during the lesson and individual work produces good results under the condition of constant use of them.

## **CONCLUSION**

While watching a video and doing appropriate exercises, a process of students' formulation listening skills takes place which involves the development of speaking skills, and then writing. In other words, watching a video and performing tasks encourage students to think and talk, and thus the communicative orientation of learning is realized. Successful use of the audio-visual method is possible at any stages of the learning process, when learning any kind of communication activities, especially listening comprehension and speaking.

Undoubtedly, foreign language can be learnt by relying on printed text or engaging audio. However, the benefits of the audio-visual method are obvious: watch → understand → activate into speech. Mastering a language based on a multichannel

way of perceiving information is a good chance for students to learn how to choose words that allow them to achieve significant learning success.

The use of video helps to solve a number of tasks: it gives a motivation to learn a foreign language, allows students to deepen their knowledge of unknown authentic material, broadens their outlook, activates all kinds of communication activities, makes the process of listening more efficient, increases the activity of students.

Due to the new possibilities of means of modern technologies, the audio-visual method is increasingly used in learning. One of the important educators' goal is to create audio-visual learning aids designed for visual, auditory or visual-auditory perception. Such learning aids can be educational (contain methodically processed material, specifically intended for use in practical training in a foreign language) and non-educational (feature films, illustrations). Nowadays, many higher education institutions of Ukraine have special video libraries.

Further research may be related to the development of guidelines for the creation of foreign language learning videos for students at different stages of the study. In general, additional research, both theoretical and practical, will be promising to clearly define the role of the audio-visual teaching method. Using the audio-visual method in its most up-to-date version, one can significantly facilitate the problem solving of spontaneous foreign language proficiency.

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