

Methods of Using Educational Video Materials in Teaching Foreign Languages in the Conditions of Distance Learning

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Abstract

Economic, political and social changes in the world cause the acceleration of reforming the education system. As a result, an innovative, promising form of organization of the educational process, distance learning, is developing. It opens up wider opportunities for providing educational services. Studying foreign languages in educational institutions at all stages of the educational process is a priority task for the formation of a competitive specialist in the modern labor market. One of the most urgent problems requiring the search for new solutions at the current stage of the educational system development is the need for qualitative improving the methods of teaching foreign languages in educational institutions. The purpose of the academic paper is to clarify the degree, directions and main trends in the scientific study of using educational video materials in teaching foreign languages under the conditions of distance learning, as well as studying certain practical aspects of this issue based on the experience of participants and researchers of the educational process. In the course of the research, analysis, synthesis, induction, and deduction was used to process scientific information. System-structural, comparative, logical-linguistic methods, abstraction, and idealization were applied to study and process data. The research authors conducted the survey in online mode. Based on the research results, the theoretical and practical aspects of applying video tools that can be used in learning foreign languages under the conditions of remote organizing the educational process have been studied.

Keywords: distance learning of foreign languages, methods of teaching a foreign language, video resources for learning a foreign language, optimization of teaching a foreign language

1. Introduction

Distance learning has become an integral part of modern educational reality. Today's latest technologies make it possible to obtain knowledge regardless of the location of the educational process' participants.

The successes achieved in recent years in implementing the latest computer tools in the process of mastering foreign languages require in-depth scientific substantiation of the didactic and methodical principles of their using, the definition of the conceptual basis for creating electronic manuals for out-of-class and in-class training. The introduction of video resources into the educational process requires a comprehensive solution to such didactic tasks as developing the theory and methods of distance learning, distance learning technologies, etc. Effective educational work requires high-quality didactic support. It is a complex of interrelated didactic tasks of teaching and training various types of meaningful educational information on various media (in paper and electronic form), developed taking into account modern pedagogical challenges.

The theoretical part of the present research substantiates the components, main features and purpose of using educational video materials in teaching foreign languages in the conditions of distance learning.

The practical part of the present research includes studying the main advantages of using video resources in teaching foreign languages in the conditions of distance learning. It comprises the goals of the research participants when choosing video resources as a means of mastering English, the effectiveness of the main interaction and organizational forms of the educational process with the help of video tools used under the conditions of distance learning. It also highlights the most promising directions of scientific research on the features of using educational video materials that can be used in teaching foreign languages in the conditions of distance learning.

Based on the research results, conclusions were made regarding the issues raised. In particular, it was established that the main advantages of using video resources when learning foreign languages are the opportunity to be an observer and a direct participant in events and educational activities. By the way, the participants of the educational process are able to communicate in forums and video conference mode, where they discuss some aspects of the educational topic, including with native speakers. The participants in the educational

process aim to achieve the most important objectives when using video resources to teach English. These include optimizing the learning environment by encouraging students to work independently, enabling personalized learning, and enhancing the presentation of educational materials through the use of multimedia technologies. The survey has proven that the most effective forms of interaction with the help of video tools, used under the conditions of distance learning when learning foreign languages, are web classes, remote presence, as well as viewing and creating video recordings. Using video technologies is one of the most effective forms of organizing the educational process. The respondents believe that the most effective forms of organizing the educational process are lectures with audio and video materials, presentations with hyperlinks to media, and seminars in the form of audio and video conferences. An important research result is the identification of the basic directions of scientific research on the features of using educational video materials that can be applied in teaching foreign languages in the conditions of distance learning. The survey participants consider that the topics related to the features of the educational process in out-of-class and in-class training conducted by applying video materials deserve the most attention from among the directions of scientific development related to using educational video materials.

2. Literature Review

The interdisciplinary nature of distance learning foreign languages is its main characteristic that makes it an interesting subject for scientific research. It involves a problem-oriented approach that lies on the intersection between theoretical research, which aims to expand knowledge, and informed action, which focuses on achieving practical outcomes with high applicability and efficiency. The primary purpose of studying this topic is to enhance foreign language teaching practice and achieve the best possible results in terms of efficiency. (Medynska et al., 2022).

Features of the psychological and pedagogical conditions of the educational process, characteristic of a particular education form, are largely determined by students' and teachers' real opportunities for interpersonal communication (Shytyk & Akimova, 2020). During mastering foreign languages in distance mode, one of these features is the mediated nature of the communication process between the teacher and the student, carried out through computer communication. Distance education provides for the possibility of constant and dynamic distance communication between a student and a teacher, as well as between students (Iatsyshyn, et al., 2019). The initiative for such communication can come from any subject of the educational process. At the same time, the use of video resources makes it possible to clearly distinguish learning a foreign language via the Internet from distance training and to some extent bring it closer to face-to-face learning (Al-Zahrani. & Al-Bargi, 2017; Ayebi-Arthur, 2017).

The functions that foreign language mastery serves in the general education system are determined by state education standards. These functions comprise three categories: practical, general educational, and ethical. The practical function focuses on developing students' communicative competence by enabling them to practically master a foreign language to some extent for use in everyday life and professional contexts. The general educational function includes the development of students' elementary language skills, familiarization with the country's culture associated with the language being studied, and professional skills. Finally, the educational function is aimed at shaping and cultivating students' ethical values. Learning a foreign language raises specialists' overall level of education and qualifications, making it a fundamental component of the educational system characterized by integrity, autonomy, and specificity. The standards for training specialists of a new type are reflected in the qualification characteristics of educational institution graduates, requiring the attainment of high cultural and second-language skills. (El Guessab et al., 2021; Kahu & Nelson, 2018).

The methodology of teaching a foreign language traditionally distinguishes three main phases of working with grammatical material: the phase of familiarization and initial consolidation, the phase of learning and the phase of using the grammatical structure in speech activity. The principal problem of learning a foreign language's grammar is most often not memorizing grammatical facts, but acquiring the ability to use them in the process of communication. Therefore, the effectiveness of learning a foreign language largely depends on the volume of educational and speaking practice, which helps master the grammatical structure at the receptive and productive levels (Sablic, Mirosavljević & Škugor 2021).

Distance education is a means of activating and intensifying the educational process with qualitatively new opportunities for presenting, processing and storing information, controlling knowledge and modeling professional situations (Huriyah & Agustiani, 2018; Landau, 2019; Zinovieva et al., 2021).

The purpose of the research is to clarify the teachers' and education seekers' standpoints on the features of particular training methods that involve using video materials in mastering foreign languages in the conditions of distance learning.

3. Materials and Methods

A practical study of modern tendencies in using educational video materials in teaching foreign languages in the conditions of distance learning was conducted by surveying 317 practicing foreign language teachers as well as 211 students of technical and humanitarian specialties of higher educational institutions of Ukraine. The research was conducted using the Google Forms service.

4. Results

The survey participants believe that currently, in the conditions of global using various interactive technologies in learning foreign languages, the main advantages of using video resources are as follows (Figure 1):

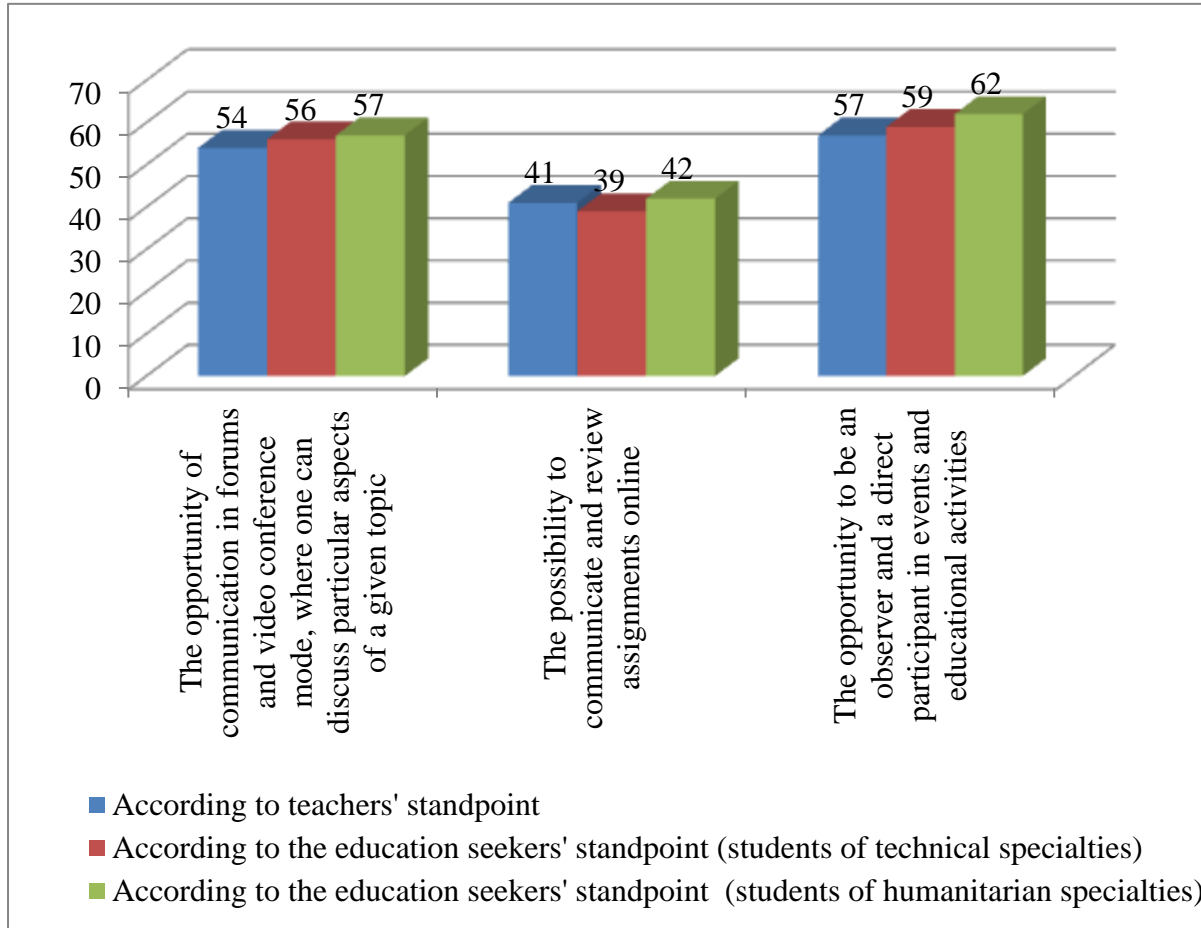


Figure 1. The main advantages of using video resources in teaching foreign languages in the conditions of distance learning, %

Source: compiled by the authors

It can be seen from Figure 1 that the main advantages of using video materials in the conditions of distance learning are the opportunity to be an observer and direct participant in events and educational activities, and the possibility to communicate in forums and the mode of video conferences, where you can discuss particular aspects of a given topic, including with native speakers.

During the survey, the respondents identified the following types of goals pursued by teachers and education seekers when choosing video resources as a means of learning English (Figure 2):

It can be seen from Figure 2 that the main goals in using distance education technologies are the optimization of the educational process due to activating students' independent work, the possibility of learning individualization and expanding the possibility of presenting educational material due to the material visualization using multimedia technologies.

During the survey, the respondents evaluated the effectiveness of the main interaction forms by applying video tools under the conditions of distance learning when mastering foreign languages (Figure 3):

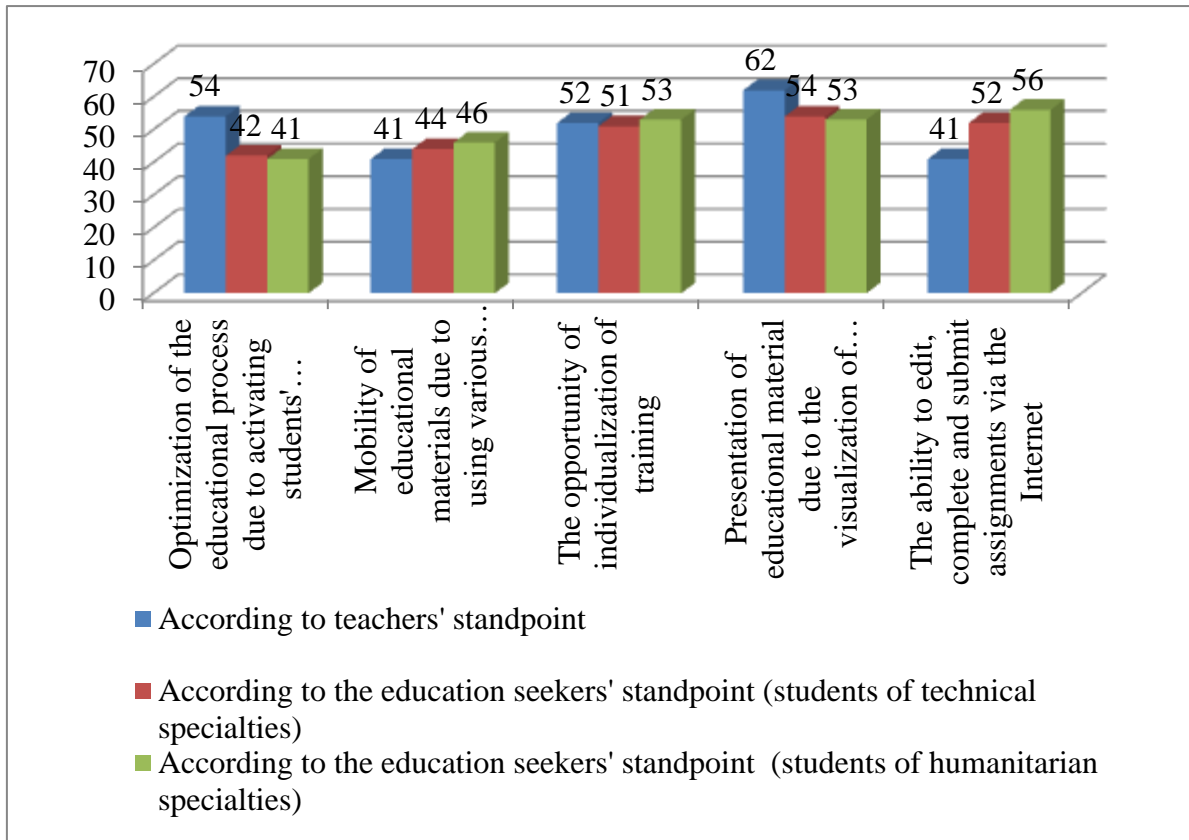


Figure 2. The goals pursued by teachers and education seekers when choosing video resources as a means of learning English, %
 Source: compiled by the authors

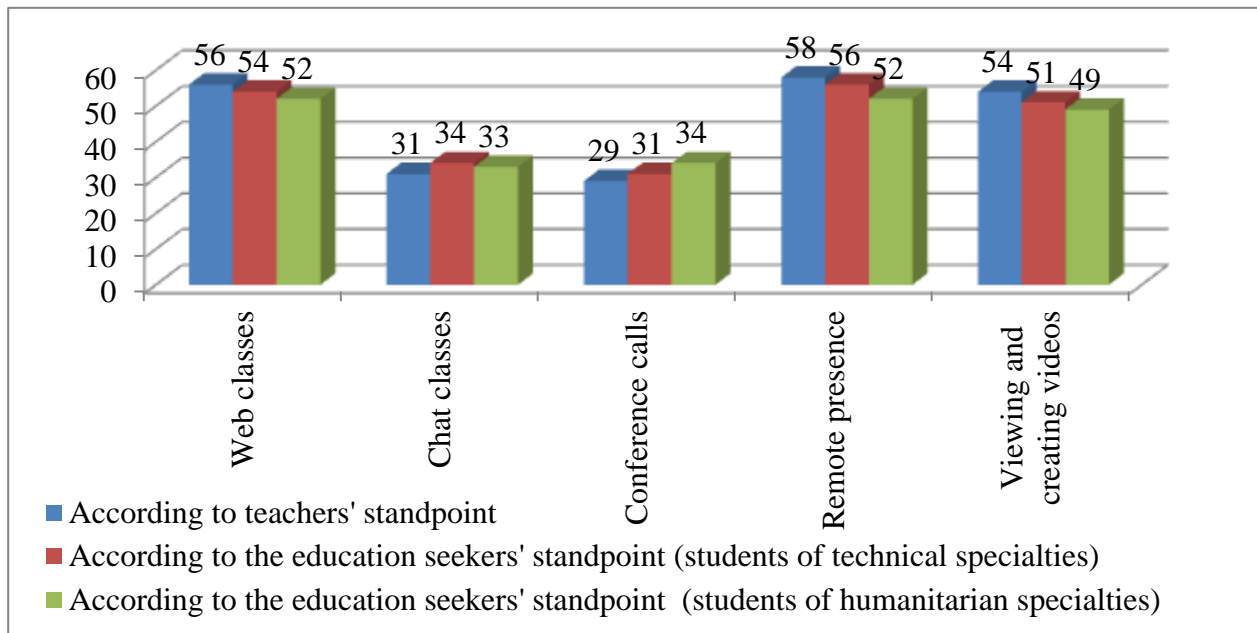


Figure 3. The effectiveness of the main interaction forms by applying video tools under the conditions of distance learning when mastering foreign languages, %

Source: compiled by the authors

The research made it possible to establish that the most effective forms of interaction in the educational process with the help of video tools used under the conditions of distance learning are web classes, remote presence, as well as viewing and creating video recordings. A significant result of this survey is the clarification of the most effective forms of organizing the educational process using video technologies (Figure 4).

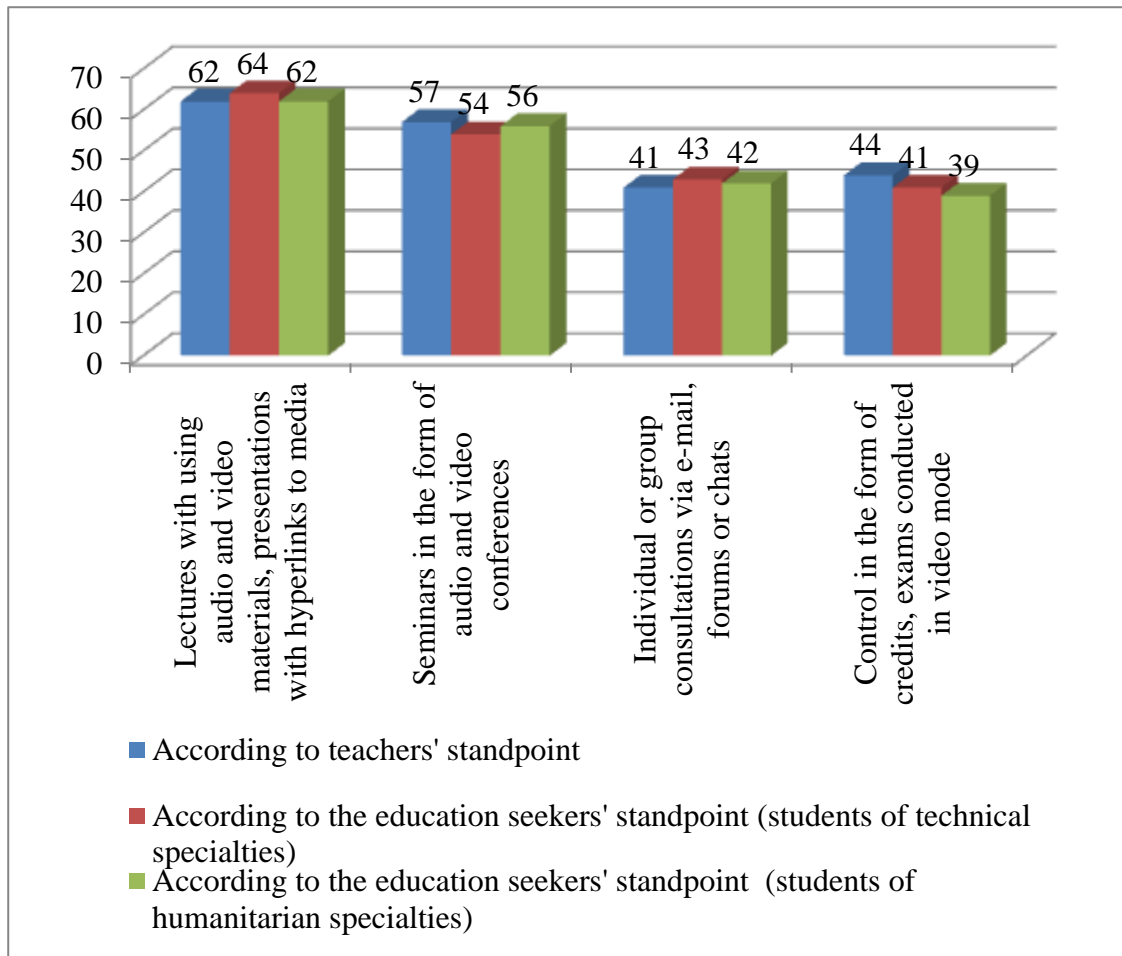


Figure 4. Forms of organizing the educational process using video technologies %

Source: compiled by the authors

The survey revealed that the most effective forms of organizing the educational process are lectures using audio and video materials, presentations with hyperlinks to media, and seminars in the form of audio and video conferences.

Based on the questionnaire's results, the main directions of scientific research on the features of using educational video materials that can be applied in teaching foreign languages in the distance learning mode were clarified (Figure 5).

According to the survey participants' standpoint, the topics related to the features of the educational process in out-of-class and in-class training, conducted using video materials, deserve most attention from the perspective of scientific developments' directions.

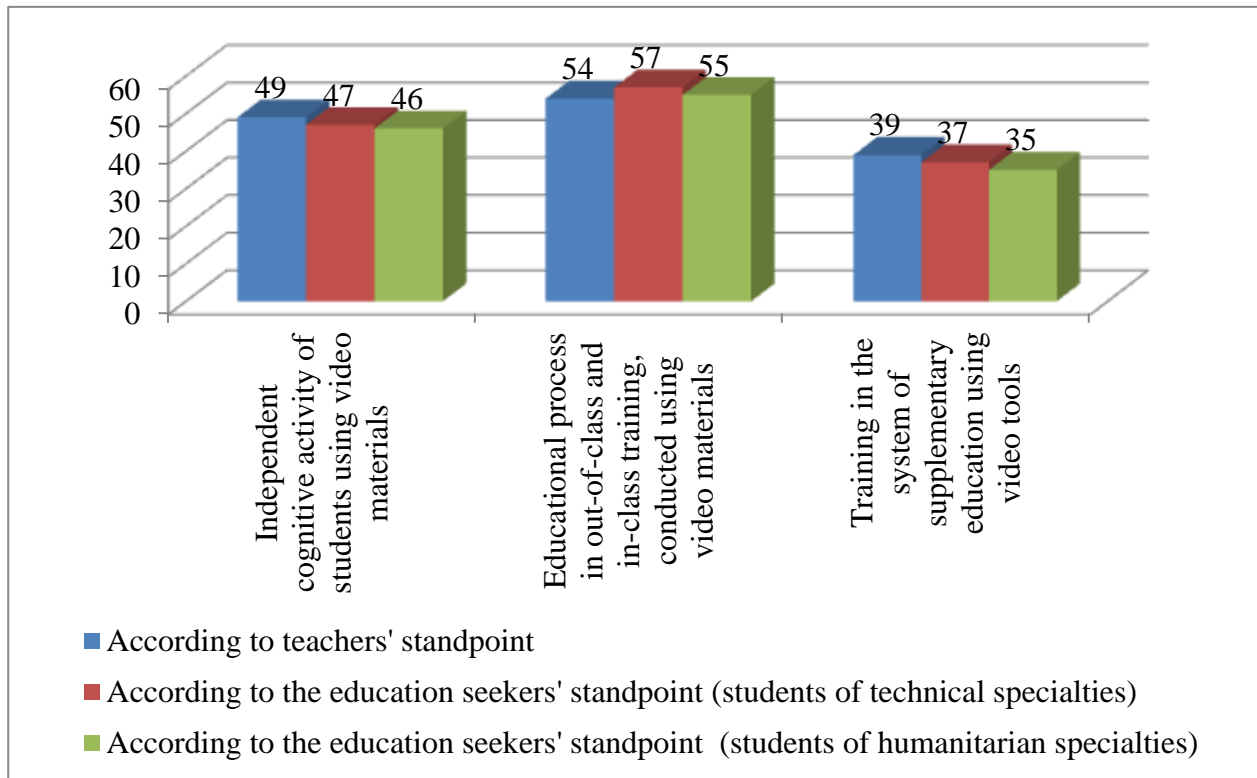


Figure. 5. The most promising directions of scientific research on the features of using educational video materials that can be applied in teaching foreign languages in the distance learning mode, %

Source: compiled by the authors

5. Discussion

Currently, there is an intensive search for directions, methods of training, their improvement, further development and more effective introduction into the educational process. One of these directions is implementing and improving distance learning technology (Nerubasska & Maksymchuk, 2020).

Distance learning is a form of training in which the educational process takes place at a distance, which is the main factor distinguishing this form from the traditional one and ensuring its flexibility. This type of organization of the educational process is characterized by the absence of constant direct contact between participants. At the same time, this learning format is interactive, as it allows maintaining regular interaction between the teacher and students, both in written and oral form, which is especially important in mastering a foreign language. Currently, various courses are conducted entirely in distance form, as well as educational programs and online platforms combining different forms, in which online technologies play a supporting role. The basis of blended learning is the integration of face-to-face and distance learning, which is implemented on the basis of an electronic learning environment. This type of training is most common in teaching foreign languages. Communication between the teacher and the student during classes plays a significant role in forming education seekers' communicative competence (Nerubasska, Palshkov & Maksymchuk, 2020; Pokhrel & Chhetri, 2021).

Using computer technologies in foreign language learning complements the traditional format and increases the effectiveness of the educational process. This allows students to reveal and use additional sources of information, listen to audio recordings, watch videos, do various exercises, and verify the level of acquired knowledge (Sagita, 2018; Lynch et al., 2019).

Online platforms provide students with the opportunity to independently choose the time and pace of exercises, without external control from other participants in the educational process. Therefore, the use of remote education forms helps solve the problem of lack of training time and the effectiveness of studying a foreign language's grammar. Online platforms include a variety of tools that allow organizing training in a flexible format, convenient and effective for both the teacher and the student (Vattoy & Gamlem, 2020; White, 2017).

The implementation of the potential of video technologies as one of the main trends of the modern education system has led to the classification of distance learning models depending on the dominant technologies in education, as well as to the general approach of supplementary education. It is a consultation model, according to which the student regularly visits the educational information center to listen to lectures, seminars, consult with teachers and assess various types of work performed. Along with this, it is an asynchronous model, which involves the process of regular exchange of educational materials, homework and results between the teacher and students.

A detailed study of the specifics of mastering a foreign language in the conditions of distance learning in the modern information and educational environment established that the specifics are determined by the subject “foreign language”. The features of this subject is that the integral components of the content of mastering a foreign language are activity methods, i.e. learning various types of language activities, namely speaking, listening, reading and writing (Wut & Xu, 2021), (Westergård, Ertesvåg & Rafaelsen, 2019; Crawford et al., 2020).

Considering the peculiarities of using video materials in mastering English, it should be noted that a foreign language functions both as an object of learning and a means of learning. Communication with native speakers plays a significant role in students’ mastery of a foreign language. Therefore, another means of distance learning is the students’ participation in international educational projects, which allow organizing constant communication in a foreign language with its native speakers (Hodges et al., 2020).

Given the exceptional importance of the research sphere, it is worth noting that pedagogical science currently faces the task of methodically mastering existing modern educational materials and researching new technical means that are the most effective in learning foreign languages (Dodson et al., 2018; Kolekar, Pai & Pai, 2018).

6. Conclusions

As evidenced by the analysis of the scientific literature on the research topic and the results of the conducted questionnaire, the choice of the organizational form of the educational process depends on the educational goals and conditions under which distance learning is possible. Features of the form of distance learning determine the structuring of the content of training, methods and organizational means of training.

Currently, various computer technologies, Internet resources, and digital devices are increasingly used in the education system, which may involve the use of video materials as one of the most important and effective tools of distance learning. However, the unsystematic use of modern informational video technologies in the educational process indicates a problem of a pedagogical nature that requires an immediate solution.

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