

Study on the Implementation of Video Training in Modern Foreign Language Education*

Marina L. Ivleva

Faculty of Humanities and Social Sciences
Department of Social Philosophy
Peoples' Friendship University of Russia (RUDN University)
6 Miklukho-Maklaya Street
Moscow, Russia 117198
E-mail: marinanonna@yandex.ru

Vitaly Yu. Ivlev

National Research University
Moscow State Technical University named after N.E.
Bauman
(MSTU named after N.E. Bauman)
5/1 2d Baumanskaya Street
Moscow, Russia 105005
E-mail: vitalijivlev@yandex.ru

Nonna L. Bagramyants

Plekhanov Russian University of Economics
36 Stremyanny lane
Moscow, Russia 117997
E-mail: nonnalev@yandex.ru

Abstract—The article offers the possibility of using video training as one of innovative ways to get acquainted with the linguistic and cultural code of a foreign-speaking society in order to achieve the best result of language training.

The article discusses the need to use active teaching methods in higher education. Video method as one of active teaching methods stimulates the cognitive activity of students through emotional perception, develops their ability to connect theory with practice, helps create intercultural competence for the learners to be able to avoid cross-cultural discommunication. The article describes the video method, its theoretical background, the criteria of choosing video resources, as well as its impact on the language learning outcomes. The authors share their experience and give recommendations on applying the video method in the structure of the training session in modern classroom.

Keywords: video method, innovative method, active teaching methods, technical university, intercultural competence, video training, linguocultural code, cross-cultural interaction, discommunication

I. INTRODUCTION

The modern picture of the interaction between the teacher and the student in higher education puts on the agenda a solution to the issue of changing the content of university

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training and the creation of new forms and methods of teaching. The aim of our work is to analyze the possibilities of using the video method in language training at a university. In the article, we will try to identify the debatable issues that refer to the thematic research field of not only the video method itself, but also the issues related to its application, such as language identity, linguistic and cultural code, etc., to demonstrate the effectiveness of this method in the implementation of a wide variety of didactic and psychological tasks, and also to enter this method into the modern technological picture of teaching foreign language interaction [1].

II. CULTURAL LINGUISTICS AND THE FORMATION OF A BILINGUAL PERSONALITY

Cognitive and personality-oriented technologies for teaching a foreign language, which are actively developing today, require taking into account a certain set of factors that can ensure the successful formation of a bilingual linguistic personality: 1) the content of a foreign language course; 2) methodical support of the educational process; 3) technical support for the activities of the teacher; 4) individual psychological and personal characteristics of participants in educational interaction.

A detailed analysis of these factors should be preceded by an interpretation of the term "bilingual linguistic personality". The most relevant to the goals of language training at a university is the definition of a bilingual person as a person who speaks two languages (to one degree or another); bilingual individual [2]. It is important to note that

modern approaches to the formation of bilingualism do not set the goal of perfect command of a second foreign language.

The effectiveness of the process of mastering the non-native language is directly related to the formation of communicative competence, which necessarily has linguistic and cultural competencies as its components (the student's awareness of the basics of the corresponding ethnic culture, its institutions, the complex of the values of ethnic group that make up its spiritual and social being). Without knowledge of the sociocultural context of speech communication, a student of a foreign language cannot carry out natural authentic speech activity, which forms the basis of intercultural communication. [3] [4]

Since language as a social phenomenon performs diverse functions (storage, development, description of objects of the material and spiritual spheres), its study should be accompanied by analysis and development of linguistic culture as a whole as a unity of linguistic and cultural codes, which is reflected in the existence of a linguistic and cultural code of a separate ethnic group [5] [6]

Cultural linguistics as an independent discipline with its own object of study and the corresponding goals, objectives and methods arose at the end of the twentieth century in an attempt to answer the questions of the relationship of language, culture, ethnos and the surrounding world. According to M. Heidegger [7], language not only reflects, but also creates the reality in which a person lives. E.O. Oparina defines cultural linguistics as a humanitarian discipline that studies material and spiritual culture embodied in a living national language and manifested in language processes [8].

Cultural linguistics offers a description of linguistic and cultural objects based on a unified system of scientific categories of the theory of signs. According to this theory, national culture is understood as an organized in a certain way policode sign system, the main component of which is the language of its speakers. Thus, a complex of verbal ways of reflecting value-significant conceptual meanings represents the verbal code of an ethnos. Another important structural element of culture is the non-verbal code (figurative codes in the terminology of Y.M. Lotman), or figurative systems, the main function of which is allegorical and symbolic [9].

Natural language as any sign system is not equivalent to ontological reality, it presents its speakers with objective reality in the form in which it is presented in the linguistic picture [10]. This very fact significantly increases the role of an integrative approach to teaching a foreign language, in which mastering the language and culture is interrelated and complemented.

The linguistic and cultural code is a complex of mental, conceptual attitudes and values of culture. The definition of the linguistic and cultural code proposed by V. N. Telia is taken as a working one. In it the linguistic and cultural code is understood as a system of value orientations encoded in

associative-figurative complexes of language units and restored by the researcher through the interpretation of associative-figurative complexes by referring to the signs and concepts of culture that caused them [11]. A linguocultural code is defined as a set of verbal and nonverbal codes, the result of the penetration of a cultural code into a natural language. The content of the linguistic and cultural code is a conceptual field, and the plan of expression – lexical-phraseological field of the ethnic language.

Competent cross-cultural interaction helps students studying a foreign language to become full-fledged participants in communication and successfully solve the tasks of adequate language behavior in another language reality (competency is understood as a person's ability to practice, and competence is a substantial component of this ability in the form of knowledge, skills [12]).

In recent years, methodologists and practitioners have increasingly mentioned the term "discommunications" when describing students' ability to communicate in a foreign language. Discommunication in cross-cultural interaction takes place at 3 levels of communication: culture-oriented linguistic, sociocultural and psychosocial.

In the first, culture-oriented linguistic type of failure, it can be caused by the transfer from the mother tongue to a foreign language the extralinguistic phenomena and their differential signs that are not characteristic of the language being studied. This is reflected in the improper use of vocabulary and situational cliches due to the insufficient volume of learned inequivalent vocabulary and the lack of knowledge about the typical features of speech behavior in another society.

The main manifestations of sociocultural discommunication are the students' reliance when studying a foreign language on their own social reality and the automatic transfer of collective cultural identity from their native culture to the culture of the country of the language being studied.

The basis of psychosocial discommunication is the inadequacy of perception of the culture of a foreign country. This culture is treated either as devoid of any specificity and the same for all foreign countries, or foreign cultural phenomena arouse students' feelings of superiority / admiration.

Cross-cultural interaction is a system of interdependent and interconnected contexts: cognitive, affective, and behavioral, the result of already formed intercultural competence. The purpose of the cognitive field is, in addition to language training, the acquisition of knowledge about the cultural codes of the country of the studied language and the characteristics of cross-cultural interaction. For the affective sphere, it is important to overcome internal psychological barriers, insecurity and fears when using a foreign language and more widely when interacting with a foreign culture, and mastering the methods of constructive solutions to complex situations of communication in a foreign language reality.

The behavioral component is implemented in the development of behavioral strategies in various situations of language interaction, as well as in the development of abilities which affect the success of communication and reduce the likelihood of discommunication. These abilities include flexibility, tolerance, and empathy.

III. USING THE VIDEO METHOD IN LANGUAGE TRAINING: ADVANTAGES AND DISADVANTAGES

One of the ways to overcome discommunications through acquaintance with the linguistic and cultural code of a foreign-speaking community is to use situational-based training in language training, which can include video training. Using a video method in a foreign language teaching course, along with other modern teaching methods, serves the purpose of training a specialist who knows all kinds of linguistic, speech and professional competencies, and helps to understand the process of the linguocultural code. We list only a few of the advantages of the method under discussion: immersion in the language, familiarization with the non-verbal code, individualization of training along with the active use of group types of work, increased motivation for learning, increased learning efficiency by attracting various channels for obtaining information. (auditory, visual, motor perception, when students perform any tasks or make notes). Very important in this series is intensification of the educational process, since it increases the ability to influence the psychological characteristics of the trainees: to manage individual and group attention, to adjust the volume of short-term and long-term memory, to increase the speed and strength of memorization, to contribute to a better understanding, acceptance and adaptation of information received through emotional impact, to increase concentration, to enhance intellectual activity.

Using video as a modern and promising means of foreign language learning requires an analysis of some important aspects of its implementation in the educational process. The optimal organization of the video method is possible when taking into account some features in the characteristics of the modern young generation "Y" (in the terminology of N. Howe and V. Strauss). For the student generation of the postmodern era, their own opinion, their own needs are important, the existing values are subject to revision and are not always shared. This generation demands more opportunities for itself and is guided solely by its own needs and interests. They want independence, initiative, their pace of life is very high, they are distinguished by active and competent use of computer technology. For this reason, the use of the latest technical tools, which include video equipment, interactive whiteboard, educational and satellite TV, training and monitoring multimedia programs, the Internet, etc., creates conditions for increasing the motivation of foreign language learners.

A survey of 230 teachers of Kuban state University of physical culture, sports and tourism showed that with the widespread use of active teaching methods in classes in the majority of disciplines taught only about 38% of the teaching staff give students tasks related to the use of a video method.

This fact is fixed in the funds of evaluation tools. And about 20% of respondents said that they perceive viewing videos only as an additional way to discuss the topic, asking them to watch the video on the analyzed in the classroom topic as homework task. At the same time, teachers note the following drawbacks of the video method: view the video on the topic studied in the classroom as a homework task. The teachers noted the following disadvantages of the video method: - the video track is often perceived by students as "the truth", and not the reason for the analysis; - it affects the dynamics of the sessions, when, after entertaining the video, the students find it hard to switch to another job; - watching videos often leads to the departure of students in the expert view. More than 90% of the surveyed teachers noted the labor cost, since it takes a lot of time not only to find the necessary video material on the topic, but also to prepare tasks to consolidate the knowledge obtained from the video materials on the topic being studied [13].

IV. METHODOLOGICAL SUPPORT FOR VIDEO TRAINING

The theoretical basis of methodological support for video training is a semiotic approach to video text as a two-part structure that includes material (verbal) and non-verbal (contextual, cultural) components [14]. This interpretation of the video text is especially important when developing technical tools for teaching a language with the help of video. Since the video presents the context of a particular statement, the learner perceives the space, the situation, the participants, their behavior, characters, intonations, sees the image in its space-time dimension, he is not forced to use his imagination, his creative and life experience to decode the text. The process of perceiving the video text requires the student to work more purposefully: this is an attempt to get involved to the video text, which means to perceive both parts of the video statement – verbal and contextual (as well as ethno-cultural), and the latter becomes quite easily accessible and understandable. Here the student is helped by familiarity with real life situations, contact with native speakers, knowledge of behavior patterns, traditions and rules of foreign-language society, which is the ethno-cultural specifics of the country of the language being studied.

Modern linguodidactic experts identify a number of criteria to be followed in the selection of the video:

- The video series should correspond to the didactic, methodological, and thematic objectives of the course;
- It is important to take into account the social, psychological, cultural maturity of students, their level of language training, their age characteristics; simplification of materials is unacceptable, because it seems that the student has reached a high level of language proficiency;
- The lexical density of the video text can not be higher than 20% of unfamiliar words for every 100, otherwise the difficulties in understanding the material may reduce the cognitive and educational value of the lesson, lead to a loss of interest in this

type of work, cause constraint and stiffness in students, and strengthen the language barrier;

- The video material must be functional and correspond to a certain orientation, i.e. it must transmit information of a general, special, professional character;
- The duration of the video text is determined by the stages of training, the level of the audience, and the methodological goals and objectives for organizing the video viewing;
- Video material should be colorful, bright, aesthetically expressive, evoke feelings, emotions, the desire to agree or argue, be an incentive to discuss and evaluate [15] [16] [17] [18].

There is a traditional sequence of work with video text. However, a more detailed scheme proposed by T. F. Petrenko meets all the requirements for modern teaching technologies [19]. The first stage is preparatory and involves work on new lexical and grammatical material and extralinguistic information (proper names, geographical names, historical references). It is advisable to set the task of total perception of video text to understand the general content (reproduction of content in a certain number of sentences, a list of actors, the nature of the relationship between them, time, place of action, etc.).

The next stage is the text receptive one, where the initial viewing is conducted for visual and audio perception of the text elements. If the task of the teacher is the analysis of visual information, then the presentation of the material occurs without sound. This step allows you to increase students' interest in viewing, to compare their speech responses with the sound series in the real text.

Since the video text affects the students' emotionality, the transition of the emotional response to the area of thought activity will require some pause between this and the next, verification, stage of the lesson. Here students are asked questions about the content of the text, retell what they saw on behalf of the characters or on behalf of the student, and there can be a brief discussion about the conclusions made by students during the preview.

The fourth stage is a training one. Consolidation and automation of the acquired skills is in the form of dialogues playback with the screen turned off, synchronous voice-over pronunciation of the text when the sound is turned off, dramatization of dialogues with the soundless mode of viewing the material, simultaneous translation into Russian language based on screen playback, etc. Special attention deserves the commentary on the film. The task can be given in the form of a descriptive, evaluative, emotional, or even humorous comment. At the same time, the requirement of semantic adequacy, language correctness and synchronicity with the film frames is observed.

At the final, communicative stage, the tasks of exchanging impressions, final discussion, conversation, reasoned assessment, and discussion on the issues of the

reviewed material are solved. Students can write reviews, comments, articles, and video reports.

V. CONCLUSION

The use of innovative methods to which the video belongs in the practice of teaching foreign languages is of great importance. Videotext acts as a natural and powerful incentive for the production of foreign speech in students. It is the best way to empirically test theoretical knowledge. It is difficult to overestimate the importance of video training in the formation of competencies in dialogic and monologic speech, since when working on video material the student experiences greater relaxation, shows freedom of opinion, and is under the beneficial influence of the emotional-visual range. The video material is the latest information about the linguistic and cultural codes of a foreign language society. The video allows the student to be not an outside observer of the film's action, but to extract from the seen maximum useful information of a general, personal, and professional character. Video text is a comprehensive teaching tool aimed at developing linguistic and sociocultural competencies. Watching videos in the classroom creates a language environment in which foreign language is perceived at a natural pace, in real-life communication situations, in various stylistic and functional contexts and helps to maximize immersion of students in a foreign language, creates opportunities for acquaintance with the linguocultural code of the language being studied, inclusion in the context of new culture.

If you add to this a high motivation for communication, a willingness to learn the cultural stereotypes of another ethnic group or community, to expand your cognitive base and to perceive the communicative (verbal and non-verbal) behavior of others, then the success of learning a foreign language will greatly increase.

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