

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ ҒЫЛЫМ  
МИНИСТРЛІГІ  
Қ.А.ЯСАУИ АТЫНДАҒЫ ХАЛЫҚАРАЛЫҚ ҚАЗАҚ-ТҮРІК УНИВЕРСИТЕТІ

ӘОЖ – 811.111.113

Қолжазба құқығында

**АМЕТОВ ЭЛЬДОР МАРКАМЫЛОВИЧ**

**THE USE OF VIDEO TECHNOLOGIES IN THE DEVELOPMENT OF  
LINGUO-CULTURAL COMPETENCES IN TEACHING FOREIGN  
LANGUAGES**

6M011900 – Шетел тілі: екі шетел тілі (ағылшын және түрік тілдері)  
мамандығы бойынша педагогика ғылымдарының магистрі академиялық дәреже  
алу үшін магистрлік диссертация

ТҮРКІСТАН – 2018

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« \_\_\_\_ » \_\_\_\_\_ 2018 ж.

**Магистрлік диссертация**

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ТҮРКІСТАН – 2018



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## INTRODUCTION

**The urgency of research.** The entry of the Republic Kazakhstan into world education space demanded cardinal reforms in education system. Thus, the search of ways of transition to a new education paradigm is carried out in education system i.e. achievement of essentially new purposes of education which lies in achievement of new level of scholarship of certain personality and society. The updated system creation and professional education improving is required in training qualified specialists that meet the requirements of development of up-to-date information-oriented society.

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The purpose of higher education in the Republic Kazakhstan is to train specialists possessing professional, communicative and foreign language competence, creative potential and critical style of thinking. Thereby, there is a need of transformation of educational environment of higher school into integrated creatively developing educational space promoting the formation of linguo-cultural competence as a factor of successful self-realization in professional activity.

The President of the Republic of Kazakhstan Nursultan Nazarbayev in his annual message addressing the nation made a special emphasis that in modernization of education system it is important to introduce modern techniques and technologies and expand availability of education to youth in training process.

One of strategically important purposes in process of development of our country is a human development where a key indicator is educational level. The improvement of education system plays an important role in achievement of this purpose. One of the tasks set for education system, is formulated in the following way: “Professional education has to be based on professional standards and is rigidly interconnected with the needs of economy”.

Successful modernization of education leads to development of human capital and economic growth. Therefore, education is recognized as one of the most important priorities of long-term Strategy "Kazakhstan – 2050". The questions of education system development play an important place and in the Strategic plan of development of the country till 2020. One of the priority directions of development of education system in the Republic of Kazakhstan is informatization of education of all levels and introduction of new training technologies. It is reflected in “Law of the Republic of Kazakhstan on education”, President’s program of informatization, Concept of informatization and development of education systems of the Republic of Kazakhstan at the turn of centuries and other official documents.

The analysis of current condition of preparation of specialists is provided in the State education development program in the Republic of Kazakhstan for 2011 - 2020. It is noted that in contents of educational programs there are no requirements to assessment of basic and professional competences and theoretical preparation is dominant. The contents of this kind does not meet the requirements of employers expressing changes in the market of work, requirements of learners, seeking to receive the demanded skills supported with broad base of knowledge and abilities. It is specified that in educational institutions there are no steady links with customers



and clients of educational services. There is a closed style of conduct of education institutions and enterprises. The system is focused not on the needs of labor-market and employers but on the current possibilities of teachers and training and recourse bases. As a result of it, preparation of cadres is carried out in a separation from real inquiries of production not taking into account mastering of formation of linguo-cultural competence.

The definition of the terms “competence”, “educational competences” and difference of competences apart from competences in general secondary education system are formulated completely in the works of Krayevskiy V.V. and Khutorskoy A.V.

The theoretical comprehension of competence-based approach finds reflection also in the works of Baydenko V.I., Zeer E.F., Winter I.A., Laktionova C.H., Lebedeva O.E., Tatur Yu.G., Yelkonin B.D. etc.

Theoretical bases of formation of linguo-cultural competence are revealed in the works of Russian scholars such as Vyatyutnev M.N., Zimniya I.A., Lariokhina N.M., Mikhalkina I.V., Izarenko D.I., Kokota V.A.

The essence of formation of linguo-cultural, communicative competence and competence-based approach in pedagogical process are considered in works of Kazakhstan scientists such as Kim V.A., Chaklikova A.T., Kasymova G.M., Zhetpisbayeva B.A., Volkova L.V., Kudritskaya M.I., Absatova M.A., Zhusupova R.F., Kulzhanbekova G.K., Ozekbayev H.A., Karabayeva L.K., Abayev B.C., Maygeldiyev Sh.M., Rakhimbekova O., Chingisov G.M., Kulguldinov T.A., Badagulov G.M., Orazbekov G.O. etc.

S.S. Kunanbayeva’s scientific school has worked out theoretical bases of foreign language education in the conditions of informatization (A.T Chaklikova, E. Sagimbayeva, U.T. Nurmanalieva, A.B. Nurova, Zh.A. Tuselbayeva etc.).

Teaching foreign languages, in particular, English language admits the priority direction updating of the Kazakhstan education that causes need of revision of bases of teaching of foreign language with the use of the latest technologies. At this stage the main purpose of teaching a foreign language is not the only language competence connected with four types of activity (speaking, audition, reading and writing), but also development of learners the skills of free communication, abilities of practical application of a language material, expansion of informative foreshortenings (co acquaintance by regional geographic and cultural realities, knowledge of speech etiquette, etc.).

Scientists call this state "linguo-cultural competence". The linguo-cultural competence is indissolubly connected with the concept "cross-cultural competence" as teaching communicative skills cannot carry abstract character, live communication with native speakers is necessary; high-quality formation of the "secondary" language personality depends on it.

**Aim of the research:** theoretical justification, practical development and experimental check of formation of linguo-cultural competence on the base of video technologies in the process of teaching foreign languages.

**The object of the research:** educational process of teaching English.

**The subject of the research:** formation of linguo-cultural competence on the base of video technologies in the process of teaching foreign languages.

**Tasks of the research:**

- to define theoretical bases of linguo-cultural competence;
- to reveal and prove the structure, content of components, criteria, indicators and levels of linguo-cultural competence formation in teaching English;
- to classify video technologies in formation linguo-cultural competence forming in teaching the English language;
- to define methods and techniques of using video technologies to form linguo-cultural competence in teaching foreign language;

**The research methods:** the main methods of scientific research on formation of linguo-cultural competence on the basis of application of video technologies in teaching foreign language were supervision, theoretical analysis and synthesis, comparison and generalization, modeling, studying of experience of application of video technologies in teaching process.

In scientific work for the solution of the tasks and verification of initial assumptions the following methods of research were used: general-logical methods and ways (analysis of methodical, psychological, pedagogical, standard and other literature on problems of application of video technologies in education, synthesis, abstraction, generalization, analogy, a structurally functional method and probabilistical and statistic methods); methods of theoretical knowledge (deduction, ascension from abstract to concrete); methods of empirical research: (supervision, interviewing, questioning, bibliographic method; experiment in natural conditions, comparison, description, monitoring, measurement); system approach at carrying out of historic and pedagogic and logical analysis.

**Scientific novelty and theoretical value of the research:**

- bases of linguo-cultural competence formation were defined;
- the structure, content of components, criteria, indicators and levels of linguo-cultural competence formation in teaching English were revealed and proved;
- video technologies of linguo-cultural competence forming in teaching the English were classified;
- methods and techniques of using video technologies to form linguo-cultural competence in teaching the English were defined;

**The practical value of the research** is that material of the research work can be used in the process of teaching English at school and universities.

**The structure of the research work** is due to the research's goals and objectives, their logical link, consistency and interdependence of research stages. The work consists of introduction, two chapters, conclusion, references and appendix, illustrated with tables, schemes and diagrams.

The relevance of the research work, the main purpose, object and subject of the research, tasks and methods of the research, theoretical and practical importance of the research work are pointed out in the **introduction**.

**The first chapter** "Theoretical bases of using video technologies to develop linguo-cultural competence" deals with the essence, structure and components of



linguo-cultural competencies. Also principals, classification of video technologies and some possibilities of their use in the development of linguo-cultural competences in teaching foreign language are pointed out in the first chapter.

**In the second chapter** “Techniques of video technologies application in the development linguo-cultural competences in teaching foreign languages” techniques and means of developing linguo-cultural competences on the base of video technologies, classification of exercises to develop linguo-cultural competences and experimental confirmation of the effectiveness using video technologies in the development of linguo-cultural competences in teaching foreign languages are defined.

ONLY YOUTUBE

# 1 THEORETICAL BASES OF USING VIDEO TECHNOLOGIES TO DEVELOP LINGUO-CULTURAL COMPETENCIES

## 1.1 The essence, structure and components of linguo-cultural competencies

It's been quite a long since we connected our country's independence and the independence of our language and starts to improve the importance of the native language. Also documents with strategic importance as: "Conclusion of language policy in the RK", "Law about language in the RK" is the step forward in achieving this aim [1, p.39].

In Kazakhstan President's "Program of language usage and development" it's said: "Language development is one of the most urgent directions in the RK's policy," and "The number and quality of teaching state language should be paid attention" [2, p.24].

Language is a means of communication. It's a mirror that reflects people's worldview, cultural level, intelligence and spiritual wealth. People always paid special attention to language culture's actuality. Kazakh people have always attached great importance to speaking skill by saying "Language is the beginning of an art." And nowadays actuality of language culture has increased.

Over the time, requirements for language culture have increased. There're still discussions about the language culture. And just like language and people have been connected, cultural speaking and society are connected too.

Culture means bearing in mind the laws that are acceptable for certain norms. The culture of language an ethics of keeping those norms. Linguistic culture is the correctness of language, its clearness. "Culture of speech" is a concept with multiple meanings. According to L.I.Skvortsov, "Culture of speech is knowing the rules of oral and written literary language, rules of pronunciation, accent, grammar, usage, etc.), as well as the ability to use expressive language means in different contexts relations in accordance with the objectives and content of speech" [3, p.256].

To develop culture of speech decisive actions from nation and people are important.

Relation between language and culture is often described with metaphors: language is the basis of culture, the construction material (V.N.Toporov, D.B.Gudkov), culture means, strength of spirit (F. Von Humboldt), cultural phenomenon, culture's appearance, its look (V.A.Maslova), culture's significance, its guarding shelter, factor of development (C.Levi-Strauss), manual to culture (E.Sapir), path that leads to culture (A.I.Kuprin).

N.Ualiyev wrote that we should consider norms of lingua-cultural layers as well as conveying speaker's thoughts to listener as something close and familiar.

According to V.A.Sukhomlinsky, speech culture of the individual is the mirror that reflects his spiritual culture and the main tool in exchanging his ideas and feelings [4, p.85]. Doctor of Pedagogics, professor A.Zhapbarov gives the following requirements to high speech culture [5, p.35]:

- systematization and clarity of words;



- correct construction of the words according to orthoepic, grammatical and lexical norms;
- words' elegance, figurativeness, emotionality when needed;
- words' correspondence to speaker's or listener's state, needs of the environment.

As it is known culture is the object of investigation of many branches of science, but different from culture-through-language studies, here the main attention is focused on the linguistic aspect. Linguo-culturology is associated with culture-oriented linguistics as a system of solving ruling principles of general education and humanitarian task, but besides it linguo-culturology possesses a number of specific peculiarities.

Beginning with the XX century, linguo-culturology gradually ousted country study in the didactic plan as well. Since the last two decades of the XX century the term "linguoculturology" has been often used in association with the term "culture-through-language studies". Linguoculturology focuses attention onto the reflection of spiritual state in the language of a man in the society. This is just fully mentioned in the works of Bashurina in which she demands changing of shape of system of didactic coordinates: instead of systems of "teaching a language – acquaintance with culture" in the centre of attention stands interrelation between communicative competence with linguoculturology and culture-oriented linguistics in the system of "teaching a language – acquaintance with culture – teaching a language" [6, p.66].

Teliya, Maslova and the works of others serve to create these sources. As to Teliya methodological basis of linguoculturology serves "semiotic presentation indications of this interaction, considered as cognitive contents of mental procedures, the result of which is cultural equalization of mental structures" [7, p.112].

Supporting this view point, at any rate it is necessary to mention that such vision of object of linguoculturology does not sufficiently distinguish its contours from adjacent scientific subjects. In any case it is necessary to consider object of culturology: language as a means of representation of cultures or culture, considered in the light of language.

Comparison of culture and language as a whole and particularly in a concrete national culture and in a concrete language discovers something isomorphism in their structure, in functional and hierarchic plan. Accordingly, by the way of discriminating literary language and dialects, specifying in them common speech and in some cases argot too, in any ethno-culture Tolstoy distinguished four types of culture: a) culture of educated layer (stratum) "bookish" or elitist; b) people's culture, peasantry culture; mediating culture, fitting to common speech, which is usually called "culture for people" or "the third culture"; c) traditional-professional subculture (shepherds, bee-keepers, potters and tradesmen-handicraftsmen's culture) [8, p.235].

Scientists put forth two parallel strata having made some changes in the enumerated language and cultural layers:

- literary language – elite culture
- popular language – "the third culture"
- dialects and sayings – popular culture



argot – traditional-professional culture

For the both rows one and the same type-setting of different indications can be applied:

- 1) standardization – no standardization
- 2) overdialectivity (overterritoriality) – dialectivity (territorial membering);
- 3) openness – closeness (sphere, systems);
- 4) stability – no stability.

Each separately-taken language or cultural stratum is characterized by definite combinations of indications, for example, for the literary language this is standardization, overdialectization, openness, stability, but each column – by means of weakening of indications and by changing into its contradictory indication, for example from standardization of literary language till non standardization of argot, or from vernacularism of elitist culture till dialectalization of traditional-professional culture.

It is necessary to mention that beginning with the XIX century, the problem of language and culture always were in the centre of attention of philosophers, linguists and culturologists basing on anthropocentric principles of cognition and description of the world. In the limelight of culturology, at the end of the XX century, seemed to be not only language, but discourse, in which by different languages and discourse elements proper character of world was introduced.

Particularly deeply this view-point is substantiated in the works of Teliya. In her conception linguoculturology, being different from other types of culturological subjects is destined to study lively communicative processes in their synchronic links with ethnic mentalists, acting in the given cultural era. In such an understanding the tasks of culturology, the object of its investigation becomes “archeology of culture”. Linguistic “excavation” of cultural-historic layers here are realized with the help of such categories as national picture (character, model) of world, language (ethno-cultural) conscience and mentality of the people. The mentioned category, we must say that doesn't make synonymy, each of them has possessed its own meaningful feature [9, p.35].

All these categories unite so called national (ethnic) component. At the beginning of the XX century, many of the Russian philosophers showed the importance of the national (ethnic in our terminology) roots in the life of human society, as for ex. in the works of Berdyayev, Ilyin, Trubetskoy. As to Berdyayev, out of nationality, which is understood as individual life, a society cant exist. Just through national individuality each individual person enters the humanity, that person enters the humanity as a national individual [10, p.232].

Ilyin as the law of human nature and culture understands that “all the great ideas can be uttered by a man or by the people only by its self belongingness and all the genius ideas appear only in the bosom of national experience, spirits and wisdom”. Losing its ties with ethno-cultural ties, a man loses admittance into the deepest well of spirits and to the saint fire of life, which is always national: in it survives the whole century of works, suffering fight, maturity, praying and thoughts of all people”. For the linguoculturology extremely important factor is Ilyin's accent

on the nationality of a person which is established unconsciously, but by the way of instinct and by his creative act, appeared unconsciously” [11, p.236].

These thoughts of the scientist are just not only in relation with culture in general: they are specifically essential and are restricted for the linguoculture.

Domestic education undergoes changes caused by the entry into the all-European Bologna process, the need of solving problems ensuring the quality of higher education, the change of a pedagogical paradigm – a set of methodological installations accepted by the scientific pedagogical community where the main value is a personality, his moral position, level of civility and competency.

The main task of domestic higher school is the training of highly skilled specialists that requires mastering not only concrete knowledge, but also the ways of getting and acquiring new information independently. It assumes the development of special system of measures on training of future specialists to the application of methods of search, analysis, assessment, information storage and its practical use and on the development of abilities to raise tasks and problems independently, to analyze received decisions, to allocate the new, generalization and systematization. The processes happening at higher school reflect those changes which have a key place in scientific society, economy, policy, consciousness. These changes require an essential consideration and serious analysis.

The necessity of raising the issue about ensuring education process with fuller socially integrated results is caused by the changes occurring in the world in the areas of education correlated to a global problem of ensuring the entry of a person in the social world, his productive adaptation in this world. The concept "competence" acted as the general definition of such integrated social and personal behavioral phenomenon as result of education in aggregate of motivational and valuable, cognitive components.

As it is known, the term "competence" was entered by Noam Chomsky, the American linguist, due to his research of generating / generative grammar problems. Originally, this term designated an ability necessary for performing certain, – mainly linguistic – activities in a foreign language. A competent speaker/ listener (according to Chomsky) should:

- form and understand unlimited number of sentences according to the models;
- have judgments about the statement, i.e. to see formal similarity or distinction in meanings of two sentences.

N.Chomsky entered the term "competence" (competence) for the designation of linguistic competence as abilities of a person to use language and opposed it against the term "use" ("speechproduction") (performance) [12, p.201].

The word “competent” was originated from the Latin word “competere” denoting the meaning "to be capable". Competence means "rather qualified, trained, capable to a certain kind of activity". M. A. Choshanov considers that the term "competency" is insufficiently settled in domestic pedagogics and in the majority of cases is used intuitively for the expression of sufficient level of qualification and professionalism of specialist. In his opinion, competence assumes continuous updating of knowledge, possession of new information for successful application of this knowledge in concrete conditions, i.e. possession of operational and mobile



knowledge. A. M. Choshanov understands competence as a potential readiness to solve problems knowledgeably. It includes substantial (knowledge) and procedural (ability) components and assumes knowledge of the essence of a problem and an ability to solve it [13, p.96].

At once we would like to allocate that the analysis of researchers' opinions requires a clarification of the distinction between the concepts "competence" and "competency". Many scientists-pedagogists treat "competence" as the highest level of education. In the English literature, there is a term competence (academic, linguistic, cultural, professional competence). This term is given in the dictionary as: 1) ability, skill; 2) competency. In compliance with the norms of the Russian language recorded in the explanatory dictionaries, competence is "a circle of questions about which somebody is knowledgeable "or "a circle of questions, phenomena in which this person masters with authoritativeness, knowledge, experience" [14, p.158].

In other words, "competence" and "competency" are two different concepts: competence is a phenomenon ("a circle of questions") and competency is a property, quality of a personality. From the viewpoint of practical education experience, competency is an ability of a personality to perform any activity, any actions. As for the term competence, it is considered as a content of education which is acquired by learner, forms his competency in any area of activity. It is possible to say that competence is a content of being well-educated [15, p.142].

M.V. Ryzhakov underlines that "the main idea of competence development consists in that it is not necessary to be limited to the sum of knowledge and abilities mastered in a formal education system. To reach original efficiency, this knowledge should be linked to a wider range of knowledge acquired by a person outside the formal education system " [16, p.21].

Competences are formed in the study and in all other kinds of activity. The means of competence formation are education, professional training, family upbringing, sociocultural activity which constitute the content of continuing education. Thus, competences are knowledge and abilities necessary for making decisions in the changing world. The main idea of organizing the training directed on the formation of competences consists in integration of various disciplines, allowing avoiding duplication, overlapping. In a greater extent, competence meets the requirements of a new paradigm of professional education. A question about competence is a question about the education purposes which act as an active standard kernel of the education quality and its standards.

As a result, we have withdrawn the following regularity: there is no competence without knowledge, but not any knowledge and not in any situation manifests itself as competence. Competence is shown in an ability to accept a correct decision in a concrete situation, activity on the basis of available knowledge.

N. Rozov defines the following aspects of competence:

- a semantic aspect is an adequate judgment of a situation in more general cultural context, that is, in a context of available cultural patterns of understanding, relation, assessments of such kind of situations;

- a problem-practical aspect is an adequacy of recognition of situation, an adequate statement and effective performance of purposes, tasks, norms in this

situation;

- a communicative aspect is an adequate communication in such kind of situations and in an occasion of such situations with the account of the corresponding cultural patterns of communication and interaction. A person can't possess general cultural competency if he isn't competent (in three above mentioned aspects) in situations beyond the scope of his profession. Except that, if problem-practical aspect plays a leading (but not only) role in professional competency, semantic and communicative aspects play a leading role in general cultural competency [17, p.86].

Having identified the essences of the concepts "competency-competence" and the coherence between them, we will pass to analyze the structure of the concept of "linguo-cultural competence". This term began to be widely used in the theory of innovative training technologies connected with teaching foreign languages. It is certainly an important concept for us since it reflects the final purpose, planned result of studying a foreign language.

Pedagogical process at the higher school is a complete, complex, multilevel phenomenon, the final purpose of which is the formation of a personality, capable and ready to future professional and social activity. This purpose also unites all components of the process of formation and upbringing of student in a single complex system, one of the components of which is the formation of linguo-cultural competence at the modern stage of modernization and informatization of education.

Formation of linguo-cultural competence is of great importance with the development of cultural, economical and educational connections between countries. But strengthening the ties between countries can also course a problem of native culture collision with foreign cultures. The problem of conflicts between "own" and "foreign" cultures is connected with the problem of understanding and respecting the values of "foreign" culture, different life style, stereotypes and bias.

However, despite the significant scientific interest and importance of the results of researches, the problem of the formation of linguo-cultural competence has not got to date and paid proper scientific attention. The cultural errors are more suffering than linguistic ones and make negative impression. That is why it is very important to warn, explain, and prevent inadequate associations due to historical, socio linguistic peculiarities and uniqueness of national culture.

Recent studies in methods of teaching foreign language (TFL) are characterized by fixed attention to linguo-cultural competence of students. The need of development of such competence poses new challenges to teachers and requires from them a new understanding of learning goals.

This term is first introduced by Russian linguist Vorobyev V.V. used to denote the relationship of language and culture. The English translation of the term linguoculture is to some extent inaccurate because the Russian version of the term (original version) 'лингвокультурология' consists of three words 'language', 'logos' and 'culture'. In English however, most scientists use the word linguoculture sometimes lingua-culture [18, p.45].

The works of the following Russian researchers were devoted to the problem of linguo-cultural competence: M. N.Viyatutnev, I.A. Zimniy, A.Yu. Konstantinova,



D.I. Izarenkov, V.A. Kokkota, E.M. Vereshagin, V.G.Kostomarov, I.B. Ignatov, S.M. Andreev, E.M. Batrikova, R.P. Milrud, E.N. Solovova, A.N. Shukina and etc.

Among foreign researchers who were engaged in the problem of linguo-cultural competence, the works of following authors should be noted: S. Brumfit, K.Johnson, M.Canale, M.Swain, D. Larsen-Freeman, T.Hutchinson and A.Waters, H.G.Widdowson , J. Sheils.

E.M.Vereshchagin and V.G.Kostomarov define the concept “linguo-cultural competence” through an opposition to the concept "linguistic". If linguistic competence is an ability to form grammatically correct phrases, linguo-cultural competence is understood as a set of social, national-cultural rules and values which determine what, when and how it is possible to speak. On the basis of accentual-morphological paradigms, grammatically correct phrases can be formed by a discursive logical way, but communicatively- correct phrases arise due to the possession of a set of social instructions existing in a definite cultural and linguistic community. Linguistic competence doesn't provide an opportunity of adequate participation in communication with the help of studied language. An adequate communication (not in classroom conditions, but in the real environment, in a free communication with native speakers) is possible only due to linguo-cultural competence.

They understand the term linguo-cultural competence as a set of social, national-cultural rules, assessments and values which define both an acceptable form and admissible content in the speech and in studied language [19, p.233].

Starting a complex task, that is, a classification of linguo-cultural competence components, it should be kept in mind that components in structure of a personality differ not only by the contents and mission, but also by the role they play in the development process of a personality. Most often in scientific works, it is possible to meet such opposition: simple / basic competences (easily fixed, shown in certain kinds of activity, formed on the basis of knowledge, abilities, capacity) and key competences, I.A.Zimnyaya , A.V.Khutorskiy and etc., which are extremely difficult for the account and measurements, shown in all kinds of activity, in all relations of the personality with the world, reflecting a spiritual world of a personality and an essence of his activity [20, p.88].

In some researches, there are also other classifications: standard, key and leading. Wherein, standard competences are those without what the normal functioning of a personality or an organization is impossible, key competences provide their competitiveness in the social and economic market and the leading competences are those that allow to create the future on the basis of innovation, creativity, dynamism [21, p.3].

In his works, D. Larsen-Freeman writes that linguo-cultural competence includes in itself an ability to use a language suitable to that social context. For this purpose, students need to know linguistic forms, meanings and functions, exactly, many different forms can be used for the performance of one function and that one form can often serve for the performance of different functions. Students should be capable to choose the most suitable among a set of forms, having taken into account a social context and roles of interlocutors. They also should be able to operate the

interaction process and to learn to overcome difficulties arising in communication [22, p.277].

In the methodical terms dictionary of W. Ulrich published in 1979, the structure of linguo-cultural competence is defined in the following way: 1) verbal cognitive competence (prototype of future "subject" competence); 2) linguistic competence; 3) verbal cultural competence (prototype of future "pragmatic" competence); 4) meta-communication competence, i.e. knowledge of conceptual device of the linguistics necessary for understanding, analysis and assessment of speech communication means [23, p.123].

In their works, M. Canale, M. Swain and L.Bachman write that there are four components of linguo-cultural competence: cultural, discursive, sociolinguistic and strategic competence [24, p.3].

S.Savignon believes that the purpose of training includes in itself not only that one which is necessary to acquire, but also the level of acquisition of what has been mastered. The success in the solution of communicative and cultural tasks depends on readiness, a favor of a person to self-expression, resourcefulness, an ingenuity in the use of lexical and syntactic units which he knows [25, p.204].

S.Savignon describes four components of linguo-cultural competence (Figure 1):

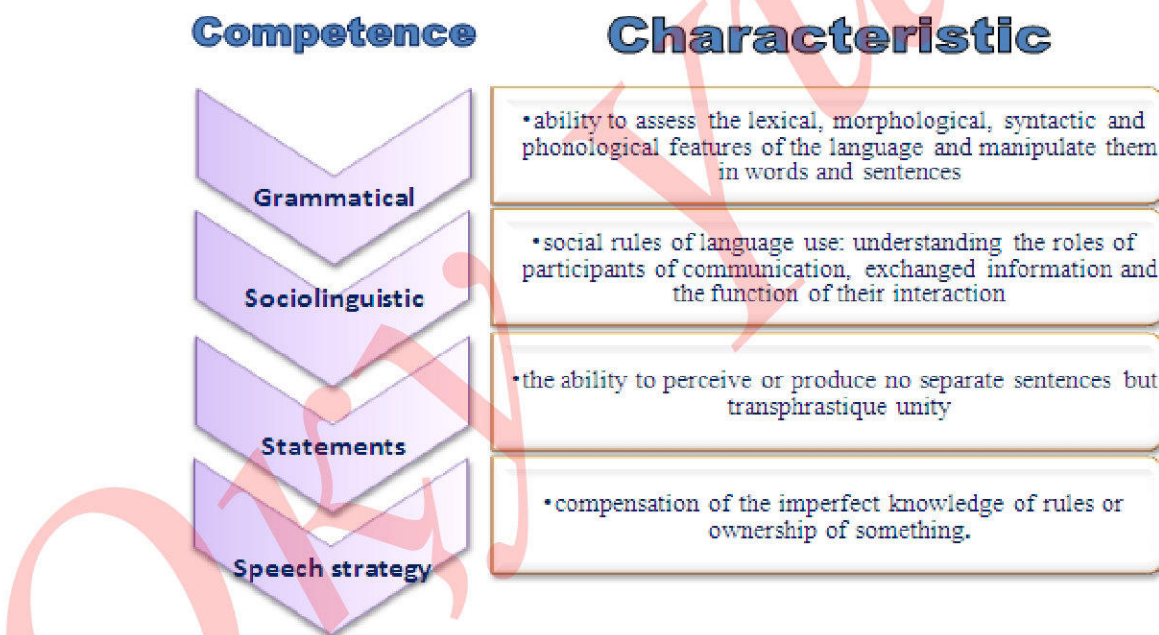


Figure1 – Components of linguo-cultural competence (according to S.Savignon)

As we see, many researchers represent the structure and the content of linguo-cultural competence differently, isolating language, speech, linguistic, cultural, pragmatic, sociolinguistic, discursive, cultural studies, etc.

Therefore, linguo-cultural competence can be understood as an integrated personal characteristic of specialist including knowledge, abilities and personal qualities ensuring successful performance of his professional activity.

We consider linguo-cultural competence as a system of inner resources (social installations; knowledge in the area of culture, group, abilities and skills of interpersonal communication, a communication position), necessary for construction



and regulation of effective action and providing adaptation in a certain circle of interpersonal interaction culture in particular situations.

The value of linguo-cultural aspect in the TFL is indisputable since communicative and speech errors, as well as errors of socio-cultural nature are all the result of ignorance of national and cultural peculiarities of foreign language.

The relevance of this approach lies in the fact that creation of a linguo-cultural competence means not only a general knowledge of foreign language and culture or just teacher's intention to lead students to master an exemplary learning speech, but also to develop foreign language skills in order to communicate on the cross-cultural level and ability of adequate interaction with representatives of other culture.

Cultural competence includes the following: a) understanding individual's own cultural worldview b) relations between cultural differences c) individual's cultural notion [26, p.28].

The spectrum of opinions on the issue has revealed that linguo-cultural competence is a set of special skills necessary to operate in practice a system of knowledge about culture, embodied in a given national language. In other words, a student has to develop an ability to recognize and to adequately perceive and correlate a semantic content of a language sign with associative and imaginative motivation of choice of a word through the prism of values and attitudes of his proper national culture.

Recently, modern methodology science, when refines linguistic foundations of the TFL, first of all considers cognitive and pragmatic and linguo-conceptual approaches. Linguo-cultural competence is examined not only from the perspective of linguistic cultural studies, but also in the focus of linguo-cognitive coordinate system. In the process of training of students, teaching techniques of linguo-cultural competence creation are based on a cognitive activity aimed at developing by student of a system of concepts; and on such a pragmatic component as a professional status of a student. Thus, language becomes a sort of cognitive process, and competence is a capacity to generate acts of consciousness. At the same time linguo-cultural competence is directly related to the study of professional language as an integral part of a professional competence. Linguo-cultural competence development of students should be realized in organic connection of professional education with foreign language knowledge development within the core course studying [27, p.116].

As any professional group has its own conceptual picture of the world, so the learning process effectiveness to a greater degree will depend on a systematic development of a sphere of concepts, which is relevant for this group and determined by their future profession. Sphere of concepts is a structured knowledge, an information base of mental images, consisting of universal object code units. The semantic language space as a part of the sphere of concepts is verbalized in the system of linguistic signs: words, phrase combinations, syntactic structures. It is formed by the linguistic units' meanings. A concept conceived as a unit of the sphere of concepts reflects peculiarities of thinking, worldview and culture of people. Any person can be "a concepts bearer", as he or she has its own cultural experience and cultural identity. Thus, individual verbal activity is determined by the language sphere of concepts and national sphere of concepts.



Linguo-conceptual approach in TFL offers a vision that focuses on the concept and the sphere of concepts taken as linguo-didactic units. The process of learning foreign language involves not only traditional study of phonetics, grammar, vocabulary, but also a foreign culture language mastering through its national concepts. Linguistic consciousness of foreign students is as if they were immersed in the sphere of concepts of foreign language. This allows them to acquire an integral ethno-cultural knowledge of foreign culture and language. So, already existing, but segmentary linguo-culturological views transform into a cognitive integrity. There is an interaction of different cultures through the spheres of concepts of foreign culture and the culture of student, due to which he understands that the language and culture he learns do not exist in isolation from his native language and culture, but, conversely, are projected on them [28, p.234].

Representatives of different professions categorize and verbalize same object in their own way. Therefore, it is necessary to build a linguo-cultural competence of foreign audience with concepts that meet its pragmatic needs. Those concepts should compose a cognitive base of this given profession. Thus, the learning process needs to be professionally oriented and should promote professionally meaningful types of thinking of students.

Development of linguo-cultural competence is based on the texts of different types and genres that present and record a linguo-cultural information. Texts should include the notions correlating with the basic concepts, which are relevant for international students. They should be filled with specific content, so that to model a situation, to correct the shades of a meaning of a word and to realize axiological cultural information. Since structure of the cultural concept includes notional and figurative elements, the text serves not only for a key notions semantization, but also for creation of a particular image in the mind of a student [29, p.127].

Professionally-oriented sphere of concepts is built gradually, within three main stages of teaching foreign language for foreign students. The initial stage of training involves understanding of basic terms and notions of English language and culture, which are neutral towards a professional language. At this stage, there is a simultaneous development of the terminology knowledge; lexical and grammatical competencies and speech skills. Students observe a parallel between these terms and everyday realities and realize a reflection of the naive world view in the mentality of native speakers [30, p.8].

During the main stage of training teacher extends the sphere of concepts by introducing a special terminology, which corresponds to a professionally-oriented conceptual view of the world. Linguo-cultural competence is based on texts of different types and genres, in which there a complete image of a specialist or a profession is created.

At the final stage, a teacher introduces the cultural realities and shows how semantic boundaries of words are expanded with a help of a new cultural knowledge with national connotations.

Linguo-cultural competence development through the concepts of foreign culture involves an appeal to synonyms, antonyms, paronyms, phraseological units. This contributes to the more efficient evolution of vocabulary and stylistic skills and



deeper understanding of the text by students. The system of images fixed in the lexical fund of English language recreates in its semantics a long process of people's culture development; it captures the cultural attitudes and stereotypes, models and archetypes, and accumulates the national world view, cultural and national experience and traditions [31, p.277].

Reading, one of the types of receptive speech activities, has a particular importance for the formation of linguo-cultural competence during the main and final stages of training. The text as a source of a linguo-cultural knowledge, and the reading, in the process of which the language proficiency is progressing, - are two core scientific and practical elements in the modern methodology of FL teaching.

The work with texts is aimed at linguo-cultural competence development and building English sphere of concepts knowledge of foreign trainees. This sphere of concepts is fixed in the culturally significant texts. Thus, choosing texts for the reading, a teacher is focused on their linguo-culturological value, relevance, learning difficulty degree and presentation graduality.

Linguo - cultural competence is a kind of competence, including knowledge of different cultures and norms of interaction with its representatives, effective verbal communication skills, and intercultural communicative skills necessary for the implementation of speech activity.

Cultural awareness is a condition of successful language learning and the means of cognition of their "own" culture which reduce the distance in intercultural communication. Linguo - cultural competence as the integrative quality of the person, including the knowledge and skills related to the selection, assimilation, processing, transformation and practical use of information the experience of cross-cultural communication and personal qualities is necessary for its successful implementation in other culture. In this regard, one of the most important trends in educational development is the use of a competent approach as an application of related skills in practice of communication, cultural and social competencies.

The appearance of Internet gave powerful impetus for study and use in educational process of didactic potential of new information-communication technologies. Information-communication technologies are the technologies organized on the basis of as computer equipment, so modern means of communication (e-mail, forums, chats, TV and video conferences, etc.). University's internet resources include: multiplexed information about institute of higher education, organization department, contacts of heads of organization departments; part of international cooperation, internal and external academic mobility, educational programs, scientific and international activities; statistical and analytical data; statutory acts from education; links to educational portals, e-library, distance learning portal (for organizations possessing distance learning license), official websites, websites of partner organizations; contacts; blog of head of high school; news line; graphics of scientific conferences, seminars, official visits and other gatherings; part of the quality management system in education. The integration of Internet resources to language education plays significant methodological, education and valuable potential providing not only intensification of education process, growth of cognitive motivation, formation of communicative competence of learners, but also



development of value relationship of personality of future specialist. Primary digital resources employed in teaching foreign languages are presentations, text-based editors, tests, tutorials on CD-ROM, e-textbooks, educational Internet resources. The network resources are valueless base for creation of information-subject environment, education and self-education of people, satisfaction of their personal and professional needs. Educational Internet resources should favour the formation and development: - foreign communicative competence including all its components i.e. linguistic, sociocultural, educational etc.; - communicative and cognitive skills to carry out search and selection, conduct the generalization, classification, analysis and synthesis of information obtained; - communicative skills to represent and discuss the results of work of Internet resources; - ability to use Internet resources for getting acquainted with historic heritage of various countries and nations; - ability to use resources to get satisfaction of information and educational interests and needs. Studying didactic potential of Internet communications, some scholars put into operation the concept of "pedagogic computer-mediated communication" which implies "developing applied pedagogic scientific direction where the use of education process of soft copy for formation of knowledge and mutual understanding in education information-communicative environment in an appropriate context, information and communicative culture by the participants are researched". The competence which is a primary competence in all professional spheres of self-determination and self-perfection of future specialists including future ecologists in the framework of expansion and complication of communication-information environment, all-out computerization, widely use of Internet and virtualization of communication is admitted communication competence. Competent use of telecommunication resources allows to carry out essentially new approach to formation of communicative competence which gives opportunity to future ecologists in further professional activity to make an emphasis on various aspects of activity of the person and on state and preservation of the environment, to exchange opinions, ideas and information with the participants of joint projects freely etc. As it is known, the main services of the Internet have a number of didactic properties and functions which allow to solve numerous didactic tasks. Researchers attribute dataware of education process, interactivity of education process, multimedia support, control and assessment of informative activity of learners to the main didactic functions of Internet. Didactic functions of Internet in the general look can be defined as following: use of information materials of a network for creation of a problem situation at a lesson, search of necessary information for performance of project and research works, the organization and conducting the international telecommunication projects, Olympiads and quizzes, carrying out various discussions; independent informative activity of learners; organization of distance learning; carrying out various testing; organization of methodical gatherings of teachers etc. The main methodical functions realized by telecommunication resources lead to the following: 1) informative – possibility of storage and processing of big volume of information; 2) training – application for training with the purpose of formation of strong skills; 3) controlling – application for the current and total control of results of educational activity. Opening up didactic possibilities of the use of Internet technology in



teaching foreign languages, researchers note that information resources and services give opportunity to realize personally-oriented approach to training, to carry out differentiation, to create conditions for training in cooperation, to develop autonomy of students when studying foreign languages. Personally-oriented approach means that in the center of educational process there is an activity of the studies not teaching, cognitive activity of student which is based on his individual opportunities and skills. The differentiated approach is based on opportunity to provide students with variable educational materials. Training in cooperation is realized through creation of conditions for active joint education cognitive activity of learners. The use of Internet-technologies allows to develop abilities of autonomous training to which significant components refer a statement of own purposes of training, planning of ways of achievement of aims, responsibility and initiative, use of own resources and strategy of studies, educational cooperation, work in the mode, reflection and self-assessment. Lingo-didactic tasks which can be solved in process of teaching of foreign languages with the help of Internet technology: formation and improvement of language skills and abilities of reading, writing, speaking, auding; expansion of active and passive dictionaries; acquisition of culturological knowledge; formation of culture of communication; elements of global thinking; steady motivation of informative activity, needs to use foreign language for the purposes of original communication; skills in teamwork. One of the major problems should consider a problem of selection of information containing in Internet, for the educational purposes. In methodical literature the list of criteria of an assessment of Internet resources is offered by which teachers can be guided at their selection for use in educational process. To such criteria language, cultural complexity of a material; information source; reliability; relevance; objectivity of information is included. The undoubted interest is caused by researches of the educational Internet resources which have been initially created for the educational purposes including teaching foreign language. As educational Internet resources in method of teaching is understood as “text, audio-and visual materials on various subjects directed on formation of foreign language communicative competence and development of communication cognitive abilities of learners to carry out search, selection, classification, analysis and synthesis of information”. The international telecommunication projects are considered as one of the most effective forms of work with the Internet as language carriers which allow to solve one of the most important problems of teaching of foreign language - creation of real language environment. The international projects which are organized in the network of Internet on the basis of the general problem are equally interesting and significant for partners of different countries and the language is acted in its direct function - means of formation and formulation of thoughts. Besides, the solution of the tasks of the telecommunication project demands from students the use of text, graphic editors, application of various network programs, allowing to use graphics, animation, animation filming that helps to increase general computer literacy of learners. Having analysed the situation with the use of linguistics and communication, we found out that in educational process the following types of softwares are used: – resource information applied programs i.e. dictionaries, encyclopedias, reference books:



Encyclopedia Britannica, explanatory Webster Learners' Dictionary English-language dictionary, German Duden, the multilingual Lingvo dictionary with possibility of connection of thematic and user dictionaries, multilingual Multilex and many other reference systems of support of educational process and independent work of students; – multilevel teaching programs for meeting separate linguistic and didactic challenges, for example, Doctor Higgins is the training program for training pronunciation skills (English language), English Trainer and Learn Words – enrichment of vocabulary and idiomatics; LaBox – for training of vocabulary and memorizing of words (English, German, French) these programs are used in educational process, as a rule, for independent work of students in multimedia laboratory under separate aspects of language (phonetics, grammar, etc.); – complex multilevel interactive teaching curriculum and instructional kit (CIB) declared as “virtual teaching environments on an appropriate foreign language: Reward Internative, English Discoveries, GermanNow! Deluxe, FrenchNow! Delux, Francais Platinum, and also multilingual packages such as Tell Me More, Talk to me, and EuroTalk Interactive on the basis of which special courses of the additional education, separate modules of the programs used in as additional means of teaching in a practical course are developed; – multilevel software for preparation for international examinations such as IELTS, TOEFL, Cambridge FCE, etc. are used on intebded purpose or are built in educational process of faculty as part of the program of practical disciplines of the basic and second foreign language; – specialized programs, author's electronic courses, textbooks and lectures which have been specially worked out for information support of theoretical or practical courses of faculty, an also program-testers and examiners. These software products are specially worked out for using in teaching process of languages with a set volume of a studied material (course, section, subject), with accurate structure and function (training, controlling and reference) and other indicators of technical and methodical character. The terms “automated teaching program”, “computerized textbook”, “electronic textbook, etc. are applied to them. - auxiliary applied programs: text, HTML and media-editors (MS Word, Excel, PowerPoint, FrontPage, Macromedia Dreamweaver etc.), publishing and graphic package (PageMaker, Adobe InDesign, Adobe Photoshop). - professional program packages for written translation (TRADOS on a Translation Memory and Prompt technology basis – family of systems of the machine translation and dictionaries), auxiliary programs for the simultaneous translation; - games software in foreign language, particularly, “quest games” (quest), role games ( Role Play Games), strategy (strategies) etc. in which the player should plunge into the virtual world and intensively process the mass of information in foreign language and in foreign-language culture (“SIM-city”, “Civilization”, “Siberia”, “Scratchers”, “Fahrenheit” etc.); - a web-oriented program teaching nvironments (shells) on the CMS basis (Content Management System i.e. a system of management of the contents), allowing to create the modular electronic curriculum and instructional kits (CIK), set a working environment, fill in with objects (text and hypertext, audio and video) and provide with communication of users (Blackboard, WebCT, VLE, etc.); - applied programs of different purposes, for example, for creation of knowledge base, a concept-maps (Mind Mapping Tools Kit), for development of teaching and help



programs (HyperMethod, MS Visual Basic), etc. In didactic plan the Internet network includes at least two main components: forms of telecommunication and information resources. To the most widespread forms of telecommunication (i.e. communication by means of Internet technology) are attributed the following: electronic mail, chat, forum, ICQ, video, webkonference etc. Before they were created for real communication between people that are at distance from each other and only then they started to use for educational purposes in foreign language teaching. The use of as telecommunication forms, so and Internet resources in educational process favors the development of informative activity of future experts and achievement of the main purposes of teaching in a subject. In Englishspeaking literature five types of educational Internet resources are marked out: hotlist (hotlist), treasure hunt (treasure hunt), subject sampler (subject sampler), multimedia scrapbook (multimedia scrapbook) and webquest (webquest). We will open structure and methodical content of some types of educational Internet resources. The term Hotlist is taken from English "hotlist" – "a list on a subject" includes a list of Internet sites (with a text material) on a studied subject. It is simple to create it and useful in education process. Hotlist doesn't demand any time for search of necessary information. What is required is only to insert a key word in search system of Internet, and you receive necessary hotlist. Multimedia scrapbook is taken from English "multimedia scrapbook" – "multimedia draft copy" represents a collection of multimedia rresources. In contrast to hotlist the scrapbook contains links not only to text sites, but also to photos, audiofiles and videoclips, graphic information and animation virtual rounds which are very popular at present. All files of scrapbook can be easily downloaded by pupils and are used as information and an illustrative material when studying a certain subject.

## **1.2 Principals and classification of video technologies application in teaching foreign languages**

The modernization of the education in Kazakhstan defines the main purpose of professional education as training of a highly qualified specialist of the corresponding level and profile, using his profession masterfully, capable to effective work on specialty at level of the world standards, ready to the professional growth and professional mobility.

In consequence of the complexity and continuous changes including the emergence of new technological, theoretical, methodical development and their introduction in educational process, thorough researches leading to understanding and an assessment of quality, efficiency as well as expediency of educational kinds of activity under the conditions of education informatization are required.

Characterizing a new educational paradigm, A.Sukhanov emphasizes that in difference from the former paradigm which is a paradigm of training directed on the formation of knowledge, abilities, skills and upbringing, it implies the formation of competence, erudition, creative beginnings and culture of a personality and is a true paradigm of education [32, p.158].

In compliance with the new educational paradigm, education should be directed on interests of development of a personality, adequate to the modern tendencies of social development and accomplish the following tasks:

- to harmonize the relations of man with the nature through mastering the modern scientific picture of the world;
- to stimulate intellectual development and thinking enrichment through mastering the modern methods of scientific knowledge;
- to achieve its successful socialization through immersion in existing cultural, including technogenic and computerized environment;
- to teach a person to live in its stream, to create prerequisites and conditions for continuous self-education with the account of that a modern man lives in conditions of the saturated and active information environment;
- to create conditions for acquisition of the broad basic education allowing rather quickly to switch over to adjacent areas of professional activity, taking into account integrative tendencies of development of science and techniques, the need for a new level of scientific literacy.

Creation and development of information society assumes a broad application of video technologies in education for efficiency and possibility of continuous operative return communication in conditions of education informatization which is defined by a number of factors (Figure 2):

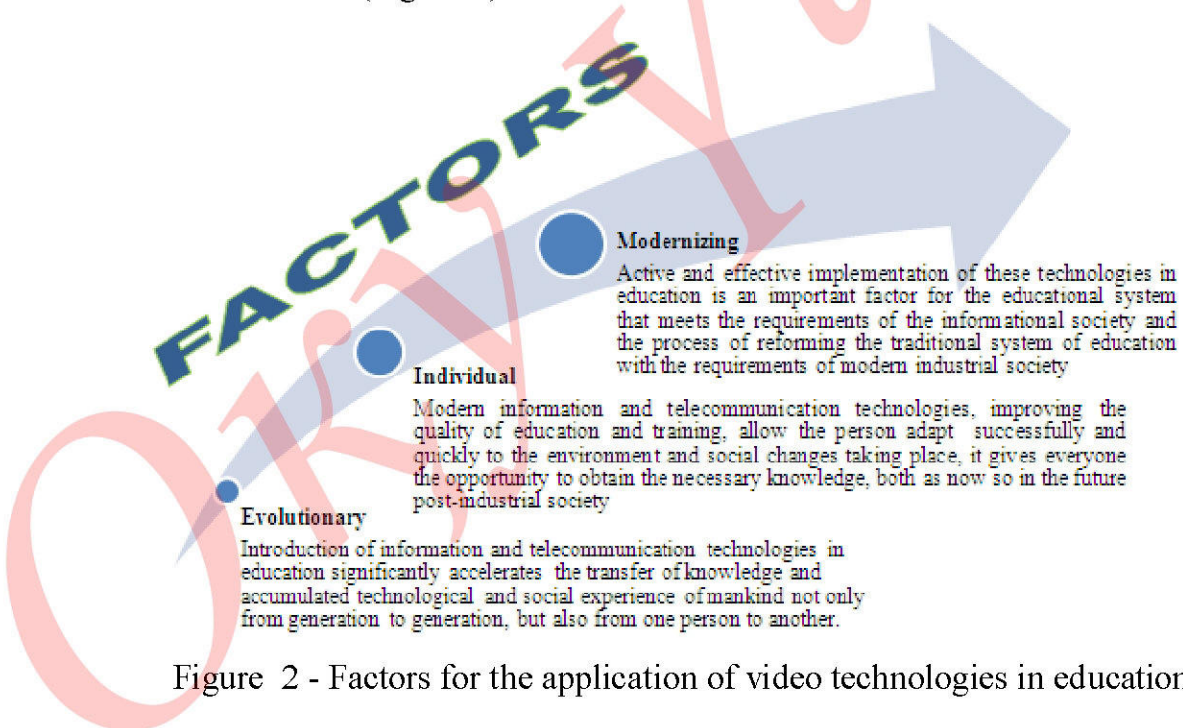


Figure 2 - Factors for the application of video technologies in education

Education informatization as one of the priority directions of informatization process of the Kazakhstan society shows new requirements not only to professional qualities and level of specialists' trainings, but also to the organization and methodical aspects of using the means of video technologies in teaching foreign languages (Figure 3).



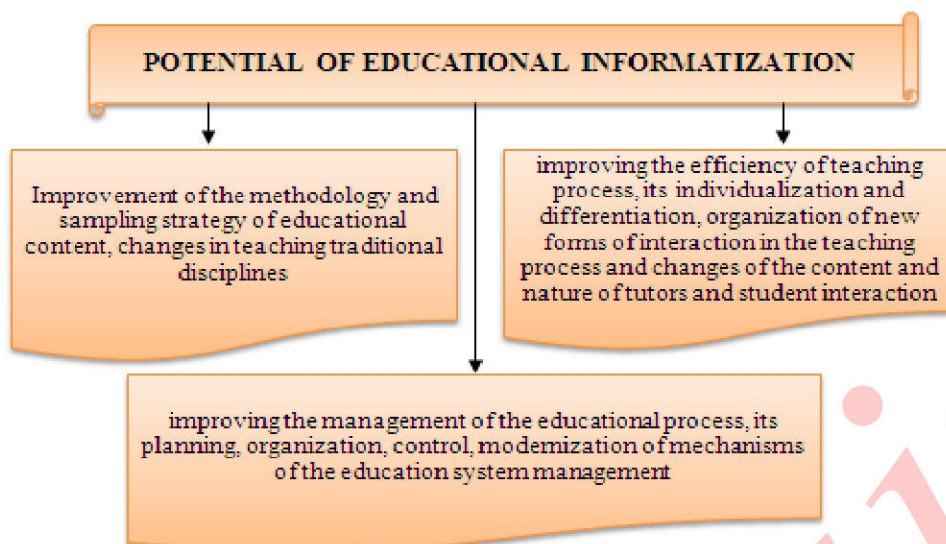


Figure 3 - Potential of educational informatization

V.P. Bespalko, V.I. Bogolyubov, I.I. Ilyasov, G.K. Selevko and others raise such questions as a diagnostic goal formation, systemacity, effectiveness, algorithmus, controllability, reproducibility, project ability, training efficiency, adjustability, vizuality in their researches [33, p.59].

At the beginning of 70-ies, an education crises which undoubtedly had global character came and was defined by socio-political and economic processes as well as qualitative changes in the development of science and technique, especially information. This crisis of education system can be divided into three stages.

The first stage of education informatization (electronization) was characterized by an introduction of electronic means and computing equipment in training process of students of technical specialties at first, then humanitarian specialties (the end of 60-ies – the beginning of 70-ies) [34, p.192].

The second stage of education informatization (computerization) proceeded from the middle of 70-ies up to 90-ies and was connected with the emergence of more powerful computers of the simplified program provision. At that time, the automated systems of training, control of knowledge and management of the educational process were increasingly used in training.

The third, the modern stage of education informatization is characterized by the use of powerful personal computers, new information and telecommunication technologies, multimedia-technology and virtual reality.

As one of the main sources of authentic language learning materials, videos technologies are widely used in teaching foreign language. Although the effects of audio and visual aids on language learning are very complex and researchers as well as language teachers cannot agree with each other on the specific processes and details of how visual aids can facilitate language learning, there is a unanimous agreement that authentic English videos have positive effects in developing lingua-cultural competence [35, p.3].

One of the most appreciated materials applied to language learning and teaching is video. Video is a valuable and possibly underused classroom tool. There

is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging them to be actively involved.

A recent large-scale survey by Canning-Wilson reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. For some, it means no more than replaying television programmes on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching. But our concern here is to present the use of video in language teaching most effectively as a visual aid presenting the target language naturally. It is a fact that most students who have taken English courses formally remain insufficient in the ability to use the language and to understand its use, in normal communication, whether in the spoken or the written mode. The problem arises not from the methodology itself but from the misuse or incomplete use of it. That is to say, teachers still evaluate student performance according to the sentence structure and situational settings. In addition, teachers have to take into consideration their performances in terms of communicative acts. But these not necessarily mean that teachers should pay full attention to only communicative acts in the preparation and presentation of language teaching materials [36, p.211].

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers [37, p.45].

The feature of information sources in higher education consists in that they are based on video technologies.

As many specialists underline that the potential of video technologies is inexhaustible, including in the area of teaching English language. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for students [38, p.24].

Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programme can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span. The reasons of video as a great resource in teaching process you can see in the following table 1.



Table 1 - Reasons of video as a great resource in the ESL classroom

<b>Reasons of video as a great resource in the ESL classroom</b>	it's fun and adds a change of pace
	it's good for visual learners
	it helps bring a subject to life
	the language in videos is usually more natural
	the language is set in a realistic context
	students hear natural pronunciation, stress and intonation
	depending on what's shown, video can make a lesson memorable
	showing a small clip can be as effective as a whole movie
	video can be a great way to practice a wide variety of language skills

It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. According to a research, language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment. Moreover, in this issue Arthur claims that video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability.

Nowadays, video means of teaching foreign languages can either be placed in the computer residently, or an access can be carried out to them via a telecommunication network the Internet. In the XXI century, there is a possibility of active communications with the use of the Internet network. It led to the creation of a new direction – electronic lingvodidactics, assuming teaching a language in contact and remote modes.

Having analyzed some works of scholars we offer the following principals of video technologies classification in teaching process (table 2).

Table 2 - Principals of video technology classification

<b>Principals of video technology classification</b>	Purpose of activization process
	Humanizing and democratization of educational process
	Cultural study
	Natural study
	Scientific accessibility, systematic succession
	consciousness, activities and self-acting
	Activization instruction of teaching process
	Collective the character education and instruction

In systematic literature the video technology is frequently used. It means video fragment on film and the systematic supplement to it. Most frequently used type of video technologies in teachings foreign languages are:

- irrespective, independent video materials not connected with some specific books for teaching;

- accompanying video materials which are part of teaching aids.

Among the actual ways of using video technologies in educational process, O.P. Kryukova allocates the followings (table 3) [39, p.112]:

Table 3 - Actual ways of using video technologies in educational process

<b>Actual ways of using video technologies in educational process</b>	Teaching with video technologies support – Video-assisted Language Learning (VALL): video materials based on computer as a trainer for individual work of learner under the supervision of a teacher.
	"Brainstorm": video technologies as a means of demonstrating information for a group work under the supervision of a teacher.
	"Electronic mail": video materials on computer as a means of delivering messages for an intergroup communication under the supervision of a teacher with the help of a local or global telecommunication network.
	Computer information: computer as a means of delivering educational information to the user in a mode of independent access to video networks.
	Video accumulation of an educational material: the personal computer as a means of processing information and its storage.
	Expert consultation: computer as a consulting means.
	Conversation with computer: the personal computer as an interlocutor – the partner in communication
	Remote training: video material on computer as a means of storage and delivery of a package of educational information to the user in a mode of independent access to video networks.

Video technologies allow an integrated development of all complexes of foreign-language speech skills and abilities. Video technologies allow to create an authentic language environment and also to build individual educational trajectories with the account of features and needs of students. The Internet network and video technologies also open ample educational opportunities both for pupils and for teachers, for example the synchronous and asynchronous computer-mediated communication with native speakers.

A rapid development of computer and video technologies and their introduction in educational process led to the emergence of a new direction called computer linguodidactics in the area of linguodidactics in the methodical science, which teaches the theory and practice of using computer and network technologies in teaching a language. The focus of specialists in this area was the questions connected with the soft development for teaching a foreign language, an assessment of quality of computer manuals for language training, study of effective integration conditions of computer technologies in the educational process, specifics of using computer technologies in educational process.



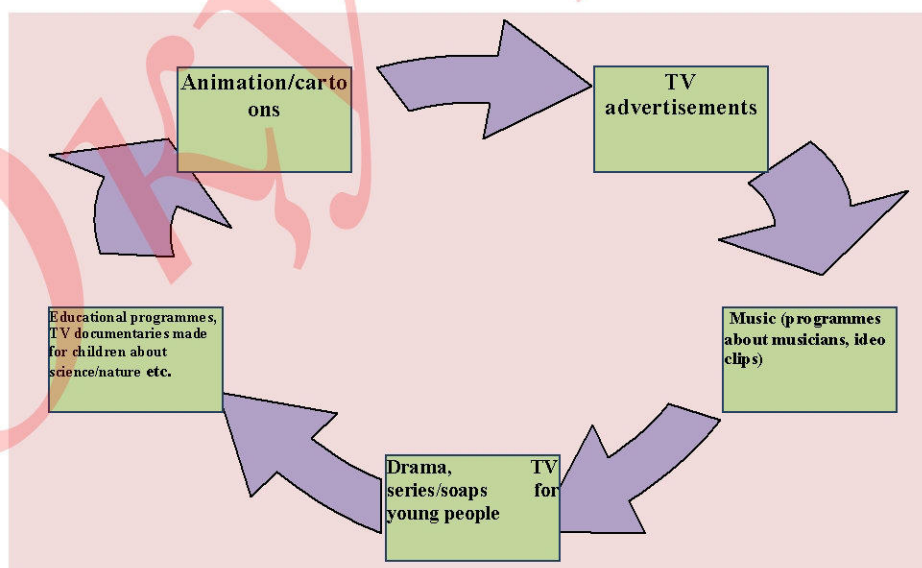
Owing to the researches, the formation of terminological device of electronic linguodidactics happened gradually in this area. Such concepts as "video technologies of teaching foreign languages" (M.A.Bovtenko, M.G. Evdokimova), "Internet-technology of teaching foreign languages" (P.V. Sysoyev), "hardware-software means of teaching foreign languages" (M.G. Evdokimova), "the virtual language environment of teaching a foreign language" (A.N. Bogomolov) and others are the key concepts in this area [40, p.211].

Video technologies of teaching foreign languages should be considered as the key concept of electronic linguodidactics. They are understood as "a set of methods, organizational forms and a wide class of hardware-software teaching means, integrated into unified teaching process" [41, p.12].

One of the effective means of teaching English language is the means of computer telecommunication which allows providing educational process:

- educational and educational-methodical materials;
- feedback between the teacher and learner;
- access to domestic and foreign information and reference systems;
- access to electronic libraries;
- access to information resources of leading domestic and foreign electronic newspapers and magazines on specialty;
- exchange of administrative information in a training system.

The education informatization opens the widest prospects from the viewpoint of opportunities of individual bilateral interaction with information resources, owing to what it is possible to organize the process of teaching a foreign language (in our research – teaching English language) in the natural language environment and to develop skills of independent informative activity of learners (figure 4).



**Figure 4 – Types of video**

Video-based material can range from a still picture taken from a video to the whole movie or TV show and everything in - between. Which one you choose depends on the aim of the lesson at hand.

1. Documentaries
2. TV shows, films and trailers
3. Cartoons
4. Homemade videos (including the students' own home videos)
5. Advertisement
6. News clips and stories
7. Weather forecasts
8. Instructional videos (focusing on English language acquisition or other content areas)
9. Blogs and video clips from websites
10. Sports events.

A similar collaboration and cooperation create a huge motivation of their independent informative activity in groups and individually since a joint work stimulates pupils to the acquaintance with different viewpoints to the studied problem, to search for additional information, to an assessment of their own received results (table 4).

Table 4 -Video Materials Designed for Language and culture

<b>FUNCTION</b>	<b>AIM</b>	<b>VIDEO MATERIALS</b>
Presenting Language	To present examples of language in use in an appropriate context and facilitate learning the target language as a supplementary material.	Follow Me, A Weekend Away, A Week by the Sea, The Story of English, American Tongues, Talking Proper... etc.
Presenting the Country and its Culture	To present examples of culture and way of life of the target language.	Focus on Britain, Welcome to Britain... etc.
Telling Stories	To present language with the help of the specially designed video materials including stories, tales etc, which attract attention and start discussion in the classroom.	Sherlock Holmes, Adventures of Charlie McBride, ... etc.
Using the sources of Non-ELT materials	To present the language without having any teaching purpose using the authentic sources of materials produced for the native speakers such as cartoons, feature films, documentaries, news, current affairs programmes etc.	Tom and Jerry, Disneyworld Cartoons, World Report, Lary King Live (CNN) ... etc.



When selecting an authentic video for use in the classroom certain general criteria should be kept in mind (table 5).

Table 5- Criteria for selecting an authentic video

<b>Watchability</b>	Is the video interesting? Would a young native speaker want to watch this video?
<b>Completeness</b>	Tomalin 'The ideal video clip tells a complete story or section of a story'. This idea of completeness is important for young learners whose primary motivation for watching a video is enjoyment.
<b>Length</b>	The length of the clip is important, it shouldn't be too long, perhaps between 30 seconds and 10 minutes depending on the learning objective.
<b>Appropriateness of Content</b>	The content should be suitable for Young Learners. How has the video been rated; 'Universal', 'Parental Guidance'? Would the video be suitable for viewing in all cultures?
<b>Maturity Level</b>	Children mature very quickly so a group of 7-year-olds watching a video made for 5-year-olds would probably regard it as 'too babyish'. On the other hand using a video intended for older children with a group of younger children might lead to the children not being able to understand the concepts in the video.
<b>Availability of Related Materials</b>	Many authentic videos now come with ready made materials that can be used for language teaching (Wallace and Gromit, the 'Speak Up' series of films in Spain.) Other videos may have been adapted from books, which could be used in the classroom to support the video. If, however, the video is being used for presenting language or for comprehension tasks there are further factors which should be considered when selecting a video.
<b>Degree of visual support</b>	A good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand - as long as the pictures illustrate what is being said.
<b>Clarity of picture and sound</b>	If the video has been copied from the television it is important to make sure both the picture and sound are clear.
<b>Density of language</b>	This refers to the amount of language spoken in a particular time. Videos where the language is dense are more difficult for learners to comprehend.
<b>Speech delivery</b>	Clarity of speech, speech rate and accents are all factors in determining how difficult a video excerpt will be for students to comprehend.
<b>Language content</b>	In using video to present language, an important factor to consider is the linguistic items.



Video materials have plenty of advantages in English teaching which could be embodied in the following aspect [42, p.182]:

1 Teaching English with Video Materials Can Stimulate Students' Autonomy and Proactivity.

When teachers bring video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore they could employ their autonomy in language learning. While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters. Compared with traditional English teaching, such courses truly put into practice the student-centered teaching strategies.

2 Video Materials Enrich Classroom Activities, Motivate Students' Passion for English Learning and Help to Hold Their Attention in the Classrooms.

Teaching English with video technologies have advantages that other teaching methods do not have because video materials have the sound effects, vivid scenes and dialogues between characters backed up by visual aids. English video materials can provide teachers with more choices in classroom activities and avoid the boredom and monotony of traditional English teaching materials. As a result, students will be able to improve their efficiency of language learning tremendously and teachers will also be able to achieve their goals of English teaching.

3 English Video Materials Selected for Language Teaching Are Mostly Depictions of Realistic Circumstances in Life.

Students can see how language is used in real life which is very different from the traditional English teaching materials. For example, the dialogues and voice-overs in the classic movie Forrest Gump provide authentic language input and motivate students to practice their spoken English. Many colloquial expressions and patterns in movies are very difficult to understand and grasp with the help of the visual aids. Listening to different varieties of accents help students strengthen their listening skills and improve their pronunciation and intonation effectively.

4 Teaching English with Video Materials Provide Students with Direct Access to a Taste of Western Culture, which Can Complement Traditional English Teaching which does not Pay Enough Attention to the Development of Students' Intercultural Communication Skills.

Language is an integral part of culture and it plays a vital role in the development of students' cultural awareness. Learning English does not only mean the acquisition of such linguistic knowledge as pronunciation, grammar, vocabulary and idiomatic expressions but also means learning how to think like westerners which means English learners have to understand the values, social customs and habits of westerners in order to reach near-native English proficiency. Learning English cannot be separated from the study of the culture of English speaking countries.

On the basis of the research analysis of scientific works, we have made conclusions that the main problems of education informatization are the development of interactive management spheres of process of informative activity and an access to the modern information-educational resources (to multimedia textbook and textbooks

constructed on the basis of the hypertext; to various bases of data; to teaching sites and other sources).

The communicative method is a base of informatization of teaching foreign languages. The essence of the communicative method is reduced to that teaching any language is impossible without communication where the form of communication is a dialogue of two or more interlocutors. Therefore, the creation of multimedia training programs doesn't contradict with the main principles of the communicative method, furthermore they enrich them with multimodal submission of educational information and make an active perception of nonnative speech. The communicative method can be considered as a strategic model of a certain direction in training, in particular, in the multimedia training providing interactive, audio and video contacts [43, p.125].

Summing up the results of researches on the theme of this paragraph, it is possible to make certain conclusions. In modern conditions, characterizing the existing approaches to informatization of teaching English language, it is necessary to point the necessity of using wide opportunities of the modern video technologies directed on the development of all kinds of speech activity, on the formation of linguo-cultural competence.

The solution of this task requires the use of new methods of teaching English language on the basis of application of video technologies, taking into account their positive aspects.

### **1.3 Possibilities of video technologies in the development of linguo-cultural competences in teaching foreign language**

A socio-political structure of the world which is closely connected with information technologies and global informatization of communication required new approaches to the reception and processing of huge volumes of knowledge. It actualizes the problem of creation of the methodical systems assuming construction of a single procedural model on the basis of using video technologies, allowing solving educational problems more effectively.

The entry of Kazakhstan into the world educational space cardinally changed the needs of society for education. The process of professional training of specialists in higher school is one of the main priorities of the state policy. Today, a search for ways of transition to a new educational paradigm is taking place in the higher school.

Informatization of education system has a great value for an increase of the quality of teaching process since video technologies create a new global environment, in which future generation should communicate, build professional and personal relations, position their interests and represent themselves. The relevance of the application of video technologies in educational process on foreign language is conditioned by the need of forming students' linguo-cultural competences.

In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great importance. Particularly, the use of video as an audio-visual material in teaching foreign language and culture has grown rapidly because of the increasing emphasis on communicative techniques, and it is



obvious that the use of video technologies is a great help for foreign language teachers in stimulating and facilitating the target language.

Language learning is a complex process: in this process, language teachers can't be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines. It is a fact that technology cannot be separated from society. Machines have social origins and they emerge from the needs of society. Therefore, teachers need technologies relevant to the teaching learning situation. If the educationalists want children to be technologically equipped, all the changes and preparations ought to be done within the curriculum, school, architecture, teaching organization and finance.

Cultures like languages, are fundamentally ideational or mental – or conceptual insofar as in communicating people seem (at least at first) to be giving evidence of knowledge, feeling, and belief, even creating, sharpening, and transforming knowledge, feeling, and belief in themselves and others. What, then, is the sociological condition of existence of such—as we should term them—“cultural concepts” of which cultures are constituted in the face of the very individual-centric assumptions that our own culture persists in having about knowledge, feeling, and belief? How can we see that language as used manifests such cultural concepts, ones specific to a socio-historical group, notwithstanding the “freedom” we think we manifest in saying what we want, as a function of what we, as individuals, “really” believe we want to communicate about? Is there, in short, a socio-cultural unconscious in the mind—wherever that is located in respect of the biological organism—that is both immanent in and emergent from our use of language? Can we ever profoundly study the social significance of language without understanding this socio-cultural unconscious that it seems to reveal? And if it is correct that language is the principal exemplar, medium, and site of the cultural, then can we ever understand the cultural without understanding this particular conceptual dimension of language? The reorientation of linguistic anthropology over the past few decades has made real progress in these matters in good part by comprehending three lessons heretofore scattered in many literatures about language and culture, following them out and integrating them into its analytic approach to revealing the “conceptual”—hence, “cultural”—in language [44, p.212].

The first of these is that discursive interaction brings sociocultural concepts into here-and-now contexts of use—that is, as hope to explain, that interaction indexically “invokes” sociocultural conceptualizations— via emergent patternings of semiotic forms that we know how to study in the image of the poetics of ritual. Precipitated as entextualizations (by-degrees coherent and stable textual arrays) in relation to contextualizationshow texts point to a framing or surround for the text), such “text-in-context” is the basis for all interpretative or hermeneutic analysis. Both the comprehensibility and the efficacy of any discursive interaction depend on its modes and degrees of “ritualization” in this special sense of emergent en- and contextualization.

The second focuses on the underpinnings and effects of the denotational capacity of the specific words and expressions we use that gel as text-in-context. This is the complex way in which, on occasions of their use, words and expressions come



specifically and differentially to “stand for,” or denote, things and states of affairs in the experienced and imagined universe. Yet integral to the very act of denoting with particular words and expressions, it turns out, is the implicit invocation of certain sociocultural practices which, in the context of discourse, contribute to how participants in a discursive interaction can and do come to stand, one to another, as mutually significant social beings. The most interactionally potent components of denotation seem to function in at least two ways: first, to be sure, as contextually differential characterizers of some denotatum but second as indexes of users’ presumed-upon (or even would-be) relational positions in a projective social distribution of conceptual knowledge. So individuals in effect communicatively “perform” a here-and-now interactional stance in relation to such knowledge by the phraseology and construction in which they communicate the substance of what is being “talked about.” We read such interactional stances as ritual figurations of social identity come to life, interactionally activated in the here-and-now of discourse for the intersubjective work of creating, maintaining, or transforming social relations.

Given these first two points, the third is that there are wider-scale institutional “orders of interactionality,” historically contingent yet structured. Within such large-scale, macrosocial orders, in-effect ritual centers of semiosis come to exert a structuring, value-conferring influence on any particular event of discursive interaction with respect to the meanings and significance of the verbal and other semiotic forms used in it. Any individual event of discursive interaction occurs as a nodal point of a network of such in a field of potentially conflicting interdiscursivities across macrosocial spaces that may be simultaneously structured by other (e.g., political and/or economic) principles and dimensionalities as well. Viewed in such a space, every discourse event manifests, by degrees, authoritative, warranted, or heretofore uncountenanced or even contested entextualization sliced from centers of value creation. Here, human subjectivity and agency come to their potential plenitude. The flow of value thus comes to be mappable as a felt effect or adjunct of interlocutors’ strategic positionalities—presupposed or entailed—in such complex macrosocial space and of people’s stasis in and/ or movement through its ever-changing configurations.

Lingua-cultural concept as a subject of study of lingua-culture appears to the researchers as a cultural, mental and linguistic education.

According to the Y. Stepanov’s definition, lingua-cultural concept is a mental unit, aimed at a comprehensive study of language, consciousness and culture. The linguacultural concept differs from other units in its mental nature. Mentality is perceived as aguided collection of images and perceptions. H. Bloom defines mentality as the perception of the world in the categories and forms of the native language that connects the intellectual, and spiritual qualities of national character in its typical manifestations. Many scholars agree that the mentality is easier to describe than to define. Mentality of deeper thinking, standards of behaviour represents the internal willingness of a person to act in a certain way. Lingua-cultural concept differs from other mental units by the presence of the value component. Value is always in the centre of the concept. A lingua-concept consists of distinguish evaluative, figurative and conceptual components. Notional component of the



concept is stored in the verbal form. A figurative component is non-verbal and can be described or interpreted at most [45, p.63].

A great advantage of video is that it provides authentic language input. Movies and TV programmes are made for native speakers, so in that sense video provides authentic language input. That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the programme can be utilized for intensive study [46, p.256].

To pay special attention to a particular point in the programme it is possible to run in slow motion or at half speed or without sound.

The other point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening [47, p.27].

On the other hand, besides advantages, the disadvantages of video should also be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

Video as a listening tool can enhance the listening experience for students. We very rarely hear a disembodied voice in real life but as teachers we constantly ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language school and sometimes justifiable, for example, when we give students telephone practice. However, we can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip, provide an important visual stimulus for language production and practice [48, p.82].

There are many things we can do with these clips. These lesson plans refer to specific films which have been released recently, however, they could be adapted for use with a similar scene in a different film depending on availability (table 6).

Table 6 – The list of activities involving pre-viewing, while-viewing and post-viewing tasks

<b>Split viewing</b>	Some students see and hear a sequence; others only hear it. A variety of activities can then follow based on an information-gap procedure. In this particular lesson those students who see and hear the clip from Pearl Harbour are eyewitnesses to the dramatic event, the others are journalists working for a radio station who have to conduct a live interview. Students are not asked to pay attention to any specific dialogue but relay their experience of the scene they have just witnessed to a horrified public. This is particularly good for past tenses and intermediate levels.
<b>Vision on/ Sound off</b>	Students view a scene with the sound turned off. They then predict the content of the scene, write their own script and perform it while standing next to the television. After the performances students watch the scene with the sound on and decide which group was the funniest or the nearest to the original. This is a good fun exercise. In this particular emotionally charged scene from High Fidelity, three people who work in a record shop have an argument. It is very graphic with plenty of gestures to stimulate the imagination. Good for intermediate levels.
<b>Observe and write</b>	Students view a scene (this always works better if there is a lot happening) then write a newspaper article on what they have witnessed. Pre-viewing and while-viewing tasks allow them to work on new vocabulary, while the post-viewing task gives them plenty of practice on past tenses. Good for intermediate levels.
<b>Video dictogloss</b>	This follows the dictogloss method of dictation and can easily be adapted to video. Students watch the scene a few times and write the main words and short phrases that a particular character says. Each group is given a character and is encouraged to listen and exchange information, this usually works better if there are two characters in the scene. Working with someone from a different group, they then write the script for the scene, incorporating both characters. As they will not have managed to write down the whole script from the listening exercises they will have to use their imagination and fill in the gaps. This gives them an excellent opportunity to work on grammar.
<b>Watch and observe</b>	This is a good lesson for lower levels because students only have to focus on a minimum of spoken dialogue. Students watch a scene from a film which has lots of things that they can see and therefore write in their vocabulary books. You can teach and test your students' vocabulary by asking a series of true/ false questions and asking them to put a series of events in order.

There are a number of good reasons to use video in classrooms. Video combines visual and audio stimuli, is accessible to those who have not yet learned to read and write well, and provides context for learning. For English language learners, video has the added benefit of providing real language and cultural information. Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language.

Videos can be stimulating to learners. Many videos are based on stories, which are enjoyed by almost everyone and particularly favored in some cultures. Videos that use the conventions of entertainment television (plot, character, development, and resolution) may catch the attention of learners who do not yet read [49, p.81].



Because many excellent videos are produced as entertainment for native English speakers, they generally present real language that is not simplified and is spoken at a normal speed with genuine accents. These videos include movies, television programs, and news broadcasts; they can provide a realistic view of culture, and their compelling story lines can motivate learners to stretch their comprehension. Additionally, using authentic videos in the classroom can provide opportunities for learners to evaluate a medium that they use in their daily life. This is important because, just as learners need to develop critical literacy skills in order to analyze what they read to distinguish fact from fiction or to identify an author's position on a topic and compare it to their own, they also need to be able to do this with what they see and hear, i.e., with films and television programs.

Warschauer M. of Kentucky Educational Television (KET) suggests that teachers think of using a video as a three-part lesson, including pre-viewing, viewing, and post-viewing activities[50, p.118].

Before presenting the video, the teacher must engage the learners' interest in what they will be doing and prepare them to do it successfully. The teacher tells the students or leads them to discover for themselves why they are viewing the video (e.g., to understand work expectations in the United States, to learn ways of meeting and greeting people, to learn ways that parents can help their children at school). Preparation may include a pre-viewing reading activity or a discussion of new vocabulary from the video. It may involve looking at still pictures from the video and predicting language and content to be covered. Finally, pre-viewing preparation means ensuring that an operating VCR and monitor is available and that the screen is large enough for all students to easily view the film. Fazey recommends using a 20-inch screen for a class of 12 to 15 learners.

While learners view the video, the teacher should remain in the classroom with the learners to observe their reactions and see what they do not understand, what they are intrigued by, and what bothers them. The teacher is there also to press the pause, rewind, and play buttons as needed. Sometimes it is best to leave the lights on. This facilitates the teacher's observations and enables learners to take notes and to complete worksheets prepared by the teacher. For example, in viewing a vignette from *Joy Luck Club*, learners may be directed to note down the words that the young European-American man uses to compliment the dinner prepared by his Chinese-American girlfriend's mother.

After the viewing, the teacher should review and clarify complex points, encourage discussion, and explain and assign follow-up activities whether they are included in the student texts and materials that accompany the instructional videos or they are developed for authentic videos. For example, the workbook for the instructional video *A Day in the Life of the González Family* (Delta Systems Co., Inc., 1998) includes post-viewing activities that direct learners to discuss in small groups the language and cultural concepts presented in the video, work on grammar or vocabulary activities taken from the language and structures used in the video, and then do a consensus-building and problem-solving activity and complete a project that takes them to the larger community.

Also the following activities can be used in teaching process based on video technologies:

#### Critical Pedagogy

"Critical Pedagogy" is the term often used to describe a teaching approach whose most well-known practitioner was Brazilian educator Milrud R. P. He was critical of the "banking" approach towards education, where the teacher "deposits" information into his/her students. Instead, he wanted to help students learn through questioning and looking at real-world problems that they, their families, and their communities faced. Through this kind of "dialogue," he felt that both students and the teacher could learn together [51, p.253].

The class could start off by watching video. Then, the teacher could lead students through a process of thinking, sharing in small groups and with the class, and writing and drawing using this questioning sequence:

1. Describe what you see: Who is doing what? What do they look like? What objects do you see in the video? Summarize what they are saying.
2. What is the problem in the video?
3. Have you, your family, or friends ever experienced the problem? Describe what happened.
4. What do you think might be the causes of the problem?
5. What solutions could a person do on their own? What solutions could people do together? Would one be better than the other? Why or why not?

Students could create simple posters and make presentations (including role-plays) illustrating the problem, sharing their personal connection to it, listing potential solutions, and choosing which one they think is best and why. As students became more advanced, they could even develop this outline into a Problem/Solution essay using the same outline.

#### Back to the Screen

The teacher picks a short engaging clip from a movie and then divides the class into pairs, with one group facing the TV and the other with their back to it. Then, after turning off the sound, the teacher begins playing the movie. The person who can see the screen tells the other person what is happening. Then, after a minute or a few minutes (depending upon the length of the video), the students switch places. Afterward, the pairs write a chronological sequence of what happened, which is shared with another group and discussed as a class. Finally, everyone watches the clip, with sound, together [52, p.125].

#### Language Experience Approach

The Language Experience Approach describes the process of the entire class doing an activity, which could very well be watching a short video, and then discussing and writing about it.

Immediately following the activity, students are given a short time to write down notes about what they did (very early beginners can draw). Then, the teacher calls on students to share what the class did - usually, though not always - in chronological order. The teacher then writes down what is said on a document camera, overhead projector, or easel paper. It's sometimes debated if the teacher should write down exactly what a student says if there are grammar or word errors, or



if the teacher should say it back to the student and write it correctly - without saying the student was wrong. We use the second strategy and feel that as long as students are not being corrected explicitly ("That's not the correct way to say it, this is"), it's better to model accurate grammar and word usage. Students can then copy down the class-developed description. Since the text comes out of their own experience, it is much more accessible because they already know its meaning [53, p.126].

The text can subsequently be used for different follow-up activities, including as a cloze (removing certain words and leaving a blank which students have to complete); a sentence scramble (taking individual sentences and mixing-up the words for learners to sequence correctly); or mixing-up all the sentences in the text and having students put them back in order.

#### Dubbing

Showing videos without the sound and having students develop an imagined dialogue can be a great language lesson, and a lot of fun. You can even have students act out the scenes, too. In fact, you can use this idea even with videos that don't include humans! Have students imagine what dogs are thinking in this video about acting dogs.

#### Novelty

Our brains are wired to respond to something new - a survival legacy of our ancestors who had to be acutely aware of any change in their environment. You are more likely to grab students' attention by introducing information, a topic, or a lesson in a different way and a video clip can "fit the bill." For example, we began a unit on Natural Disasters by showing a portion of this first report on the Japan earthquake and tsunami.

#### Video Clips and Questions

Another way to use video to generate student thinking involves students watching a short video clip and then writing questions about the clip. Students divide into pairs, exchange their papers, and answer their partner's questions. Students then exchange papers again and "grade" their partner's answers. The fact that students are writing questions for a real audience (a classmate) tends to lead to better questions. Students may also take more time answering the questions because they know a classmate will be "grading" them.

This activity can be used when teaching students about different levels of thinking such as the difference between literal and interpretive questions.

#### Video and Reading Strategies

We focus a lot on helping our students develop and use various reading strategies such as predicting, summarizing, visualizing, questioning, connecting, evaluating, etc. Teachers can use video to give students further opportunities to practice these strategies in an engaging way.

#### Inductive Learning

Inductive learning is a powerful way for students to build higher-order thinking skills. Using the inductive process builds on the brain's natural desire to make connections and to seek patterns. Text data sets are a key strategy where students employ this thinking to seek patterns and use them to identify their broader meanings and significance. Text Data Sets can be composed of short examples of text, which

can be organized into categories. Each example may be a sentence or a paragraph in length, and the level of text can be adjusted depending upon the proficiency level of the students. Students use their reading strategies to decode and comprehend the text first and then employ a higher level of thinking to recognize patterns in the text. They organize the examples into categories either given to them by the teacher or generated by the students themselves.

Some scholars offer the following methods of teaching foreign language based on video technologies. Here are seven ideas to get the ball rolling in the right direction.

### **1. What happens next?**

**Aim:** To practice speculating and predicting, initiate authentic discussion and generate interest in a topic.

**Material:** A video with some kind of cliffhanger (it could be from a show's bloopers reel to make it less predictable).

**Procedure:** Set up the situation. Teach any necessary vocabulary beforehand. Play the video and stop at a suitably exciting place. Have students discuss in pairs or groups what they think happens next. Elicit responses and write them down on the board. Play rest of the video to see if they were right.

### **2. What are they like?**

**Aim:** To practice describing people and use language of speculation (could be, looks like, seems like, etc.)

**Material:** A short clip or still which clearly shows one person (and key details such as age, clothes, features, mannerisms, voice, etc.) This could be someone in a TV interview, a character in a film and so on.

**Procedure:** Review descriptive language, and then review or teach expressions of speculation before starting this activity. Play a short clip and get students to ask and answer questions about the character, including: age, job, personality, kind/unkind, intelligent/unintelligent, what hobbies they have, married/single and areas of expertise. To elicit further discussion, they can argue their points in groups justifying their opinions. For example, one student may get up and explain that "he looks like a lawyer because..." and go on to enumerate his lawyer-like qualities.

### **3. What are they talking about?**

**Aim:** To practice language of opinion and speculation, show the importance of body language and generate interest in a topic or story.

**Material:** A short clip of two characters talking.

**Procedure:** Explain the activity. Discuss the importance of body language in communication. Review or introduce vocabulary and expressions of opinion and speculation. Play the clip with the sound muted. In pairs or groups, have students speculate on the moods, perspectives and relationships of the characters from their body language clues. See if anyone can figure out what the characters are actually discussing. Give feedback and then play the clip with the sound turned up. You could have further discussion on the importance of body language in language learning or in different cultures.



#### **4. Video jigsaw**

**Aim:** To practice telling a story, giving descriptions (scene, characters) and practicing language of speculation and decision making.

**Material:** For this one you'll need a clip of a movie, TV show, advert or other video with a strong story line (having distinctive beginning, middle, and end sequences). This has to be divided into three (or more) parts. Each group will be watching a different part. You'll also need access to separate computers or TVs in different rooms. If this isn't possible, then one group can watch the film in a corner of the room while the other two groups work on a related task — then they'll all swap around until each of the three groups have watched their clip.

**Procedure:** Put students in three (or more) groups, labelled A, B and C. Each group watches their clip from the video, which should be a different part of the clip. They discuss what they've seen and then form new groups made from one person from each of the original groups (grouped together like: ABC, ABC, ABC). They retell their part of the film to the others in their new groups. Then, each group tries to work out the correct order and the complete story. They then watch the complete film to check if they were right.

#### **5. Phonology focus**

**Aim:** To draw attention to the importance of the shape and position of the jaw and mouth muscles in the target language. To highlight the rhythm, stress and intonation of the language.

**Material:** Choose a video clip where there's a close up of someone talking for at least 20 seconds.

**Procedure:** Introduce the topic – the idea of the “music” of a language and also what happens to the faces of people speaking different languages. Play the video with the sound muted, pointing out the mouth and jaw muscles they're using. Note the shapes of their mouths, positions of lips and so on. Get students to imitate this, making it fun. Now play the clip with sound quite low so they can focus on the rhythm, stress and intonation of the language. Get them to repeat sections, trying to mimic the speaker as best they can without using the words, just the sounds. This will kind of sound like, “bla bla BLA,” or “da da DA da da da.” Again, this focuses attention away from the words and towards the music of the language. Finally, if necessary, hand out copies of the script and get the students to repeat the actual words while trying as much as they can to retain the “music.”

#### **6. Memory test**

**Aim:** To practice listening for meaning and to practice role play and improvisation.

**Material:** A clip with a short dialogue between two characters.

**Procedure:** Students work in pairs, A and B. Tell them that you're going to play a short clip and Student A must remember what one character said. Student B must focus on the other character and remember what they said. Play the clip once, or more times as necessary. Try to keep this activity light and make it fun. If they can't remember, improvise! They can then re-enact the scene and check for accuracy with the original at the end.

#### **7. Which film?**

**Aim:** To practice giving opinions, agreeing and disagreeing. Persuasion.

Material: Several movie trailers.

Procedure: Set up the task, teaching language and vocab as necessary. Tell them they're going to watch a movie, but there's only time for one. Let them know that in order to watch even that one, they must all agree on which one they want to watch — as a group. Play trailers from several films. Then, put the titles on the board. Put the students in groups and let the discussion commence! Try to get each group to agree on watching the same movie. Provide feedback to the whole class. If possible, play the whole movie or go and see it together as a class.

Languages are not fixed but constantly changing, so is the media; television, radio and newspaper which are an extraordinarily rich source of language in use. In order to expose foreign language learners to the target language the use of technology need to be exploited in the classroom as much as possible. For that reason a great tendency towards the use of technology and its integration into the curriculum developed by the foreign language teachers has gained a great importance. Particularly the use of video has received increasing attention in recent studies on technology integration into teacher education curricula.

It is an undeniable fact that video is one of the best materials that enables students to practice what they have learned through various techniques. As Canning-Wilson describes video, at the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Thus it is clearly true such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision.

The students contextualize the language they have learnt. In other words, they can see and hear the speakers in dialogues; their ages, their sex, perhaps their relationship one to another, their way of dressing, social status, what they are doing and perhaps their feelings. Moreover, as previously slightly mentioned, paralinguistic features such as facial expressions or hand gestures provide aural clues of intonation. The learners can also see the setting of the communication on the screen, so they can clarify whether the situation is formal or informal.

Methodologically speaking, watching video films should be different from passive television viewing. So, the teacher should encourage the learners to watch the films actively, by using the supplementary materials, such as worksheets prepared by him or supplied with the films. The learners should participate in the activities, if possible, they themselves set up some projects in the target language, by recording their own activities such as speaking, interviewing, reporting etc. Shortly, the role of the learner is not to be a passive viewer but an active member in the triangle of the video, the teacher and the learner.

To reach successful and effective results with teaching language through video, the learners and the teachers should perform their tasks perfectly. Moreover they should be informed of the new methods and techniques in FLT. To do this, seminars can be organized. A group of teachers and experts should prepare video cassettes, which will enable the schools to obtain them easily. These cassettes should be modern, interesting and in parallel with the syllabus. In a word, it can be concluded that the use of technology is nowadays inevitable in the classroom.



When used appropriately, video is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing (Katchen, 2002).

Videos technologies are powerful tools in helping English language learners improve their language skills. They provide the learner with content, context, and language. Videos technologies play an increased role in self-study situations.

ONLY YOUTUBE

## **2 TECHNIQUES OF VIDEO TECHNOLOGIES APPLICATION IN THE DEVELOPMENT LINGUO-CULTURAL COMPETENCES IN TEACHING FOREIGN LANGUAGES**

### **2.1 Techniques and means of developing linguo-cultural competences on the base of video technologies**

Events of language use mediate human sociality. Such semiotic occasions develop, sustain or transform at least part - some have argued the greater part - of people's conceptualizations of their universe.

Whenever languages and other paralinguistic semiotic systems are used in their ubiquitous human habitats, cultures as well as people can be said to be communicating.

In discursively mediated interaction, whether as "native" users or as analyst-investigators, we perceive ourselves to be sending and receiving messages to and from so-called real or fictional individuals; we communicate about states of affairs concerning all manner of experience able and imaginable things. But we are at the same time experiencing culture by communicating through this exemplar, medium, and site: language-in-use.

We can "hear" culture only by "listening to" language in a certain way. This channel is made available by contemporary semiotic pragmatism in its theorizing the "conceptual" nexus linking language to culture.

To be sure, all human activity centrally engages conceptualization in one or another respect. And, further, language is a semiotic complex most visible to our individual reflexive gaze precisely for its instrumental role in explicit, task-oriented conceptualization. Yet the argument here is that there is a realm of what we might justly term "cultural" concepts to be discerned from among concepts in general and specifically among other conceptual codings manifested in language. These "cultural" concepts define and reveal what is culturally specific about human discursive interaction, seen both as itself human activity and as mediating semiotic "relay" of all other human activity [54, p.44].

It is a truism that cultures are essentially social facts, not individual ones; they are properties of populations of people who have come to be, by degrees, tightly or loosely bounded in respect of their group, their modes of cohering as a group. Cultures are historically contingent though, as experienced, relatively per during values and meanings implicit in the ways people do things and interact one with another. Such doings, as events, have value and meaning only insofar as they are patterned—the textually oriented word is "genred"—so that even as they are participating in them, people in effect negotiate the way that events are plausibly and (un)problematically instances of one or more such patterns. So, culture being manifest only in such socio-historical facts, anything "cultural" would seem to depend on the contingencies of event hood that, in complex ways, cumulate as genre norms of "praxis" or "practice." Yet, in the event culture is always presumed upon in the course of that very praxis, even as it is always potentially transformed by people's very doings and sayings.



For the linguoculturology such an approach is quite natural, because on the determination of “from the point of view of narration, life in the world is just the life in the world, being already marked with the language practice, linked with this understanding beforehand” [55, p.297].

Necessity of combinative approach to the objects of culture, in which narrative, literary thinking and elements of methodological analysis are organically supposed to exist, are conditioned by the demand of linguoculturology in an indefinite discourse – thinking space; between strict scientific character and free fantasy. The first is unacceptable as to its abstractness and as to the reason in which exists methodological constraint on the products of discourse understanding and the second as absolutely non restricted imagination – as it is also unacceptable.

The nature of humanitarian science itself surmises a special type of “culturological” methodology, including variety of “language games” with obligatory presence of narrative elements. It is worth mentioning that such a methodology is not usual and is a very understandable means. It is not a logical understanding, and in itself is a notion of a key is not something abstract or taken as to analogy, but first of all concretely formalizing, but not determining exactly, and adjoining the self-peculiarity of the object and occurrences. Such ordinary notions are close to the modern cultural “conception”, able to be actualized in different “contexts”.

Therefore, search of methodological bases of linguoculturology is realized by the way of using elements of concentrology, Germanistics and general philology. In conformity with such a methodological vector at the modern stage of development of linguoculturology, attempts are made to integrate into linguistic methods of receptions and methods of culturology: general philosophical, ideographical (descriptive) method of Vindelband, inductive method (Shiller & Gartman), phenomenological method (Gusserl), hermeneutical method (Gadamer), structural-functional analysis (Levi-Stros and others). In this plan several methods of linguoculturology can be distinguished (table 7):

Table 7 - Methods of linguoculturology

<b>Methods of linguoculturology</b>	diachronical method based on comparative analysis of different linguocultural units as to the time
	synchronic method, comparing simultaneously existing linguoculturological units
	structural-functional method, surmising division of the objects of culture into parts and discovering links among the parts
	historical-genetic method, oriented to the study of linguocultural facts from the point of view of its formation, development and its further fate
	typological method, aimed at discovery of typologically closeness of different linguocultural units, created during historico-cultural process
	on the basis of comparative-historical method lies the comparison of original linguocultural units as to the time and analysis of their essence

During the last time on the method or representations of concepts, methods peculiar to linguoculturology are worked out. In this, they think that the ways of objectification of the concepts running as to the hermeneutical circle, supply linguo-cultural possibilities of creating speech-thinking “portrait of the object of notion”.

In the process of creating such a “portrait” when individually taken fragments (elements) of the character of the object is drawn, linguo-cognitive selection and interpretation of individually taken words, giving cultural meanings (as to the origin, quality, appearance, function and as to their duration of existence) and other marked codes in the type of seven semantic structures of the words (phraseology, idioms), take place. So, creation of speech portrait of this or that object, as to Bartminskiy, is a means of establishment of minimal meaningful elements within the language meaning. Meaningful elements themselves are derivative, which appear in the process of fixation of interpreted by the human being, features, signs, peculiarities, qualities and by the function of cognized object. We consider them as the results of prototype semantics. Selected by this way signs are called profiles by Bartminskiy “Different profiles are not different meanings, but they are the ways of organizing the meaning structures of this and that meaning. ...The notion of prototype can be considered as profiling of its type, accepting the fact of existence of prototype profile and its derivatives” [56, p.220].

The result of process of creating speech portrait of the object – profiling by Bartminskiy is considered as profile. His main difference between the conception of Langaker stands just in this. As to Bartminskiy profiling means “section”, the search of borders of social conscious. In the conceptions of Bartminskiy the main profiling differs: in the first conception social, ethno-cultural conscience is meant, while in the second the subjective, individual conscience is meant. Different from Langaker who stands for limited profiling of the limits of observation [57, p.28].

Chinnery G.M. considers that different codes form limits for experience: verbal, behaviorist, mystic-ideological, objective-symbolic.

It is worth speaking of not only on different ways of conceptual analysis, but also of purposefulness of their complex usage. Domination of this or that tandem in this problem determines the specific feature of proper method: visual method by Langaker: method of profiling by Chinnery G.M. and his school; description of predicative links and modeling of diagnostic contexts; description of concept as to its association field; analysis of meaning as to the vocabulary definition; etymological analysis; method of studying concepts through the lexic-grammatic fields of lexeme, representing it [58, p.3].

Supporters of linguocultural approach to the understanding of disciplinary status of linguoculturology, demonstrate its general genetic roots, linked with linguistics, associating it with the appearance of linguistic doctrines worked out by Humboldt, Bundt, Shukhardt, Potebnya and others. Within this didactic approach Prokhorov considers that culture of a country is considered as a constituent part of communicative necessities of learning the language, extra linguistic basis of speech situations and realized intentions in it. “The aim of teaching is to supply communicative competences of the learners” [59, p.45].



The subject of linguistic culturology is language as the realization of the start of creative spirits of the human being, as the reflection of cultural values of ethnic society, and the central problem is the problem of learning the language picture of the world, peculiar for each language collective. As Vorobyov affirms, deepening of semantics till the level of “subject syntagmatics” supplies ability to analyze verbalized act of culture as the unity of language and out of language (extra-linguistic) essence. Accordingly, linguoculturology is directed to the analysis of out of language contents of culture as well, giving advantage to the last notion [60, p.5].

In linguoculturology more abstract level of description of the problem of mutual relationship of language and culture is given. Nevertheless the author puts the teaching of culture in the first place, but alongside with it, he indicates the necessity of complex consideration of three criteria (figure 5):

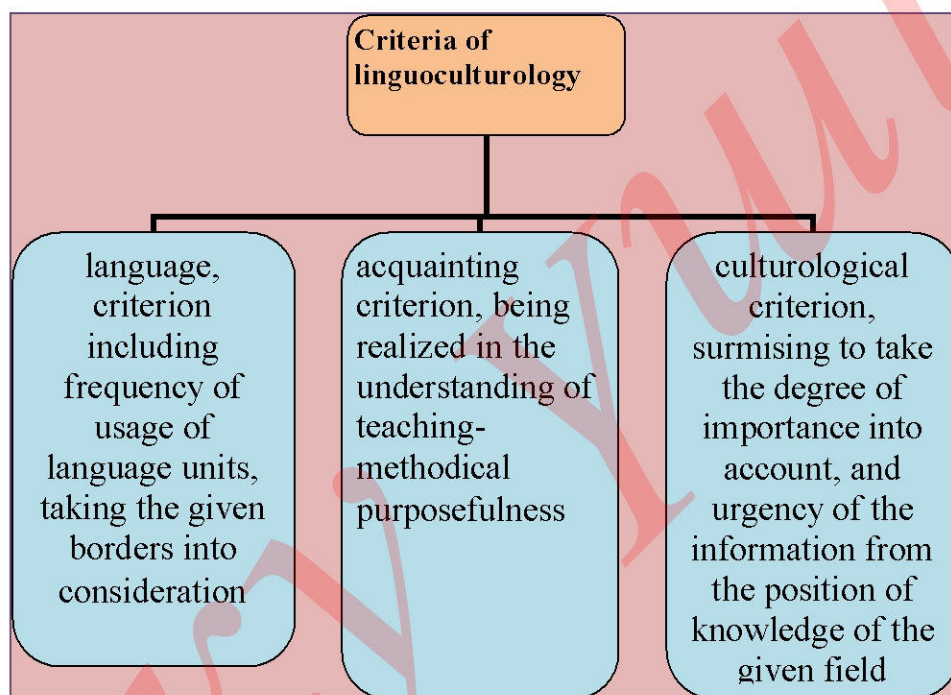


Figure 5 – Criteria of linguoculturology

In accordance with this, we may come to the conclusion that during the teaching of a foreign language in an auditorium, the usage of linguocultural approach is a must, because linguocultural information becomes a necessary communicative part of the competence of the student, specific manner realized in the semantics of language unit. Linguocultural knowledge makes forming linguocultural competence, as a part of communication, necessary. Linguoculturologic competence includes study of linguoculturology, phenomenon of culture, but not the phenomenon of language.

As an example of the above mentioned we’ll consider the following text:

I was a very good student, if I may say so. I was top at St. Michael’s College four years in a row. I got every possible award from the Department of Zoology. I would have received the Governor General’s Academic Medal, The University of Toronto’s, were it not for a beef-eating pink boy with a neck like a tree trunk.

In the given extract we observe phenomenon of cultural framing, where absolutely negative attitude of the speaker is expressed implicitly in the word combinations: “beef-eating pink boy”, which indicates cultural, religious, racial and social discrimination between the speaker and the discussed person [61, p.256].

Analysis of methodic literature makes it possible to determine linguo-cultural approach as one of the most efficient one, aimed at formation and improvement of habits and skills of realization of intercultural intercourse by means of learning a language phenomenon of culture.

The result of forming the second cognitive conscience in the student by means of mastering a foreign language is gaining by them the ability of intercultural communication. Alongside with the language with such an approach to the culture includes the main contents of teaching, which meets the psychological peculiarities of learning a foreign language.

Linguo-cultural approach gives possibility to keep away from simplified factologic-fragmental acquaintance of the learned language, with definite aspects of culture, which makes it possible for the learners to form complete enough picture of “out of language activity” by means of investigating both lingual and out of language contents of chosen sphere for learning.

As in the didactic interpretation of linguo-culturology introduces itself as theoretical foundation of forming the second language personality, of those communicative skills, which are necessary for learning different national pictures of the world and prevention of cultural interference, then linguocultural approach in learning the Russian language as a foreign language is one of the conditions of mastering lexis, supplying intercultural communication. A foreigner’s learning lexis and mastering it in the linguo-cultural aspect makes transition possible to another mark system, necessary for forming the second language personality. In the modern methodology by mastering a language we understand as ability to communicate with another person correctly, freely and adequately in the language that the person has mastered. So, as we see, the language picture of the world deepens till the linguo-cultural picture of the world as a system of knowledge on culture, expressed in a definite national language, but an individual usage of linguo-culture is substituted by linguo-cultural competence as a socially meaningful system.

Completing Vorobyov’s determination for the methodical purposes, Bashurina under the term of linguo-cultural competence understands system of knowledge on the culture, used in a definite national language and the complex of skills of operating with this knowledge. The author proves that ability to intercultural communication is the result of forming the second cognitive conscience in the learners by means of learning any foreign language which can be achieved in the process of culturological learning, representing fragments of culture. So, culturological approach to culture becomes the object of cognition and teaching. As it is known, linguoculturology studies interrelation of language and culture, but being different from culture-oriented linguistics, the main attention is focused on the linguistic aspect. Linguo-culturology is linked with culture-through-language studies as a system of ruling principles of solving general schooling and humanitarian tasks, but besides it, linguo-culturology possesses a number of specific features (figure 6):



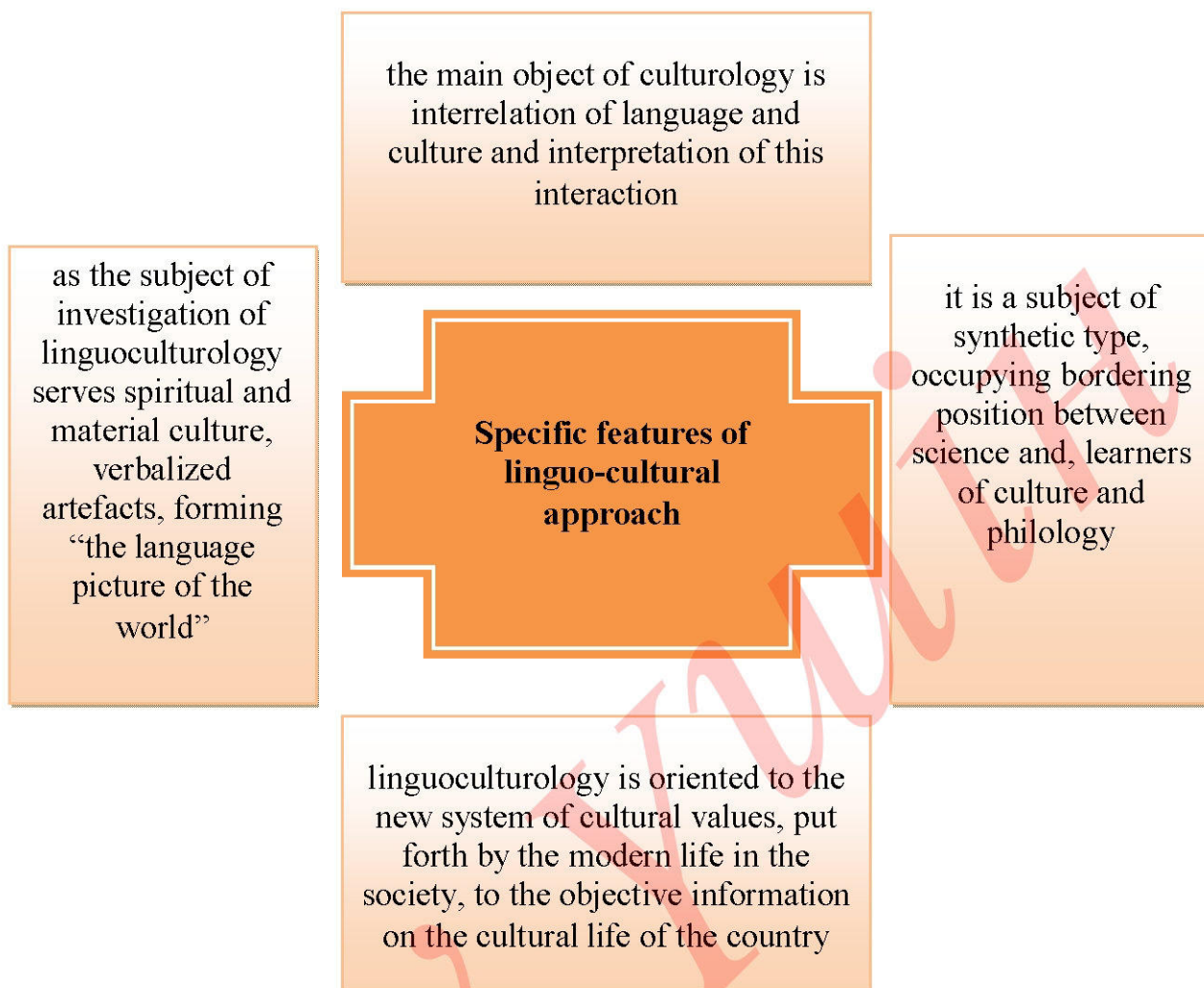


Figure 6 - Specific features of linguo-cultural approach

Being busy learning cognitive semantics at the XX-XXI centuries sometimes, consciously or unconsciously some people think that systematic-structural aspects of linguistic analysis has expired its heuristic potential.

Godvin R. criticizing such a mistaken conception, puts forth his understanding, stressing the fact that development of cognitive semantics does not contradict systematic-structural approach, but on the contrary it completes it [62, p.65].

Their combination is possible from the point of view of description of means of formal expression of language meaning and from the view-point of systematic modeling of semantic category of the language and speech (language unit, speech and even the whole text). There is no doubt that we must speak on the systematic-cognitive investigation of language semantics.

Besides, it doesn't mean, that simple unification of semantics with systematic-structure and semantics with cognition is possible. Absence of one general principle contradicts its systematic-structural semantics which studies the contents of words, from the position of object (logical approach), but cognitive semantics studies from the position of subject (anthropocentric approach). Some scientists express their thoughts, saying that these two approaches are not compatible.

We think that there is no ground here to speak about incompatibility of methodical positions; on the contrary systematic-structural approach does not contradict strategic basis of cognitive semantics. The last one, in spite of the fact that mainly is guided by semantic vision of the object in all its wholeness and complicity, at any rate we can't help thinking on the analytical understanding of real truth-without division of the whole into the parts and determining between them objective law of correlation and relations. Moreover, synthesis suggests analytical thinking: before synthesizing the cognizable event, it is necessary to know that at this moment modeling of the picture of the world or its individually taken fragments should be taken as mental integration. At any rate such kind of arguments remain unconvincing, unless we specify, what systematic-structural semantics is dealt with.

At present object of linguo-culturology is the language-discourse activity, considered by the value-meaningfulness view point. Such a determination of the object of linguo-culturology derives from Humboldt conception, according to which, language takes active part in all important spheres of cultural-discourse life; in thinking and understanding the reality. "Language in accordance with the considered conception, is a universal form of the initial conceptualization of the world, expresser and safe-keeper of unconscious, spontaneous knowledge on the world, historical memory on the socially meaningful events in the human life. Language is a mirror of culture reflecting the images of passed culture, intuition and categories of world outlook".

The relations between culture and language can be considered as the relation of a whole and its parts. Language can be apprehended as a component of culture or instrument of culture, particularly, when we deal with literary language or the language of the folklore. At the same time in relation with culture, it is as a whole, autonomous.

It can be considered apart from culture, which is being done by "pure" systematic-structural linguistics or in comparison with culture it is considered as a phenomenon of equal meaning and equal right. Consideration of these two objects separately, and at the same time, comparatively, makes it possible to apply a number of terms and notions related to culture, used and becoming old in the linguistics. Such an expansion of "linguistic approach to the phenomena of culture in no case can be considered as something of "transition" of terms of culturology to the linguistic terms, but with structurally more exact approach to culture as something like semantic whole.

Having investigated "Linguo-cultural aspect of interrelation of language and culture we have come to the conclusion that linguo-culturology is a new aspect of complex approach to language and culture, their interrelation with each other, mutual influence on the development of culture and language, their links with social life, psychology, and philosophy".

In the study of culturology the following methods of investigations were used: diachronical; synchronical; structural functional; historical-genetic; typological; comparative-historical methods.

We support the idea on the linguo-culturology telling that linguistic approach to the phenomena of culture in no case can be considered as something of "transition"



of terms of culturology to the linguistic terms, but with structurally more exact approach to culture as something like semantic whole.

All the great ideas can be uttered by a man or by the people only by its self belongingness and all the genius ideas appear only in the bosom of national experience, spirits and wisdom. Judging by how a man trusts, how he prays, how he does his praying, how and in what speech examples the man's honor, sense of duty appear, how he sings, reads poems, it is possible to determine to what nationality the person belongs. We must mention that all this depends not only on the conscious behavior of a man, but also on the spiritual state of the person which appears unconsciously.

It is easy for a group of imaginative teachers experienced in using video in teaching English to sit down and draw up a list of different ways of using video in the classroom. There are many accounts where interesting video lessons are reported in the literature.

Kudritskya M.I. suggests that as educators we must not loose sight of the educational purpose it has in the language classroom although it may be a popular tool to use with students. To get a successful result in language teaching using the video as an aid there are some techniques that should be benefited by both teacher and learner.

Lingio-cultural competence can be represented as a system, which includes the following components given in figure 7:

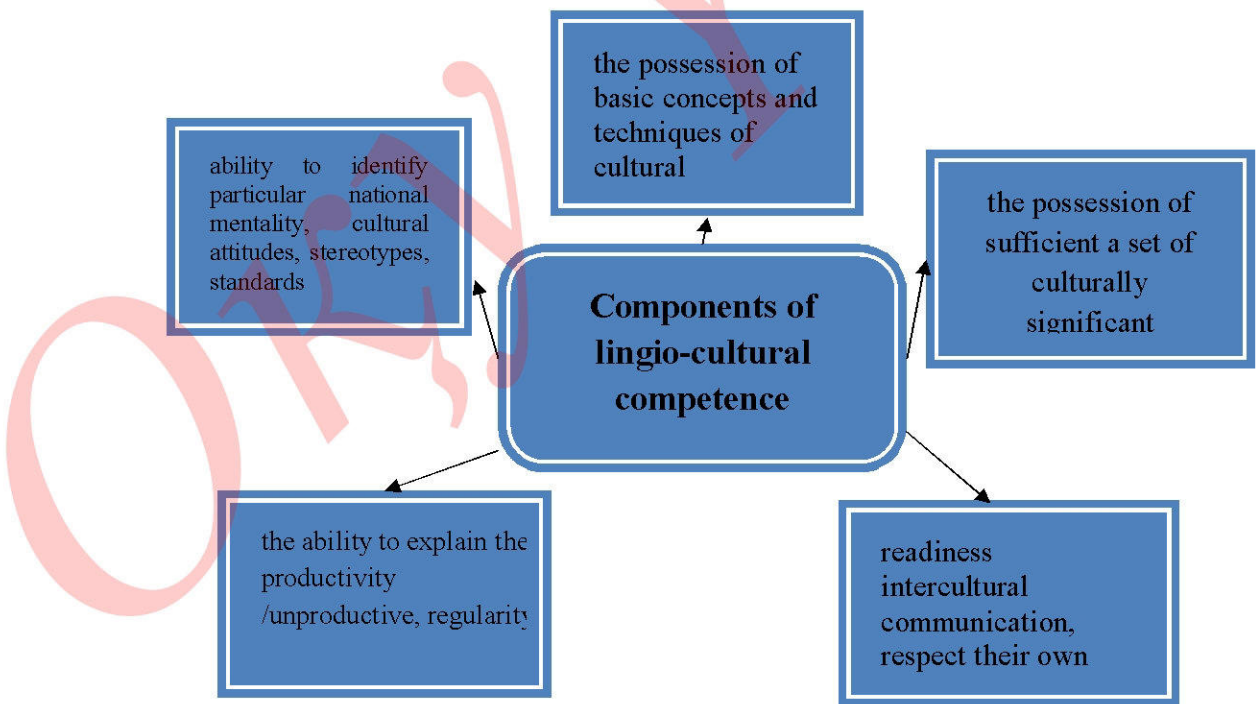


Figure 7 – Components of lingio-cultural competence

In the following table 8 some practical techniques for video implication in teaching foreign language are given.

Table 8 - Practical techniques for video implication

<b>SOME PRACTICAL TECHNIQUES FOR VIDEO IMPLICATION</b>	
<b>Active viewing</b>	Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.
<b>Freeze framing and prediction</b>	Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses. Teacher freezes the picture when he or she wants to teach words and expressions regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some points. By freezing the scene the students can be asked what is going to happen next. So they speculate on what will happen in the next act. Freeze framing is excellent for speculation. This activity also fires the imagination of the students by leading them predicting and deducing further information about the characters
<b>Silent viewing</b>	As video is an audiovisual medium, the sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time. One way of doing this is to play the video segment without the sound and tell students to observe the behaviour of the characters and to use their power of deduction. Then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying or ask



	students what has happened up to that point. Finally, video segment is replayed with the sound on so that learners can compare their impressions with what actually happens in the video.
<b>Sound on and vision off activity</b>	This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear.
<b>Repetition and role-play</b>	When there are some difficult language points in the video unit, closely repetition can be a necessary step to communicative production exercises. A scene on video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original version as they can remember. When students become confident with role playing and are sure of vocabulary and language structures, more creative activity can be introduced in which they are asked to improvise the scene to fit their views of the situation and the characters they are playing. Role-play involves students as active participants. As each student plays the assigned role, s/he becomes more and more involved. This activity also helps students to better understanding their own behaviour and to be more able to respond in a positive way to various human relationships. In other words, role playing is a good communicative activity and true preparation for real-life situations. It gives a chance to students to apply what they are learning.
<b>Reproduction activity</b>	After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will benefit from experimenting in English, even though it is challenging and mistakes are made. As it seems a bit difficult to perform, guidance, help and reassurance may be needed.
<b>Dubbing activity</b>	This activity can be done when students have the necessary language competence. In this activity, students are asked to

	fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing.
<b>Follow-up activity</b>	It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps to achieve communicative practice. With this activity students have an opportunity to develop sharing and co-operative skills.

The types of tasks based on video technologies, offered above favours to develop linguo-cultural competences as at their performance students without noticing enter into communication process i.e. they offer and request information required for them, exchange with the opinions, learn new things, etc.

We will consider the examples of some types of exercises which can be used to develop linguo-cultural competences using video technologies in teaching foreign languages in the course of teaching English on the basis of video technologies.

The exercise which teacher can use in time of browsing, audition or reading is check of ideas and assumptions which students put forward before studying of a new material.

For full mastering of the language material offered in a video footage, an audio recording or a text it is possible to use for example: having looked at a video footage, having heard to an audio recording or having read a fragment; put the works in such order so that form expressions taken from video material.

Interesting and effective way is the so-called discrimination of sound or image. After several viewing it is possible to apply sound discrimination: the teacher turns off sound and in the course of on video footage students say video-text by roles; the teacher provides students with the action of different character which were shown in a video fragment. Students have to mark out them each time as they hear them.

The role-playing games give a good opportunity to students to use the language and communicative abilities and skills in a certain situation. During the work in couples the intensity and efficiency of role-playing games increases because students are intensively involved in a situation. It is possible to use the imitating role-playing games close to dramatization of the video footage watched .

It is possible to offer work in couples or groups. The teacher writes out names of heroes, their words and actions etc. from the video footage watched and gives tasks to students to explain the connection between them.

The task of the type “to make / shoot” a videofootage independently similar to the material seen on the studied subject is effective. The task of this kind will allow the students to see themselves speaking English and will have in large measure teaching form. The creation of own video footage can become the whole direction in work of group under the level to develop linguo-cultural competences in teaching English.



## 2.2 Classification of exercises to develop linguo-cultural competences using video technologies in teaching foreign languages

The current education requirements make high schools to apply educational methods and forms corresponding to active process of teaching.

The teacher's task is to activate students' informative activity in teaching foreign language, new methods such as teaching in cooperation, project method with the application of new interactive media and Internet resources, help to realize personality-oriented approach in teaching, provides with individualization and differentiation of teaching inclusive students' needs, their level of knowledge, liking etc.

Types of exercises to develop linguo-cultural competences using video technologies in teaching English can be divided into:

The tasks for developing speaking skills is the exercises directed to motivation to speaking which comes out as means of forming adjoining speech and language skills as an aim of foreign language teaching.

The teacher can arrange discussion not playing any role in it. An intimate knowledge of the subject, cultural aspects, and preliminary preparation allows the teacher to attract pupils' attention towards more interesting points and sides of studied material.

A discussion can be made on the basis of questions prepared by a teacher to students, by students to each other etc. connected with the material seen.

A discussion can be organized by a teacher on the basis of pupils' individual interests related with the subject of studied material.

In order to develop speaking skills using video technologies in teaching English to develop linguo-cultural competences the following activities can be used:

### **Speaking activities**

1 Watch an interview with Cindy Jakson. Imagine that you are Cindy Jakson and answer the following questions.

- a) Were you happy as a child?
- b) Did any of your operations go wrong?
- c) What were you like as a child?
- d) Do you think that you are more beautiful now?
- e) What do you do now?
- f) Do you lead a healthy lifestyle?
- g) Do you think young people and teenagers should be allowed to have cosmetic surgery?
- h) Do you think that beautiful people are happier and more successful than less beautiful people?

2 Work in small groups and discuss these questions.

- a) Do you think young people and teenagers should be allowed to have cosmetic surgery?
- b) Do you think that beautiful people are happier and more successful than less beautiful people?
- c) Have you had, or would you consider having, any cosmetic surgery?

d) Do you think that beauty is in the eye of beholder?

3 Watch the video and find who said the following jokes. Work with a partner and decide which one you like the best. Give other examples like these.

- a) She spent five hours at the beauty salon – just getting an estimate.
- b) They say some faces are so ugly they could stop a clock. His could stop Switzerland!
- c) I am not saying he is ugly, but he looks good in anything but the mirror.
- d) I wouldn't say he was fat, but the other day on the bus he got up and offered his seat to three women.
- e) He wears a wig. It makes him look at least ten years sillier.
- f) With a face like yours, you should be on the radio.
- g) She was amazing! That girl had everything a man could want: big muscles, a beard, a moustache...
- h) Did anyone ever tell you how beautiful you are – and meant it?

Tasks for developing listening skills – exercises directed to the process of perception and understanding speech by ear. To support communication process students need to not only speak but also perceive his interlocutor. After viewing segment and information retrieval students are given an audio record where some words are omitted, then they listen to the plot looking at the text and fill in the gaps with suitable words. The gaps can be made long or short, on key words or function or even parenthetical words, on stressed or half-stressed words. It depends on the level of group and tasks of a lesson.

In order to develop listening skills using video technologies in teaching English to develop linguo-cultural competences the following activities can be used:

### Listening activities

1 Watch the video extract from TV quiz show. Match the game contestants to the information about them.

Job	home
baker	Basildon, Essex
bank clerk	Manchester
Barger King crew	The Midlands

- a) Margaret \_\_\_\_\_
- b) Germaine \_\_\_\_\_
- c) Claire \_\_\_\_\_

How much money does each contestant win?

Margaret	Germaine	Claire
_____	_____	_____
_____	_____	_____
Total:	Total:	Total:

What is the mystery phrase?



2 Watch six people talking about a problem in video unit and find which speaker is someone...

- a) who is a “shopaholic”?
- b) who is lonely in a new town?
- c) who is overworked and run down?
- d) who keeps forgetting things?
- e) whose husband is acting strangely?
- f) whose new secretary is unpunctual?

3 Answer these questions. Which speaker(s)...

- a) doesn't want to use telephone?
- b) finds it hard to concentrate?
- c) quite likes their job?
- d) made someone else angry?
- e) thought things were better before?
- f) have a problem at work?

4 Find expressions in video to replace the words in italics

- a) It can't continue like this.
- b) When she does begin to do it, she's fine.
- c) It was my turn to collect the kids from school.
- d) I had to call the police to force their way into the house.
- e) My mind keeps wandering.
- f) I don't know why he is behaving strangely.
- g) He's decided to begin *doing* karate.

5 Watch again and complete the expression.

- a) I shouldn't \_\_\_\_\_ for it.
- b) Stick your \_\_\_\_\_ out.
- c) Its not my kind of \_\_\_\_\_.
- d) You don't know if you're \_\_\_\_\_ or \_\_\_\_\_.
- e) They want things handed to them on a \_\_\_\_\_.

Tasks for developing reading skills is the exercises directed to the process of development and mastering language and speech material, processing of language, speech and communicative skills and abilities.

Teacher distributes among students texts taken from video footage. Pupils read the text individually. Then the teacher plays video footage and students check their mistakes.

Teacher plays the video footage and gives task to one of the pupils to read the text together with a narrator or hero etc. The rest of the students should mark where the mistakes have been made while reading.

After watching video material, the teacher distributes among students the texts and students should imitate reading technique of seen and listened on video footage i.e. to observe a tempo of reading, norms of stress (sense, logic, not to put the stress

on reserved words), pause rules, use of correct models of intone.

In order to develop reading skills using video technologies in teaching English to develop linguo-cultural competences the following activities can be used:

### Reading activity

Read the short newspaper articles and match them to the video fragments on the screen.

1

Indian film fans were in shock yesterday after discovering that Madhuri Dixit, as popular as Marlin Monroe ever was in the West, has secretly undergone an arranged marriage. Feminist feel Dixit, 32, a fantasy figure for Indian men and star of several blockbusters, has let her more radical sisters down. Few details of her marriage to Shriram Nene, a heart surgeon working in Los Angeles, have emerged except that it took place in Los Angeles on Oct 17, **(1)**. Her two sisters and a brother, who live in the United States, arranged for her to meet Dr Nene about three months ago. Apparently, the couple's horoscopes matched. According to Rakesh Nath, Dixit's manager, "Madhuri did not fall in love and so this was the next best way to get married." He added that Dr Nene "can't speak Hindi, does not watch Hindi movies and basically doesn't know who he has married".

2

HILLARY CLINTON has insisted that she intends to spend the rest of her life with her husband. She was on the campaign trail for the US Senate when she confronted rumours that she planned to divorce him when he left the White House. She said: "I certainly intend to spend the rest of my life with him. I have been with my husband for more than half my life. We've been together – this will be our 25<sup>th</sup> year of marriage – and we have so much between us **(2)**." Afterwards, she reaffirmed that she and her husband "love each other very much". When asked why she had discussed such an intimate issue, she replied: "Well, I'm not going to any more." But **(3)** was seized on by her detractors yesterday as a classic piece of Clintonian equivocation and is unlikely to dampen speculation about the state of their marriage.

3

JERRY Hall's decision to sue for divorce in England has surprised observers as she could have been awarded **(4)**. However, as mother of their four children, Elizabeth, 14, James, 13, Georgia, 6, and Gabriel, 1, she could expect to receive as little as 30 million in Britain. As well as the money made through the Rolling Stones, Jagger, **(5)** has invested in property, cars, antiques and modern arts – among them Andy Warhol originals. He also has an extensive portfolio of stocks and shares.



In a move to cut divorce rates in America, couples who take classes on marriage before they tie the knot can now receive a discount on their marriage licence. The \$30 discount scheme, (6), is now spreading across the country. It requires couples to attend classes on listening, (7), arguing respectfully and on resolving religious and financial differences. States hope that the classes will encourage a more mature approach to marriage and act as a pre – emptive strike against the negative consequence of divorce.

2 Find the places (1-7) in the text where the following phrases should go.

- a tax exile since 1970 \_\_\_\_\_
- and a lot of love in our family \_\_\_\_\_
- expressing feelings \_\_\_\_\_
- up to half of Jagger's estimated \$145 million fortune by an American court. \_\_\_\_\_
- her use of the word "intend" \_\_\_\_\_
- in the presence of a few relatives and friends \_\_\_\_\_
- which was first adopted in Florida \_\_\_\_\_

3 Find words or phrases in the article which match these definitions.

- person that many other people dream about (article 1)
- very successful films (article 1)
- the time before an election for a politician (article 2)
- reduce, limit (article 2)
- go to a law court because you want something (article 3)
- combination of investment (article 3)
- reduction of price (article 4)
- something done to prevent something else happening (article 4)

Let's give the following examples pretext, text and post-text stages of work on the text using video technologies.

**Before reading. До чтения.**

1. What associations do you have when you hear the word technology?
2. Write advantages and disadvantages of developing technology?
3. Divide the following words into to columns.

Nature, gadgets, computer, farming, information networks, biotechnology, pollution, nanotechnology, globalization, warming, biotech, hunter-gatherer, forest, ozone layer, vacuum cleaner, mountain, microwave, solar radiation, moisture, soil, rainfall
---

<b>ENVIRONMENT</b>	<b>TECHNOLOGY</b>
_____	_____
_____	_____

**ENVIRONMENTALISM AND TECHNOLOGY**

Wait a minute, you might say, it is environmentalism against technology, for isn't technology a fundamental source of environmental problems?

This has been the position of deep greens. In fact, some trace all environmental problems to the beginning of agriculture, arguing that it was the shift from hunter-gatherer to farming that created what they consider the human

II. Fill in the gaps with words from the box.  
Заполните пропуски подходящими по смыслу словами из рамки.

Planet, rubbish, oxygen, create, nature, save, wildlife, species, facilities, whales

1. People have lived on our \_\_\_\_\_ for many years.
2. Many \_\_\_\_\_ of animals and birds are disappearing nowadays.
3. They forget that people can't live without trees and plants, because they fill air with \_\_\_\_\_.
4. The main reason of pollution is \_\_\_\_\_.
5. They don't have good meal and \_\_\_\_\_ for the life
6. This organization also helped to \_\_\_\_\_ more than 250 National parks.
7. Greenpeace began its work 20 years ago from saving \_\_\_\_\_.
8. We must take care of \_\_\_\_\_ because we are part of it.
9. We must \_\_\_\_\_ wild animals
10. People destruct \_\_\_\_\_ and cut down trees to make furniture.

IV. Write a composition on the following topics.  
Напишите сочинение на данные темы.

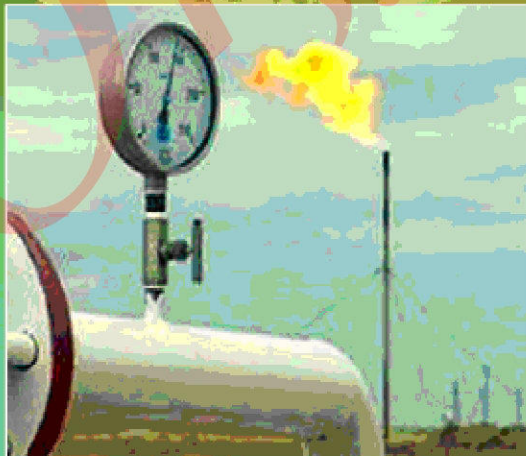
1. Understanding the environment.
2. Factors threatening the environment.
3. A new look at human extinction.
4. Environment and technology

V. Discuss the problems raised in the text above with your partner, using the active vocabulary.  
Обсудите проблему, предоставленную в тексте с партнером, используя активный вокабуляр.

VI. Read and practice the following tongue twisters.  
Прочитайте данные скороговорки.

1. We surely shall see the sun shine soon.
2. What noise annoys a noisy oyster? A noisy noise annoys a noisy oyster.
3. She sells seashells on the seashore.  
The shells she sells are seashells, I'm sure.
4. I cannot bear to see a bear  
Bear down upon a hare.  
When bare of hair he strips the hare,  
Right there I cry, "Forbear!"

VI. Write a topic according to the pictures.  
Составьте топик по данным картинам.





IV. Learn this poem by heart. Выучите стихотворение наизусть

## In the Water-World

by Evaleen Stein

Down among the waterweeds,  
Darting through the grass,  
Round about the tasseled reeds,  
See the minnows pass!  
See the little turtles there,  
Hiding, half asleep,  
Tucked in tangled mosses where  
Tiny crayfish creep!

Watch the trailing grasses string  
Strands of purple shells  
That the lazy ripples ring,  
Sweet as silver bells;  
Watch the sunshine sift and drift  
Down the eddy whirls,  
Whence the laden whitewoods lift  
Loads of blossom pearls;

While the limpid shadows slip  
Softly in between,  
And the pussy-willows dip  
Lightly in the green  
Of the mocking trees that grow  
Down the water-sky,  
Flecked with fleecy clouds that blow  
Where the reed-birds fly.

Oh, such marvels manifold  
Fill the summer stream,  
Such enticing things untold  
Through the ripples gleam,  
If you could a moment turn  
Into what you wish,  
Would it not be fun to be  
Yonder little fish?



V. Discuss the problems raised in the text above with your partner, using the active vocabulary.  
Обсудите проблему, представленную в тексте с партнером, используя активный вокабуляр.

VI. Work in pairs and make up a dialogue about the influence of technology on environment.  
Составьте диалог о влиянии технологии на окружающую среду.

The tasks for developing writing skills is the exercise directed to mastering of graphic and spelling systems of foreign language for fixation of speech and language materials aimed at sticking in mind better and as helper in mastering oral speech and reading. This exercise directed to expression of thoughts in a graphic form.

### Writing activity

1. Watch an interview with a famous explorer. Then write the article about Wilfred Thesiger for the newspaper. You can use the following notes.

Amazing life, crossed the Empty Quarter of Arabian desert, lived with marsh Arabs in southern Iraq, published many books  
Born 1911, mud building in Addis Araba, father – diplomat  
Learnt to ride (3 years old), interested in hunting (4 years old), then school in England (8 years old)  
23 years old, found source of Awash river in Abyssinia, then explored Tibesti mountains of Chad – hunting period, shot lions, buffalo and elephants, killed a hippo with a spear  
World war II – fought in Africa, then with Druse horsemen in Syria  
Never married, never regretted it – never wanted children

2. Watch video segment about the description of the well – known celebrities and then write a description of the person you know. Show how the way they look reveals their personality. The notes below may help you.

Choose someone to describe. It may help to have a photograph of them in front of you. It doesn't matter if you don't know about their personality. You can make guesses based on their appearance.

Brainstorm two short lists of adjectives and other phrases: one to describe their appearance, one to describe their personality.

Decide what is most noticeable about their face or their clothes. What does this tell you about them?

If you know the person well (or you have seen them on TV), how do they stand, walk, use their hands, move? What facial expressions do they often have? What does this tell you about their personality?

How do you feel about this person? You may like to close your description with your personal view.

During our research work we pointed out and classified the following types of activity with the use of video technologies to develop linguo-cultural competence. For example as a teaching material the theme "News" was chosen.

### ***1 Before watching***

Aim: to prepare students to accept video material and help them to cope with lexical and grammatical difficulties. The theme of the video material is introduced for the students to prepare them for discussion, doing some exercises and so on. The following activities can be used in before watching stage.

### **Task 1**

Answer and discuss the following questions.

1 What's the news for today?

2 How often do you read newspapers, listen to the radio or watch TV news?

3 What do you prefer: to watch news on TV, to listen to the radio news programme or to read news in newspapers?

4 What kinds of news are you interested in: political, economical, cultural, sport news and so on?

5 What is your favorite news programs?

6 What is the current news nowadays?

### **Task 2**

Can you match these headlines of famous events, all taken from newspapers at the time, to their dates? 1950, 1959, 1961, 1963, 1973, 1975

Batista Flees From Country: Havana Casinos Shops Looted.

PINOCHET TAKES POWER IN COUP D'ETAT



SPANISH MONARCHY RESTORED

Kennedy Assassinated: Is shot Down in Car by a Hidden Sniper

North Korea Invades South Korea

Russia Fires First Astronaut Into Space.

### Task 3

Imagine that you are a journalist choose one of the following newspaper headlines and write a newspaper article about it.

### Task 4

Change one verb in each of the following news story. Some need to be changed from active to passive and some from passive to active.

Example:

Donalt Thomas escaped from prison in Rhode Island, US, after serving 89 days of 90-day sentence.

He was captured and sentenced to an extra six months

a) Philip Johnson, 32, From Prestonburg, Kentucky, shot himself in the chest because he wanted to see if it would hurt. He was discovered that is does.

b)Bank robber John Perkins, 37 arrested at Los Angeles airport. When he was asked if he had anything to declare, he joked. ' Only a bomb!' Customs men searched his bag and found the stolen money.

c) Andre Gurmon, from Lyons, France, was put an advert in the newspaper saying: Ladies-write to, me if you are bored with the man in your life. He received a reply from his wife.

d) Francesco Rivera, 26, from Pisa in Italy, was on his way to a fancy-dress party and was dressed as a gorilla. He shot with tranquiliser darts by local 200 keepers.

### Task 5

Replace one word in each of the following sentences with a word or expression from the box.

Chased cry married help leave split up

- A) He started to sob when he heard the bad news.
- B) He surprised to quit her job when he wed the managing director.
- C) She decided to quit her job when a new boss arrived.
- D) The refugees will receive aid from some charities
- E) She was pursued by a pack of photographers
- F) They decided to separate after being together for ten years.

**Task 6**

You are going to watch a programme discussing truth and accuracy in the tabloid newspapers. Work with a partner and use the words in the box to predict why the actress is not happy with the tabloid editor. The newspaper headline will help you.

Co-star	bath	hotel room	good friend	champagne	divorce
---------	------	------------	-------------	-----------	---------

Daily rumor
ACTRESS IN BUBBLE BATHSHOCK

**Task 7**

Join the beginning and ends of these sentences by using a preposition from the box in the middle.

- a) The demonstrators were charged
- b) The government took pity
- c) The machine is dangerously
- d) The police car chased them
- e) The president is not available
- f) The thieves were sentenced
- g) The victims will receive \$ 5000

- |                               |        |
|-------------------------------|--------|
| 1) comment                    | at     |
| 2) Ten years in prison        | with   |
| 3) high speed                 | on     |
| 4) compensation               | out of |
| 5) the victims of the drought | for    |
| 6) disturbing the peace       | to     |
| 7) control                    | in     |

**2 While watching**



Active watching is followed by different interesting tasks, which students must do while watching video material. These activities will help them to concentrate their attention on the most important, necessary and key moments of video materials.

Aim of while watching stage is forming the ability to accept video material and use them in practice. The following activities can be used in while watching stage.

### Task 1

Watch the video and match the two halves of these sentences from the video.

- a) Do you think there should be greater restrictions...
- b) Before you were famous, you were begging...
- c) I don't think you should take ...
- d) I'm sick of the gutter press...
- e) ... so that they can splash ...
- f) Anyway, we made...
- g) I think we need to address...
- h) To increase...
- 1 making up stories.
- 2 us to write features about you.
- 3 a public apology.
- 4 circulation and make more money.
- 5 sensational headlines across the front page.
- 6 placed on the press?
- 7 that too seriously.
- 8 the root of the problem.

### Task 2

Watch the video and use the words in the box to complete the phrases used by the speakers in the discussion.

- a) Video teacher's book ex 3 unit 11

Was is but saying here question but is finish on is
---

- a) Sorry, \_\_\_\_\_...
- b) If you would just let me \_\_\_\_\_...
- c) But the thing \_\_\_\_\_...
- d) Hang \_\_\_\_\_...
- e) Anyway, to get back to what I was \_\_\_\_\_...
- f) The point I'm trying to make here \_\_\_\_\_...
- g) What you didn't do \_\_\_\_\_...
- h) If I could just come in \_\_\_\_\_...
- i) If you would let me answer \_\_\_\_\_...
- j) The problem \_\_\_\_\_...
- k) I'm sorry to interrupt you, \_\_\_\_\_...

### Task 3

Watch discussion of eight people giving their opinions on the following questions:  
Reporting of celebrity scandals in the press: should it be banned? Are scandals in the private lives of famous people any of our business?

Do they think that these stories or photos should (A) be allowed or (B) be banned

Speaker A or B

Anna \_\_\_\_\_

Rod \_\_\_\_\_

Mike \_\_\_\_\_

Wendy \_\_\_\_\_

Steve \_\_\_\_\_

Andy \_\_\_\_\_

Diane \_\_\_\_\_

Alice \_\_\_\_\_

#### **Task 4**

Watch the video segment interview with Marco Kovie, an actor who has appeared in many soap operas. Are the following statements true (T) or false (F)?

- a) Marco came to London to be an actor.
- b) It was his wife's idea for him to become an actor.
- c) He had to improve his English before he could work as an actor.
- d) Walk-on actors sometimes have to speak.
- e) Marco was a businessman before he started acting.
- f) He acts in films as well as soap operas.
- g) In East Enders, he mugs a businessman.
- h) He has never seen Emmerdale.
- i) He wants to give up his acting work.

#### **3 After watching**

After watching task must be directed to analyze the material, which students have watched. On this stage students are offered to take part in discussions, role games, acting out and exercises to develop language and communicative abilities and skills. The following tasks can be used on this stage.

##### **Task 1**

Work in two groups, the press and the famous. Hold a debate on the relationship between the press and the famous. Use these points to help you make your case.

The press

- a) It's an editor's job to balance accuracy and circulation.
- b) The famous take criticism too seriously.
- c) When they want Fame, people beg us to write about them.
- d) If we get it wrong, we make a public apology.
- e) Placing restrictions on the press is censorship.

The famous

- a) Newspapers just want to make money.
- b) Their priority is sensational headlines.
- c) Newspapers make up stories.
- d) They make an apology after the damage has been done.
- e) More restrictions should be placed on bad press behavior.



## Task 2

Complete the letter with the words and expressions in the box.

Sensational headlines circulation public apology up stories it too seriously  
greater restrictions root of the problem

Dear Sir/Madam,

I am writing to complain about an article which you published recently. It concerns me and my co – star. Allegations were made which have resulted in his wife filing for divorce. When I challenged your representative on TV recently, he told me not to take (1) \_\_\_\_\_. It's hardly a laughing matter, although I'm sure some of your reporters find it amusing to make (2) \_\_\_\_\_ about actors and other celebrities. Personally, I think it is a cynical attempt to increase (3) \_\_\_\_\_ by splashing (4) \_\_\_\_\_ across the front page of your 'newspaper'. To address the (5) \_\_\_\_\_ I believe the government should place (6) \_\_\_\_\_ on the tabloid press – it is not enough for you just to make a (7) \_\_\_\_\_ and then do exactly the same thing again!

In the meantime, I expect a personal apology from you and a full explanation for your decision to publish this kind of story.

Yours faithfully,

*Shelley Russell*

## Task 3

Write an essay about invasion of privacy by the press. Use the essay plan below to help you.

Paragraph 1

Introduction: explain that some people think the reporting of celebrity scandals in the press should be banned. You may like to give an example of such a scandal.

Paragraph 2

Give your opinion and choose one or two reasons for this. Also give arguments against your reasons.

Paragraph 3

Choose one or two more reasons and also give arguments against.

Paragraph 4

Conclusion: give your opinion again.

In my opinion, it is true to say...

Personally, I believe / don't believe that...

Having said that, it is important to remember that...

At the same time, I feel that...

Perhaps the most important point, however, is...

What is more, ...

Another important consideration is that...

1 Read the description below and decide which actor it is about.

He is not classically good – looking. He doesn't have the macho appeal of Mel Gibson or the bone structure and piercing eyes of Richard Gere. He is not cute like Jonny Depp or handsomely tough like Brad Pitt. But he certainly has something often

called the 'It factor'. What is it about this man that makes so many of us regularly turn on a rather boring series on the TV about doctors or queue up at the box office to see him?

(1) are eyes. With bushy eyebrows and heavy lids, he has the sort of warm brown eyes (2) he must have suffered, that he must be the sensitive sort. Kind, gentle and caring, (3) understand you, would know exactly what to say to cheer you up, to make you feel good when you are feeling down. His eyes are bedroom eyes.

(4) his strong masculine chin and this, combined with the unshaved look he often has, offsets the sensitivity of his eyes. It is this mixture of strength and softness (5) desirable. (6), his other features are unexceptional. His hair is short and greying, his nose is straight and, well, normal. He just seems like a regular guy.

He seems to prefer casual clothes which go well with his five o'clock shadow. A white T – shirt and a jacket perhaps, nothing too formal, but he still looks smart and respectable. In fact, (7) man you could introduce to your mother, although, come to think of it, your mother is probably a fan, too. Perhaps, you should keep them apart for the time being.

2 Find the places (1-7) in the text where the following phrases should go.

- a) Another striking feature is \_\_\_\_\_
- b) he looks just the sort of \_\_\_\_\_
- c) that makes him so \_\_\_\_\_
- d) Apart from that \_\_\_\_\_
- e) The first thing you notice about him \_\_\_\_\_
- f) which make you think \_\_\_\_\_
- g) you feel that he would \_\_\_\_\_

The above-stated tasks before, during and after watching video materials with the use of video technologies to develop linguo-cultural competences. When planning teaching process one should take into account multiformity of methodological approaches which alter perception, world outlook, student's thinking and influence on his practical activity.

It should be noted in conclusion that the method offered meet up-to-date requirements of developing linguo-cultural competences teaching English on the basis of video technologies application uniting informative, motivational, teaching and controlling functions.

### **2.3 Experimental confirmation of the effectiveness using video technologies in the development of linguo-cultural competences in teaching foreign languages**

Experimental work on development of linguo-cultural competences using video technologies in the process of teaching English was carried out on the basis 511 third-year English major students in the second semester of academic year 2018 at KH.A.Yasawi University. The sample in the study was 41 of these students, selected by simple random sampling from one of three classes.

The study was conducted during the second semester of academic year 2018. It involved 20 periods of an hour each. Two periods were used for the pre-test and post-test and the other 22 periods were used for the experiment.



1. 10 units of lesson plans for the instruction	2. 10 short English language documentaries about culture, environment and adventure activities. Each video was 3-5 minutes in length.
13. The test which was used as a pre-test and post-test to study the progress of students' learning achievement before and after they studied listening with videos.	4. The questionnaire to study students' attitudes towards learning listening with videos, constructed by using the Likert method.

The data were collected from the students' scores of the pre-test and post-test of listening comprehension, and from exercises undertaken after each learning material was presented. The procedure followed in the teaching plan used in the study encompassed the following three stages:

1.Pre –watching	2.While –watching	3.Post –watching
At the beginning of the class, the researcher outlined the objectives of the lesson and the topic of the presentation material, then asked the students about their background knowledge and related video. A series of leading questions was put to the students to help them. .before studying with the material.	First, the students were presented with the entire learning material and instructed to take notes or write down key words. Second, the material was presented again accompanied by an exercise to be completed by the students.	The students completed a questionnaire and checked the answers carefully for a minute before exchanging it with their partners in order to check if the answers are correct, then handed in the exercise to the researcher.

The data obtained from this method of teaching in the study was analysed and interpreted through quantitative analysis. Quantitative data includes the data obtained from the pre-test, the post-test and the questionnaire. The t-test was used to compare the video competency of the experimental group. The computer software program, SPSS, was used to analyse the data. The data from the Likert's scale was calculated for the arithmetic means (X). These means revealed the students' opinions towards learning with video. The value of mean scores for opinion level was interpreted according to the following criteria:

Value of mean scores	Meaning
4.51-5.00	Very good
3.51-4.50	Good
2.51-3.50	Average
1.51-2.50	Bad
1.50 or lower	Very bad

Table 9 below showed the comparative result of teaching English pre-test and post-test scores of students. The average mean scores of the pre-test and the post-test are 7.80 and 11.80 respectively. The standard deviation of the pre-test and post-test of the experimental group was 2.14 and 1.93 respectively. According to the result of the t-test which was -20.248, it can be concluded that the learning achievement of students' post-test is higher than the pre-test at a significance level of 0.05. The students' teaching of English comprehension ability increased significantly after learning with the videos. The result of this study is shown in Table 9

Table 9. The result of comparison between of teaching English pre-test and post-test scores

Test types	Mean	N	Std. Deviation	t	Sig (2.tailed)
Pre –test	7.80	41	2.14	-20.248	000
Post –test	11.80	41	1.93	1.93	

Based on Table 10, it has been found that the mean score of the questionnaire about students' attitude toward learning listening with video ranges between 3.39 to 4.17, which is in between average to high levels. The highest mean score (4.17) is the item “Keywords I have learned prior to watching videos motivated me to learn English.” The lowest mean score (3.39) is the item “Video materials help develop my speaking ability more than modified or non-authentic materials do.” The average mean score evaluated by students was 3.72, which was at a satisfactory level. Students had positive attitudes towards using the videos in teaching listening skills. The 17 items of evaluation contained in the form were adapted from Sabet (2012) for use in this study. Each criterion rating was identified as shown in Table 10.

Table 10. Result of evaluation of students' attitudes towards learning teaching skill through video materials

	Evaluation	X	SD	Result interpretation
1	I prefer to use English video materials rather than use those materials provided in the textbook.	3.75	79	Good
2	Video materials motivate me to do more listening outside the classroom.	3.70	64	Good
3	I prefer not to use simplified video materials provided in the textbook	3.60	80	Good
4	Keywords I have learned prior to watching videos motivated me to learn English.	4.17	73	Good
5	Video materials help me improve my language proficiency.	3.92	90	Good
6	English subtitles in the video materials are helpful in learning English.	4.04	73	Good
7	The video materials I listened in class are more interesting than non –	3.80	55	Good



	authentic materials or simplified listening materials.			
8	Video materials help me to understand other listening materials outside the class.	3.75	53	Good
9	Video materials in the teaching course motivate me to teach to other materials outside the class.	3.51	63	Good
10	Video materials introduce me to how language is used in the real world.	3.58	54	Good
11	I think my video preferences will affect my learning.	3.39	73	Average
12	Video materials improve my language proficiency more than modified or non –authentic materials.	3.80	71	Good
13	Video materials improve my listening comprehension ability more than modified or non –authentic materials.	3.73	74	Good
14	Video materials help develop my speaking ability more than modified or non –authentic materials do.	3.34	65	Average
15	Video materials increase my familiarity with the use of grammar rule in their original context.	3.87	84	Good
16	Video materials increase my knowledge of vocabulary which I need in real life situations.	3.43	54	Average
17	I am interested in learning English if the teacher uses video in English as teaching materials.	3.85	85	Good
	Total	3.72	-	Good





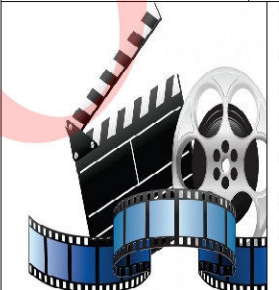
In order to ascertain the similarity of the language mastery levels of the control and experimental groups the teachers were asked to conduct a test on general language knowledge embracing the topics covered previously. The results of the pre-experiment test are provided in the Table 11.

Table 11. Pre-experiment test results

Groups	Experimental Groups		Control Groups	
	1st Group	2ndGroup	1st Group	2ndGroup
Average Grade of exam pre – experiment Test %	67	70	65	71
Average Grade of exam pre – experiment Test %	68.5	71	68	72

As the table shows, the results of the average difference in the achievement of control and experimental groups make 0.5%, which is not very significant. The results of the test proved that the level of language mastery in all the four groups is approximately similar

In order to find out if the activities applied by the teachers were efficient and helped the students improve their language learning the end-of-term which served as post-experimental test results were analyzed. The analysis displayed 9.55% of the average progress of the control and 16% of progress in the experimental groups.

		<p><b>Benefits to Using Video in the Classroom</b></p>
	<p>On –topic videos can help students engage with subject matter on a deeper level</p>	<p><b>Videos</b> can make the impossible or possible by taking students on field trips around the world or to outer space, illustrating complex or abstract concepts and showing experiments that can't be done in class.</p>
	<p>Showing videos can help keep class feeling lively and new, while sparking discussions.</p>	
	<p>Video can provide real –world context and cultural relevance for lessons.</p>	
	<p>Instead of coming up with an innovative way to teach a lesson, an excellent video can be a great alternative teaching resource</p>	





## A Movie!

Choice:

- Intro to Archeologie Portus, Rome (2minute51)
- Video DNA from video experiment –here (4minute38)
- English creative writing video ordinary words for vivid images (1minute16)

This study took place in the spring term of the 2018 academic year with university level adult students. 80 students participated in the study – 32 male, 48 female, whose age ranged from 19 to 22, and who were enrolled in four different groups, 2 control and 2 experimental. The Experimental groups consisted of 19 and 22 students and control groups had 20 students in each. Almost all the participants were multi-lingual; thirty of the students were Kazakhs speaking Kazakh as their native language, Russian as a second. Sixteen of them were Russian speaking Russian as a native language. Twenty-six were from Turkey speaking Turkish as a native language. The rest of the students were from Kazakhstan having various ethnical backgrounds such as local Turkish, Uygur, Tatar, etc. speaking their mother tongues. Some of them were also speaking Kazakh or Russian as a second language. All of the participants spoke English as a foreign language.

Pre –watching

At the beginning of the class, the researcher outlined the objectives of the lesson and the topic of the presentation material, then asked the students about their background knowledge and related video. A series of leading questions was put to the students to help them before studying with the material.

Upon completion of the first stage of developing linguo –cultural competence using information technologies in the foreign languages the discussions, survey, expert evaluation on revelation of level of developing of linguo – cultural competence in teaching English. of experimental and control groups together are given below in table 12.

Table 12 – The results of the first stage of experimental using video technologies in the development of linguo – cultural competences in teaching foreign languages

Levels	Control group(%)	Experimental group (%)
Low	60	50
Average	25	30
Required	15	10
High	-	10

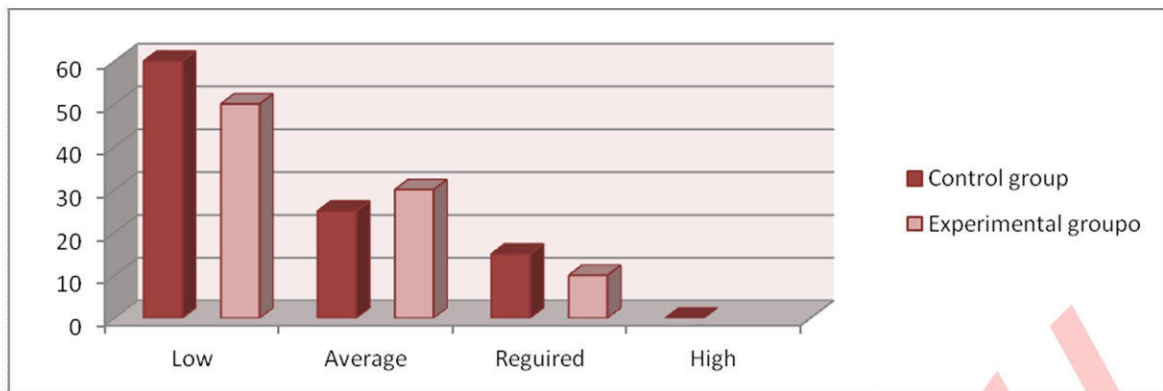


Figure -8 Results results of the first stage of experimental using video technologies in the development of linguo – cultural competences in teaching foreign languages While –watching.

First, the students were presented with the entire learning material and instructed to take notes or write down key words. Second, the material was presented again accompanied by an exercise to be completed by the students.

Upon completion of the first stage of developing linguo –cultural competence using information technologies in the foreign languages the discussions, survey, expert evaluation on revelation of level of developing of linguo – cultural competence in teaching English. of experimental and control groups together are given below in (table 13 figure 9)

Table 13 – The results of the second stage of experimental using video technologies in the development of linguo – cultural competences in teaching foreign languages.

Levels	Control group (%)	Experimental group (%)
Low	60	55
Average	25	30
Required	15	15
High	-	

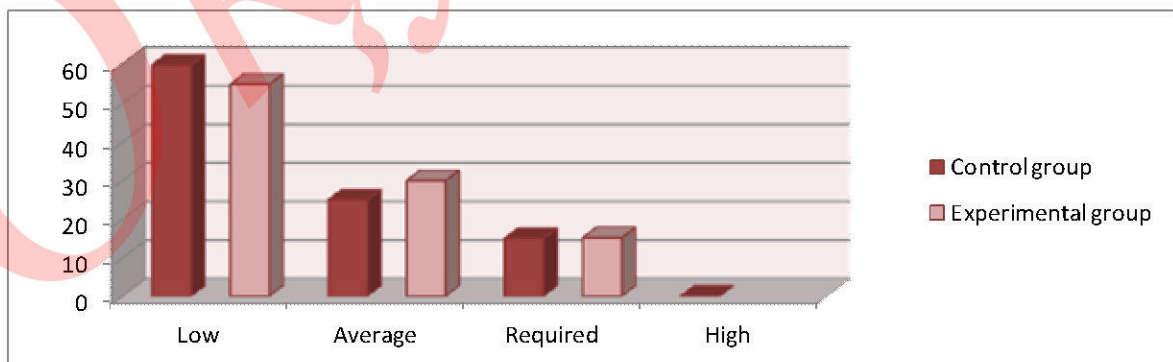


Figure -9 Results results of the second stage of experimental using video technologies in the development of linguo – cultural competences in teaching foreign languages



### Post –watching

The students completed a questionnaire and checked the answers carefully for a minute before exchanging it with their partners in order to check if the answers are correct, then handed in the exercise to the researcher.

Upon completion of the first stage of developing linguo –cultural competence using information technologies in the foreign languages the discussions, survey, expert evaluation on revelation of level of developing of linguo – cultural competence in teaching English. of experimental and control groups together are given below in (table 13 figure 10)

Table 13- The results of the third stage of experimental using video technologies in the development of linguo – cultural competences in teaching foreign languages.

Levels	Control group (%)	Experimental group (%)
Low	55	60
Average	20	20
Required	15	10
High	-	-

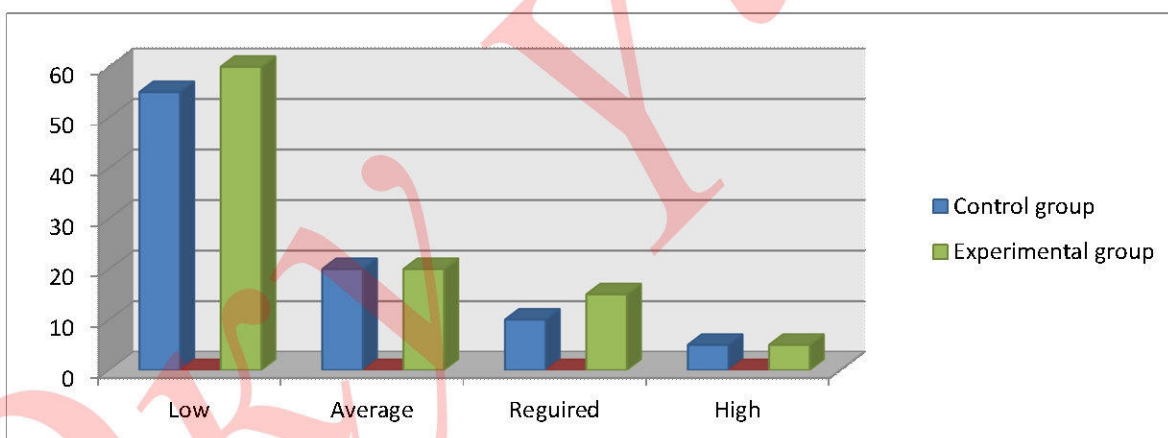


Figure -10 Results results of the third stage of experimental using video technologies in the development of linguo – cultural competences in teaching foreign languages

The experimental work results convincingly prove the efficiency of integral, step-by-step, concentric and dynamic system and a technique of the development of linguo-cultural competences on the basis of purposeful and system use of video technologies and pedagogical conditions according to a stage and problems of teaching English.

The efficiency of the development of linguo-cultural competences is increased in case of integration not only opportunities of all subjects that have communicative potential, but also in case of language and culture assimilation, use of video

technologies, activation of opportunities of competence-based approach, improvement of methods and teaching forms of English passing in a form of close interaction and active cooperation of subjects of integral pedagogical process.

The use of all pedagogical opportunities revealed is effective in case of their organized interaction within single pedagogical system on receiving of a projected result. As the pedagogical system at school consists of two subsystems: teachers (managing director) and pupils (those who are operated) there is a need of organizing special preparation of not only students, but also teachers (methodological seminar, conference, special seminar).

So, the system of developing linguo-cultural competences represents the stages interconnected with themselves allowing to create interest in studying of English, positive attitude towards partners of communication, to develop and systematize the knowledge of English gained in their activity, to fulfill communicative abilities on levels, i.e. in general, to universalize communicative qualities, knowledge, abilities, skills of communication in English.

The experimental work outcome allow stating the growth level of linguo-cultural competences proves efficiency of the system developed by us and a technique and the hypothesis offered which has been the basis for our research.



## CONCLUSION

As one of the main sources of authentic language learning materials, videos technologies are widely used in teaching foreign language. In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers.

Video is a valuable and possibly underused classroom tool. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. According to a research, language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment.

Video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability. Video technologies allow an integrated development of all complexes of foreign-language speech skills and abilities. Video technologies allow to create an authentic language environment and also to build individual educational trajectories with the account of features and needs of students. Video technologies open a road to the wide world.

The analysis for theory and practice of teaching foreign languages leads to relevance and significance of using video technologies in the development linguo-cultural competences in teaching English language.

The abstract theorem and pilot and experimental work data allow making the following **conclusions**.

1. The theoretical analysis enables to define psychological and pedagogical basis of formation of lingua-cultural competence and to discover theoretical and practical essence and content of formation lingua – cultural competence and the role and place of video technologies in teaching process.

2. During the research the theoretical analysis of psychology and pedagogical, psychological and sociological, psychological and linguistic literatures was given, and the content of a state of using video technologies in the development linguo-cultural competences in teaching English language was revealed.

3. The possibilities of English as means of formation linguo-cultural competences in teaching English language was revealed on the grounds of theoretical analysis of pedagogical and methodological literature.

4. Structure, model, methods, means and classification of exercises based on using video technologies in the development linguo-cultural competences in teaching English language was worked out and the content of components, criteria, indicators and levels of formation linguo-cultural competences in teaching English language were revealed and proved.

5. The experimental confirmation of using video technologies in the development linguo-cultural competences in teaching English language was approved and

experimentally verified on the basis of application video technologies in teaching English.

Adoption of a new method worked by us enabled to form and develop linguo-cultural competences in teaching English language on the basis of video technologies which was proved through the results of a pilot-and-experimental work.

It can be noted the theoretical and methodological base was proved, tendencies and conditions were revealed, method for development of research problem was worked out and checked in the research i.e. tasks were solved and hypothesis was proved which implies the achievement of aims.

On the basis of research and data received it is possible to formulate the following **recommendations**:

1. Development and introduction of using video technologies in the development linguo-cultural competences in teaching English language in education process favoring the integration of professional and pedagogical knowledge.

2. Defining the effective methods and ways directed to use video technologies in the development linguo-cultural competences in teaching English language in teaching English;

3. Training of university teachers to realization of methods of organization of different courses on the basis of the new teaching programs;

4. Defining relevant content of using video technologies in the development linguo-cultural competences in teaching English language.

5. Carrying out of combination of educational and practical activity in simulation modeling and participation in projects as an important component in forming and developing linguo-cultural competences in teaching English language.

6. Didactic approaches presented in the work can be employed by lecturers in developing an educational program of various courses oriented to the needs of market in competitive specialists.

Our research work can be used in practical works of schools and universities, courses and institutions of professional development and retraining of pedagogical specialists.

The research makes a definite contribution to solving formation issues of using video technologies in the development linguo-cultural competences in teaching English language.

The research perspectives from out point of view is in further development of such issues as study of general didactic approaches towards issues of using video technologies in the development linguo-cultural competences in teaching English language and realization of expansion tasks of using video technologies for complete satisfaction of future specialists' educational needs.



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