

Ренська Індіра Іванівна

ст. викладач кафедри іноземних мов

Київський національний університет

технологій та дизайну (м. Київ)

AUDIO MATERIALS FOR THE FOREIGN LANGUAGE STUDY

The use of audiovisual teaching resource in a foreign language lesson is an extremely actual issue, as foreign language has become indispensable in various spheres of human activity, an effective factor in the socio-economic, scientific, technological and cultural progress of society.

That is why the object of the research is audio materials as foreign language teaching.

The purpose of this study is to research efficiency of the usage of audio materials at foreign language classes.

Specificity of the subject "Foreign language" and "Foreign language of professional orientation" is that the leading components of the content of teaching a foreign language are not the basics of science, and the methods of activity - teaching different types of language activities, such as speaking, perception and understanding of information by hearing, reading and writing.

Last years the problem of the use of audiovisual teaching aids in foreign language lessons has been increasingly raised. It is not only new technical means, but above all new forms and methods of teaching, a new approach to the learning process.

Since the main purpose of studying a foreign language at a university is to form a student's communicative competence, interactivity and authenticity of communication, to study the language in a cultural context, to use audio-visual means of teaching in foreign language classes - this allows the teacher to create the most favourable level of communication.

For example, using a video in a foreign language gives the teacher the opportunity to combine visual and audio images in typical situation, to offer students a dialog through which they become active participants in communication [1].

The foreign language learning system should be designed in such a way that students are given the opportunity to become familiar with the culture of the language they are learning.

The teacher should strive to develop students' motivation, interest in mastering a foreign language, attempts to overcome formalism in organizing the educational process and evaluation of students' activities, and to develop live dialogue. Also use additional interesting materials about country in the classes, thus encouraging students to search for them independently [2].

The most important functions of study include the ability of students to know the surrounding reality, to gain knowledge about that reality, to form an understanding and sense of reality, and so on.

Considering what role didactic materials play in the educational process, the following main functions of technical training aids are distinguished: knowledge of reality; obtaining knowledge of reality; formation of principles of emotional attitude to reality; the development of activities that will transform reality.

When a teacher uses videos, it is advisable that it has to be small in size (up to 5-7 minutes). After first viewing, students should be asked to answer questions, pick pictures with titles and find new words in the text of the film for future reference [3].

Before re-viewing, students are advised to distribute prepared spreadsheets with text (according to video material) and text rows (true-to-false), as well as expert tables to be filled by students during or after watching the film.

Before re-viewing, students are advised to distribute prepared tables with text (according to video material) and text rows (“right-wrong”), as well as tables for experts to be filled by students during or after watching the film.

It is important to pay students' attention to details that have additional information: music design, people's clothing and hairstyles, dishes, furniture, and more. The details noted in the footage may later become topics for further discussion. An interesting part of the lesson is also the work with advertising [4].

The specificity of the commercial (short viewing time, styling details that do not need attention, the nature of the situation) allows students to focus on the main thematic material, to teach them the logic and conciseness of statements.

Our days we often use the Internet, teacher can build a project work in the classroom, the purpose of which is to teach young people to creatively craft materials from the World Wide Web [5].

Conclusions. Based on the above, it should be noted that the ultimate goal of foreign language teaching is to teach communication - free orientation in a foreign language environment and the ability of the student to respond adequately in different situations. In order to achieve such results, it is necessary to create a real life situation that stimulates the study of the material and allows students to immerse themselves in the world of a foreign language environment.

The possibilities of audiovisual teaching aids are enormous as they allow to solve a number of didactic tasks, to diversify forms of work in the lesson. In particular, students can make the most of their subject matter during the discussion, which provides confidence and motivates them to learn the language further. Obviously, the intended result of learning a foreign language can only be achieved if students have a real need for practical mastery of a foreign language.

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