

Video technology as a learning tool

Fundamental changes are taking place in the education system: distance learning technologies are developing; online learning is actively used. In a traditional classroom, the student passively perceives the teaching material, whereas the use of information telecommunication technologies in the educational process allows learners to consciously master the knowledge and encourages them to actively participate during the lesson. In fact, the quality of the training of future qualified specialists directly depends on the quality of the teaching content, methods, and teaching material.

In our society, the use of language is now interconnected with technology. Therefore, language learning through technology has become a reality. English language teachers were one of the first educators who included technology in the teaching process. They always adapt new methods of teaching and adapt to new realities. They also implemented video technologies as a teaching tool [1].

Advances in video technology have changed our world, improved healthcare and education, brought friends and family together around the world, enriched our communications. The innovations of the last few decades have resulted in improving video quality. Video technology has also become more accessible, helping people around the world share their stories through vivid reflections.

Nowadays, video plays an important role in education since the video act as the main delivery system of information, especially in online courses [2;62]. The use of video technologies in education enables teachers to improve the consistency and quality of the teaching process as well as motivation of educational activities. Video technologies contribute to the effective absorption of new educational information since they have an emotional effect and generate a high level of motivation. The simultaneous effect of video and sound can greatly improve the perception of educational information and the efficiency of the educational process.

The use of distance educational technologies based on video materials is especially relevant in training foreign language teachers. Educational information is revealed through art, computer animation, and decoration. The presentation of teaching material using video information creates an atmosphere of real communication, creating a “bonding effect”. The dynamics of presentation and visual perception of video information help store educational information effectively and increase the likelihood that such content will be reproduced in the future.

Using video technologies in classroom work will help to solve the following tasks:

1. create a positive learning environment.
2. improve the quality of education.
3. efficient use of time for lessons.

4. increase the level of students' motivation.
5. create a modern dynamic lesson with greater clarity of presentation of the teaching material.
6. improve the content of educational activities.

There are different ways of using video technology to improve the learning process. These technologies increase students' enthusiasm for learning and acquiring new information, providing an optimal basis for the formation of skills in all types of speech activity [3;74]. An approach that generates enthusiasm among students for language learning is one that should be further studied.

Language and culture are interconnected, so that they complement each other. For successful communication with target language speakers, it is essential to discover the communicative rules, the rituals which allow the interlocutors to communicate adequately. It is necessary to be linguoculturally competent in life situations, understand the nuances of the pragmatic values of statements, and be aware of their variations.

Linguoculturology is aimed at learning language in connection with the social and historical development of the country at various periods [4;1013]. This means that linguocultural competence includes knowledge of the use of elements of language, understanding of premises, hints, meanings of a statement, and conventions of discourse. And thus, ensures general broad comprehension of the language as a complex system. Access to other realities, other lifestyles, other sensitive aspects on the part of students through texts and activities can lead to misconception and misunderstanding.

But can we leave the study of culture to chance when opportunities arise? It should be remembered that students need to be aware of the social values, culture, and customs of people who speak the target language. Thus, the teacher must determine how to teach the culture in the language classroom. With the help of modern technology, especially video technologies, it became available.

Video technologies have a great instructional value in comparison to the printed instructional materials such as dictionaries, worksheets, textbook, etc. Video content provides learners with an additional quality, which may be critical for boosting second language acquisition. The quality of being able to hear and see synchronous communication, communicators' gestures, gazes, paralinguistic cues, facial expressions, and lip movements are very important. The use of video is welcomed as the next step forward in electronic communication.

In order to master linguocultural competence and achieve the set goal of forming the linguistic personality of a student in the process of teaching English language based on video technologies, it is essential to use clear and accessible video content as well as determine the relevance of the use of the video content for defined educational purposes.

The formation of linguocultural competence can be significantly increased if the process of teaching English language is based on the use of video technologies. To achieve this goal, the following requirements that determine the effectiveness of the use of video technologies should be met:

1. using clear and accessible video content.

2. using the video content as material for independent analytical work.
3. focusing students' attention on the cultural richness of the video.
4. measured supply of video material.
5. preliminary selection of video content.
6. systematic use of video content.
7. integrating the video content into the structure of the lesson;

The presentation of video content has several important features for the teaching process:

1. visualization of phenomena and processes that cannot be demonstrated in any other way;
2. dynamic presentation of teaching material increases attention, arouses interest, and makes the information transfer process diverse;
3. the presence of a figurative model for introducing educational content;
4. use of interactive graphics, animations, video fragments, audio effects, voice guidance;
5. possibility to automate the stages of the educational process;
6. use of educational video material;
7. emotional perception of information.

There is an increasing attention among English teachers to video technology in their teaching process. This attention is a consequence of video technology's impact on how students acquire new information. The use of smartphones, laptops, tablets, applications, video feedback has significantly contributed to these developments. Teaching and learning process has greatly reshaped by these technology tools. Video technologies influence how students master their language skills, how they perceive new information on video recordings. They are beneficial for visually-oriented as well as auditory students since they include sound and speech [5;5].

Video technology is defined as any technology that records and plays back moving pictures and sound. Video based learning show that students can learn from educational technologies. Video technologies provide new connections with people, places, and things. Using video technologies contribute to the acquisition of new knowledge for students. There are many types of video technologies, such as television, camera recorder and numerous applications and programmes. This article will focus on videoconferencing.

Videoconferencing is a kind of distance conferencing that allows people to connect visually via video. This type of video technology provide face to face meetings with people from all over the world. Videoconferencing is more effective than audio conferencing, since participants are able to see the body language and facial expressions that are essential in communication. Videoconferencing using Internet-based connections is becoming increasingly available, because more and more people have an internet connection. Videoconferencing can be implemented in education, business meeting, interview, and so on. There are a vast number of video technologies, applications that offer video calling service such as Zoom Cloud Meeting, Microsoft Teams, and Skype.

Today Zoom Cloud Meeting is one of the most broadly used video calling services. It is beneficial for both education and business. Downloads of the Zoom Cloud Meeting have significantly increased since many business organizations, schools, and universities are shutdown. This app is available both on a computer or mobile device. It offers free group meetings up to 100 contestants and limited to 40 minutes. Microsoft Teams is another widespread video calling services. It is a useful tool that offer group meeting and enable to record the whole process and attach necessary files and documents. This video platform has many features such as channels, chats, calling, meetings, teams, file sharing and so on.

Skype is another very similar app. It offers free video, voice, and messaging technology over the internet. This video calling services is used on laptops or smartphones and provide high quality video and voice calls for both individuals and groups. This app is owned by Microsoft. Microsoft Skype is designed specifically for the business organization to improve employee productivity. However, it is also popular in education field.

Videoconferencing has the following advantages:

1. Sharing files and documents.
2. Demonstrating presentations, videos and visual materials.
3. Saving the conference.
4. Meeting with people from different location.
5. Productive use of time.

On the other hand, videoconferencing may lead to laziness and lack of self-discipline. Thus, videoconferencing makes it easier to procrastinate. Students may face various challenges, such as lack of communication, sense of isolation. Also, bad internet connection may degrade the received images and sound, which greatly effect on teaching process.

Video technology both entertains and educates people. They became an important part of our life. They reshape an educational system offering new opportunities as well as developing economy of countries. With the development of availability of high-speed internet connections, it is anticipated that video platforms will significantly become popular, leading to the use of distance learning.

References:

1. Sebastian Brooke. Video Production in the Foreign Language Classroom: Some Practical Ideas. The Internet TESL Journal, Vol. IX, No. 10, October 2003
2. Mobina Beheshti. Characteristics of instructional videos. World Journal on Educational Technology: Current Issues Volume 10, Issue 1, (2018) 061-069
3. S.E.Grigorenko, I.V. Sagalaeva, N.V. Fisunova. Using video in the process of teaching a foreign language at a university. Research Result. Pedagogy and Psychology of Education. Vol. 6, № 3. P. 69-77
4. Almira Garaeva. The development of linguocultural competence of students in teaching the history of the English language. Procedia - Social and Behavioral Sciences 152 (2014) 1012 – 1018
5. Emily Cruse. Using Educational Video in the Classroom: Theory, Research and Practice. M.Ed., Curriculum Director, Library Video Company.