

A. A. Chivil

*Institution of Education "Baranavichy State University", Baranavichy,
the Republic of Belarus, apicul1899@gmail.com*

MAXIMIZING LEARNING OUTCOMES: USING AUTHENTIC CINEMATIC TEXTS IN FOREIGN LANGUAGE TEACHER TRAINING

The article emphasizes the significance of using cinematic texts in foreign language teacher training. The review of 7 English-language articles explores the advantages of cinematic materials in exposing learners to authentic language usage, cultivating communication abilities, and familiarizing them with cultural and social phenomena. It underscores the necessity of aligning cinematic content with learners' language proficiency levels and providing them with the appropriate linguistic and cultural support to guarantee comprehension and engagement. Careful selection and adaptation of content can improve student learning outcomes.

Key words: cinematic text; authenticity; techniques; learning process; foreign language teacher training.

А. А. Чивиль

*Учреждение образования «Барановичский государственный университет»,
Барановичи, Республика Беларусь, apicul1899@gmail.com*

МАКСИМИЗАЦИЯ УЧЕБНЫХ РЕЗУЛЬТАТОВ: ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ КИНОТЕКСТОВ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

В статье подчеркивается значимость использования кинотекстов в обучении преподавателей иностранных языков. Обзор 7 англоязычных статей исследует преимущества киноматериалов в представлении учащихся с аутентичным использованием языка, развитии коммуникативных навыков и знакомстве с культурными и социальными явлениями. Особое внимание уделяется необходимости согласования кинематографического контента с уровнями языковой подготовки учащихся и предоставлению им соответствующей языковой и культурной

поддержки для гарантирования понимания и вовлеченности. Тщательный отбор и адаптация контента могут улучшить учебные результаты студентов.

Ключевые слова: кинотекст; аутентичность; техники; учебный процесс; подготовка преподавателей иностранных языков.

Introduction. The quality of educational materials is important for gaining knowledge and developing communication skills. In today's technological world, it is crucial to incorporate modern and authentic materials into foreign language teaching. Students learn better when they interact with materials that are relevant and interesting to their future careers. Therefore, when teaching a language for specific professional purposes, the educational materials should be closely connected to the students' chosen profession. This helps students see the practical application of the language skills in their future jobs.

Using authentic materials related to their professional field keeps students engaged and motivated, improving language acquisition. Materials are important tools as they are the chief means to achieve the aims and objectives of a teaching program. They should be tailored to the learners' needs to ensure the best outcome for the desired goal. Selecting or sequencing the materials in language teaching should be based on the students' needs, background knowledge and objectives of a particular academic program [1, p. 196]. A key component of the lesson involves engaging with professional texts. Proficiency in understanding professional texts plays a crucial role in motivating students, boosting their self-confidence, and sparking their desire to overcome challenges. The incorporation of visual aids, such as illustrations, graphs, or diagrams, during the analysis of professional texts can greatly enhance students' comprehension of the subject matter and foster deeper understanding. Under such conditions, learning becomes more targeted and effective. However, in order to ensure optimal assimilation of material, it is imperative to diversify and expand knowledge through the integration of technology.

In today's digital age, educators have a responsibility to thoughtfully choose electronic materials that are in sync with the curriculum, learning goals, and individual needs of their students. Selecting top-notch, pertinent resources can enrich the educational journey and provide students with valuable learning opportunities. It is

vital to take into account the unique aims and preferences of students when selecting electronic materials, ensuring that they are in line with the desired outcomes. Ultimately, the alignment of digital resources with student needs and instructional objectives is essential for optimizing learning experiences in the modern, technology-driven world.

Chun & Plass stated important characteristics of the internet which has possibility to boost language learning. i.e. the possible accessibility of reliable resources; the communiqué facility via Internet; the multimedia capacity [2, p. 161].

Main part. In recent years, there has been a growing trend in utilizing video as an essential tool in the communicative educational approach. Videos serve as a valuable and versatile educational resource due to their ability to create an immersive foreign language environment, enhance comprehension, emulate authentic interpersonal interactions, enrich students' communicative experiences, provide situational contexts for exercises and role-playing, and expand students' knowledge base. The integration of authentic cinematic texts into the professional training of foreign language teachers yields multifaceted benefits, greatly enhancing the quality of instruction. Compared to printed or audio materials, videos offer a genuine representation of reality, enabling a more profound understanding of technical terms or complex phenomena through visual imagery. Moreover, cinematic texts offer a unique opportunity to teach cultural aspects, social nuances, and visual literacy skills, as they provide a rich and engaging medium for exploring diverse cultural experiences. By integrating authentic cinematic texts into their pedagogical practices, foreign language teachers can create dynamic and culturally immersive learning environments, effectively preparing students for real-world language usage and intercultural communication.

Using authentic film texts in foreign language instruction enhances listening, viewing, comprehension, and cultural understanding skills. It improves teacher training and effectiveness, providing immersive language practice and cultural insights for students. Incorporating film texts expands teaching strategies, creating dynamic learning experiences that prepare students for real-world language use and intercultural communication. This approach enriches language education and fosters intercultural competence, benefiting both students and teachers.

In order to facilitate successful learning outcomes, it is the responsibility of the teacher to cultivate a high-quality learning environment. A key aspect of this is the careful selection of video materials that align with the professional topics and language proficiency levels of the students. The chosen videos should not only contain relevant information, but also be engaging, capable of capturing the students' interest, and stimulating meaningful discussion and self-expression. By choosing appropriate video materials, teachers can create a dynamic and interactive learning atmosphere that motivates students to actively participate in discussions, share their thoughts, and enhance their language skills. The selection of suitable video content plays a pivotal role in fostering effective communication, comprehension, and knowledge acquisition within the classroom setting.

There are three main things to remember before selecting a film.

1. The most important thing is to be sure that teacher has watched the video unit before taking it into the classroom. Namely, classes are different and you may need to do some extra background work with the students before watching the film. The duration of the film is another aspect to be kept in mind. Long films can be used, but thorough planning is required to divide the film into several viewing sessions with pre-viewing and post viewing questions.

2. Check that all the students can see and hear the video, and that equipment works properly.

3. The activities should be prepared in a way to encourage students to discuss the issues and topics both before and after watching. In this way they are exchanging personal opinions, and preparation is not needed. In cases where they are required to compare their culture with the UK and other English speaking countries you may need to prepare the discussion by providing information about your country <...> and elicit ideas from the students [3, p. 326].

Indeed, working with authentic video materials in foreign language instruction can pose challenges for students in terms of listening and comprehension. However, teachers can mitigate these difficulties by incorporating preparatory tasks that enhance students' understanding of the content and maximize the learning benefits derived from this type of work.

Pre-video tasks can help students develop the necessary background knowledge, activate relevant vocabulary, and focus their attention on key concepts or themes. These tasks may include brainstorming, predicting content, or pre-teaching specific vocabulary. By equipping students with the necessary linguistic and contextual scaffolding, teachers can better prepare them for successful viewing and comprehension of the video material.

Beyond facilitating comprehension, the development of listening skills in authentic speech is crucial for future specialists who will encounter real-life communication situations. Listening comprehension is characterized as challenging for foreign/second language learners not only because of the phonemic differences but also all the different types of accents that prevail around the world. Unlike other language skills, listening requires an immediate understanding and processing for the learner to be able to communicate effectively [4, p. 4744].

Movie can improve students' speaking skills. Listening to native speakers in English movies can also help to improve student's speaking skills, especially their fluency [5, p. 12]. Students, at the same time, will be immersed in different socio-cultural environments where non-verbal language also represents a small percentage of learning. In other words, through gestures, students will be able to identify what the actors or actresses are trying to say; how people interact in different situations, including idioms, collocations, and even the diversity of accents that can be found in the same country [4, p. 4746].

To work with video materials, the teacher can use the following techniques. Active viewing focuses on the main ideas of the video by providing students with questions or discussion points to discuss after watching. Another technique is freeze framing and prediction. The teacher can freeze some frames or scenes in order to focus students' attention on specific moments or images, and then give the task to predict future events. This technique helps develop students' imagination and stimulates their activity. Watching a video without sound can be used to predict events, stimulate students' interest, and promote motivation. After watching the video with audio, students have the opportunity to compare their guesses with the events in the video. A similar technique of listening without a picture can be used for a short portion of a video to have students visually reconstruct what

happened based on what they heard. Role-playing can be successfully used when working with video. After watching the video, students can be offered a role-playing game, the purpose of which is to accurately reproduce part of the plot (gestures, vocabulary, intonation, behavior). The role-playing method and improvisation help to attract students to active participation and communication, bringing the educational process as close as possible to real situations [6, p. 69—70].

The utilization of real video content for foreign language instruction presents a range of advantages, yet it also entails certain limitations. Selecting suitable real-world video resources that align with the needs and preferences of both educators and students may require considerable time and effort. Additionally, teachers must invest time in developing activities and assignments that facilitate student comprehension and proficiency in the subject matter. Ying and Zhang states that the students may be attracted by the plot of the movie and forgot the purpose and aim of watching the movie or they may rely on the subtitle too deeply, or maybe they lack further discussion and study, etc. [7, p. 1011].

Furthermore, the efficacy of using real videos may not be universal across all language competency levels or student groups, as successful implementation hinges on students possessing a requisite level of foreign language proficiency. Certain aspects of video content, such as low-quality visuals, disruptive background noise, indistinct speech, or challenging pronunciation, may pose obstacles to student comprehension.

Additionally, the seamless integration of video content into the educational framework may be impeded by limited access to technical resources or reliable video-viewing platforms. Therefore, it is essential to consider the availability and viability of technological means to ensure the effective implementation of video-based activities and learning experiences.

Moreover, the selection of video resources that are overly informational or distant from real-world language application may hinder student comprehension and diminish overall effectiveness.

Despite these potential drawbacks, appropriate selection and preparation of authentic video materials, along with careful

consideration of students' needs and language proficiency levels, can help minimize these challenges and maximize the benefits of video-based language learning activities.

Using videos in the classroom can have a powerful emotional impact on students and help them develop a personal connection to the material. Regularly showing videos and organizing demonstrations can help achieve this goal. Watching videos can improve mental activities like attention and memory, and create a collaborative learning environment. Students need to make an effort to understand the plot of the film, which can improve their attention and memorization. Utilizing different methods of receiving information, such as auditory, visual, and hands-on learning, can also enhance the retention of information.

The integration of video in the classroom addresses several key issues:

- Heightening student motivation for learning.
- Establishing a conducive learning environment.
- Enhancing the intensity of learning.
- Amplifying student engagement.
- Creating opportunities for independent student work.

In video sessions, teachers can offer explanations and guide student discussions to exchange impressions of the content. A variety of film genres, such as regional studies, documentaries, and educational films, can be used. The psychological impact of educational videos on students, including regulating attention, enhancing long-term memory, strengthening memorization, and increasing motivation, enhances the educational process, leading to the development of linguistic and sociocultural competence in students.

Conclusion. In conclusion, the integration of authentic video materials into the learning process offers extensive opportunities for actively developing and enhancing students' speaking skills, making the foreign language learning process engaging and enjoyable for students. The effectiveness of utilizing video films in speech instruction is contingent not only on their placement within the teaching system, but also on the purposeful structure of the video lesson. Additionally, the alignment of the educational capabilities of the video with learning objectives, and consideration of

psychophysiological factors in speech perception, significantly influence the efficacy of the instructional approach.

This cross-cultural observation highlights the universal nature of the challenges and goals faced by educators in the field of foreign language teaching. Despite the differences in countries and cultures, the fundamental task of teaching language skills, improving communication abilities, and fostering cultural understanding remains consistent across borders. The use of cinematic texts as a pedagogical tool seems to be a common strategy employed by educators worldwide, showcasing a shared recognition of the benefits of authentic materials in language learning.

Furthermore, the similarities in approaches to utilizing cinematic texts suggest a common understanding of effective teaching practices in language education. Educators from various countries are likely drawing on similar techniques and methods to engage students, ensure comprehension, and enhance learning outcomes through the use of authentic materials. This shared approach not only speaks to the effectiveness of using cinematic texts in language teaching but also indicates a global pedagogical consensus on the importance of incorporating real-life language usage and cultural elements into the curriculum.

By recognizing these commonalities in the strategies and approaches taken by educators from different countries and cultures, we can appreciate the interconnectedness of language teaching practices worldwide. This shared understanding can lead to valuable exchanges of knowledge and best practices among educators, ultimately benefiting students and enhancing the quality of foreign language education on a global scale.

References

1. *Nazim, M.* Selection and Gradation of Materials: A Review of the Second Semester's English Materials of Preparatory Year, Najran University / M. Nazim, J. Ahmad // *International Journal of English Linguistics*. — 2017. — Vol. 7, no. 5. — P. 196—206.
2. *Chun, D. M.* Networked multimedia environments for second language acquisition / D. M. Chun, J. Plass // *Networked-Based Language Teaching*. — Cambridge, 2000. — P. 151—170.

3. *Perković, A.* Film as an English Teaching Tool at Tertiary Education Level / A. Perković, I. Rigo // *Informatologia*. — 2010. — Vol. 43, no. 4. — P. 325—327.
4. *López, S. C.* Film Clips to Improve Listening Skills in Teaching English as a Foreign Language / S. C. López, I. C. Romero, M. M. Zapata, R. G. Villao // *Journal of Namibian Studies*. — 2023. — Vol. 33, no. 2. — P. 4742—4756.
5. *Sari, A.* Teaching English Through English Movie: Advantages and Disadvantages / A. Sari, B. Sugandi // *The Journal of English Literacy Education*. — 2015. — Vol. 2, no. 2. — P. 10—15.
6. *Çakir, I.* The use of video as an audio-visual material in foreign language teaching classroom / I. Çakir // *The Turkish Online Journal of Educational Technology (TOJET)*. — 2006. — Vol. 5, no. 4. — P. 67—72.
7. *Ying, W.* The Application of English Movies in Higher Vocational English Teaching / W. Ying, H. F. Zhang // *Sino-US English Teaching*. — 2012. — Vol. 9, no. 3. — P. 1010—1014.

UDC 37.012.8

A. A. Savko

*Institution of Education “Baranavichy State University”, Baranavichy,
the Republic of Belarus, savko74@mail.ru*

PRAISE AS VIEWED IN EDUCATIONAL THEORIES AND ITS EFFECT IN TEACHER—STUDENT DIDACTIC INTERACTION

This article provides a theoretical rationale for praise as a means of positive assessment of students' performance and achievement. Praise is examined through the prism of educational theories such as behaviorism and social constructivism; the distinction between process praise and personal praise is also clarified in favor of the effectiveness of process praise; the concept of communicative initiative is introduced and its relationship to praise is examined.

Key words: pedagogical discourse; process praise; person praise; communicative initiative.