

УДК 372.881.1**THE USE OF VIDEO IN TEACHING AGRICULTURAL SPECIALISTS A FOREIGN LANGUAGE**

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The purpose of teaching future agricultural specialists a foreign language is often considered as teaching communication in a foreign language. This skill will be useful in possible business negotiations, business correspondence, and business trips. Consequently, mastering the basics of foreign language communication serves as a kind of basis not only for the formation of communicative culture and competence, but also for the professional development of the student's personality.

It is very difficult to master communicative competence in English without being in the country of the language being studied. Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language lesson, using various methods and techniques of work (role-playing games, discussions, creative projects, etc.).

Along with this, it is important to give students a visual representation of the life, traditions, linguistic realities of English-speaking countries. To solve this important problem, it is necessary to use modern technologies.

Despite some progress (using the Internet, various programs, etc.), one of the difficulties of learning a foreign language is a very limited, if not meager, opportunity to communicate with native speakers and use conversational skills outside of university. Modern technologies allow us to expand the scope of the lesson and lead to the need to use new forms of learning. One of these forms is a video tutorial.

Ready-made videos allow you to solve very important tasks of training, upbringing and education. Firstly, students watching videos, most of which are released in Oxford, have the opportunity to hear authentic English speech from native speakers. Secondly, videos give students the opportunity to see with their own eyes what we talk about in lessons, read in texts and dialogues (real interviews, visiting exhibitions, etc.). Watching videos, students learn more about the traditions and culture of the countries studied.

The use of video support in the classroom contributes to improving the quality of knowledge, as it allows you to use the following types of communicative activities: listening, speaking, reading and writing (when performing exercises). The use of video is justified psychologically: it is through the organs of vision and hearing that a person receives the bulk of information about the world around him.

It is necessary to strive to ensure that students get satisfaction from the film through understanding the language, and not only through an interesting and entertaining plot. If we want students to master the skills of intercultural communication, then videos should be shown not from time to time, but systematically, and the demonstration should be methodically organized.

It should be noted that the use of a video in the lesson is not only the use of another source of information. The use of the video film contributes to the development of various aspects of students' mental activity, and above all, attention and memory. During the viewing, an atmosphere of joint cognitive activity arises in the audience. Under these conditions, even an inattentive student becomes attentive. In order to understand the content of the film, students need to make some effort. So involuntary attention turns into arbitrary. And the intensity of attention affects the process of memorization. The use of various channels of information (auditory, visual, motor perception) has a positive effect on the strength of the impression of regional and linguistic material.

Thus, the psychological features of the impact of educational videos on students contribute to the intensification of the educational process and create favorable conditions for the formation of communicative (linguistic and sociocultural) competence of students.

The video method belongs to the group of visual methods. It includes teaching and educating functions, which is due to the high effectiveness of the impact of visual images. The information presented in a visual form is the most accessible for perception, is absorbed easier and faster. In addition, the use of video in the classroom helps to satisfy the needs, desires and interests of students.

References

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