

4. Третьяков П.И. Оперативное управление качеством образования в школе. Теория и практика. Новые технологии. - М.: Изд-во «Скрипторий», 2005. - 568 с.
5. Третьяков П.И., Шамова Т.И. Управление качеством образования: сущность и проблемы. Сборник материалов научной сессии ФПК и ППРО. – М., 2001.
6. Мацкевич С.А. Методологические и научные подходы к управлению качеством образования // «Кіраванне ў адукацыі», №5, 2004.
7. Мацкевич В.В. Полемиические этюды. - Лиепая, 1993.
8. Формирование системы менеджмента качества в Вологодском государственном техническом университете. Коллектив авторов: Дерягин Р.В., Пахолков Н.А., Мукасеева С.А., Сафонова О.В., Шепелева Ю.В. - Вологда, 2006.

## USING AUTHENTIC AUDIO-VISUAL MATERIALS IN ENGLISH TEACHING

Mun N.T., senior teacher; Abramovich Y.A., senior teacher;  
Tkachenko O.V., teacher  
Academician Y.A. Buketov Karaganda State University  
Karaganda, the Republic of Kazakhstan,

The article is devoted to one of the most difficult types of speech activity, listening. According to the authors, it is authentic audio/video texts which allow students to improve skills in perceiving native speakers' speech which reflects the characteristics of the national culture, live authentic reality, causing cognitive interest of students, their willingness to discuss problems, to join the discussion.

The article highlights the opportunities of the Internet resources that have great informative and base of free online English podcasts that create favorable conditions for improving listening skills of foreign speech.

*Key words:* authentic audio/video materials; methodical work; preparatory stage; text stage; demonstration stage; reproductive, partially-productive types of tasks; creative tasks; online podcasts.

Great changes in the social, economic, and political spheres of our lives have made the society face the need to solve many important issues in the sphere of higher education. In particular, foreign language is now treated as an important source of information and means of national and international communication. Its goal is not just teaching language skills: speaking, reading, listening or writing, but teaching speech activity as a means of communication.

Foreign speech perception in an audial form is one of the most important and complex speech activities and, according to many scientists; it should be sufficiently well developed.

Mastering oral communication begins with listening, the success of which depends largely on how well verbal hearing of a person, his ability to distinguish between the perceived sounds are developed [1]. A person's memory, his ability to hold information in memory, attention and interest in the topic play an important role in listening skills.

Naturally, when teaching listening comprehension it is necessary, first of all, to develop listening and pronunciation skills and speech hearing on the basis of native speakers' speech.

And in this case it is authentic audio video texts which allow students to hear the speech of native speakers, which reflects live authentic reality, features of national culture. Most importantly, authentic material causes cognitive interest of students, readiness to discuss issues, and therefore enhances their motivation to learn a foreign language. Clearly, if students receive foreign language speech, they begin to realize that all their efforts spent on learning a foreign language, were not in vain. Thus, the main task of the teacher at the stage of working with authentic material is selecting audio or video material which would be interesting, informative and meaningful, comprehensible, consistent with modern reality of foreign language society and would create favorable conditions for the acquisition of new cultural information, verbal behavior of native speakers, would help the stusents get acquainted with the life of the people and their culture [2].

Opportunities of Internet resources to improve listening skills through authentic audio and video texts when learning a foreign language are unlimited.

For example, the BBC World Service provides the opportunity to not only read, but also listen to the news in English on the BBC website. Moreover, in addition to broadcasting this service has a project BBC Learning English, which, being the most popular program, assists students in learning English, especially in the first stage of training. Moreover, there is a large stock of interesting free online English podcasts (small audio or video made in the style of broadcast), contributing to a substantial improvement in the English

listening comprehension. The podcasts' presenters are native speakers, so it gives the opportunity to listen and learn a living language, in the form in which it is used by common people in English-speaking countries.

Podcasts are divided into 3 levels: the first one is for beginners (elementary), the second is for the learners with average knowledge of English (lower intermediate and intermediate), the third is for the learners, who have knowledge above the average (upper intermediate). The advantage of the BBC Learning English project is: that tempo of speech of the sounded dialogues is different, depending on the level of language educational background. There are insertions of talking in English from correspondents of BBC in 6 Minute English, besides; there are explanations of new English words and expressions. It is necessary to notice that all explanations are given only in English. There's nothing to worry about as there are scripts (text variant of the speech) are given to podcasts.

To such podcasts as British Council, Voice America, ESL, in addition to the text versions (transcripts), tasks to check the understanding of the speech are applied. The Listen to English Learn English resource includes tasks for the use of words and expressions plus audio on country study topics. There are articles which provide the support for listeners on the website. Very interesting, alive authentic audio-texts including idioms, slang are offered on the site Better at English. According to the founder of the site, Lorry, this resource is alternative to the refined training materials presented in the mass market of educational production. The three-level podcast (Intermediate, Upper-Intermediate and Advanced) accompanied with scripts and language notes (an explanation of words and expressions from the audio-text), is especially intended for a foreign language learners.

BBC World Service offers interesting podcasts on subjects of science, technology and economics; this program is about discovery and achievements in different areas of science for the advanced training level, the programs about information and computer technologies, their influence on life of people intended for the advanced level of learners.

The social YouTube service is widely used for the purpose of high school training in listening. This service along with the BBC Learning English project provides services for placement and storage of video information. Users may not only to see and listen, but also comment on video records. Using the materials of this site, the teacher can build work on listening in a more interesting way, including various audio and video materials (news, the TV-programs, advertizing, etc.).

CNN World News also provides information in several languages and double classification of articles with audio and video maintenance. The news available for viewing and listening (podcasts) is divided on some sections according to the topic and alphabetically which help users to find information easily. Programs of news appear at different times and cover the events which occurred during a week, a day or for an hour.

For example, CNN Student News (news) are intended for students, the Business Update program is aimed for businessmen, News of the Absurd is absurd or fictional news, it is intended to a wide range of listeners.

Thus, selection of audio and video materials on the Internet is huge. However, only existence of access to Internet resources isn't enough for success of high-quality training in a foreign language. Mastering of the foreign-language communicative competence of learners with the help of sources mentioned above is appropriate just in case of methodically competently constructed work of the teacher.

Methodical work with audio/video material is traditionally built by a teacher in three stages: preparatory, text or demonstration (direct work with video/audio material) and post-text or (post demonstration). The preparatory stage is a stage of psychological preparation of the learners to perception of the speech. Before listening and viewing of audio/video material it is important to the teacher to remove the lexical and language difficulties connected with understanding of the speech of native speakers. For this purpose it is possible to offer the tasks directed on activation of students lexicon, restoration and generalization of the knowledge of a topic of audio/video of the text which is already available in their memory. These exercises represent a peculiar introduction to a subject and are carried out in the form of conversation. Answering the questions of the teacher the learners define what they already know on this problem. In other words, those questions about which the speech would be in authentic video and by that, discussion is headed to the necessary course.

At this stage the teacher can offer such types of tasks, as: define what the movie is about according to the name of a movie; before the watching of the video define veracious or false statements, using common sense; see the list of new words and define subject of the movie.

Undoubtedly, the presentation of an audio / video text should include such a volume and pace that correspond to the abilities of students. As a rule, the length of the text for more than 3 minutes overloads a short-term memory and complicates the process of perception. A text is usually presented for listening twice.

If students do not understand the text after a double presentation, it is advisable to look through the text in fragments. At this stage, the method of “frozen shot” that is widely used, which allows students to watch or listen to any fragment of foreign speech again just pressing the button “Pause” and to answer the questions given by the teacher [3]. One may use another method of “anticipation” at the stage of video re-watching. The teacher stops watching the film at any fragment and asks students to predict the future development of events.

The following text (demonstration) stage includes exercises done while listening (While Listening). Mostly, these types of tasks are aimed at gaining information that we are interested in. The teacher examines the students’ skills to navigate the text, to understand what part of the text contains the necessary information [4].

At this stage, we can offer the following types of tasks:

- Correlate printed information with the speech produced by a native speaker;
- Listen to the fragment of the text and find the place for its gap in the corresponding graphical text;
- Determine which of the possible answers is the right one (four or five answers are given);
- Arrange the numbers in accordance with the logical sequence of audio / video text narration;
- Complete the following sentences using different versions of gaps:

a) We have just the beginning of a sentence, but we do not have the end of the text; b) the middle of a sentence is not given; c) we have the end of a sentence but we do not have its beginning;

- Find English, Russian equivalents of the words in the parallel column after listening to the text.

After-Watching stage includes a set of exercises designed to test the students’ understanding the content of a fragment. They are divided into three types: reproductive, partially-productive and productive or creative [5].

It is advisable to provide reproductive and partially-productive types of tasks that are useful for the students with a low and intermediate linguistic competence, such as: Determine whether the following sentences correspond to the plot of the film, or determine which of the following statements do not correspond to the plot of the film; answer the following questions. The teacher gives general and tag questions that require such answers as “yes” or “no”. Then alternative and specific questions may follow. Creative exercises are offered to the students with a high level of linguistic competence. This type of exercises involves retelling the story, discussing some problems of the film in small groups, transforming material (TV news - written presentation of news – story telling); production of text (paraphrase, summary, description, etc.); solving problems (selection of information for a specific purpose, analysis, argumentation, evidence, singling out of significant and important points); doing project tasks (reports, reports on the topic, etc.).

To sum up all the words said above, we can draw the following conclusion: authentic audio-visual materials have a great potential for solving educational tasks if the teacher organizes his/her classes in a proper way. Containing a high level of informative material, they create an atmosphere of real language communication and are able to ensure a successful foreign speech perception by learners, increase the students’ motivation to learn a foreign language.

#### References:

1. Азимов, Э.Г. Материалы интернета на уроках английского языка / Э.Г.Азимов //Иностранные языки в школе. – 2001. – №6. – С. 19-21.
2. Гальскова Н.Д. Современная методика обучения иностранным языкам: Пособие для учителя. - 3-е изд., перераб. и доп. - М.:АРКТИ, 2004. С.175 - 181.
3. Гез Н.И. О факторах, определяющих успешность аудирования иноязычной речи. / Н.И. Гез. - 4-е изд., стер. - М.: Издательский центр «Академия», 2007. - С. 161 -189.
4. Колесникова И.Л., Долгина О.А. Англо-русский терминологический справочник по методике преподавания иностранных языков. - СПб.: Изд-во «Русско-Балтийский информационный центр «БЛИЦ», «Cambridge University Press», 2001г.С.101 - 106.
5. Колчина А.И. Принципы обучения аудированию через систему Интернет//Лингвистика и методика обучения иностранным языкам: Сборник научных трудов. - СПб: Изд.– во РГПУ им. А.И. Герцена, 2005. –Вып. 2.