

MOTIVATION OF COMMUNICATIVE ACTIVITY BY VIDEO MATERIALS IN FOREIGN LANGUAGE CLASSES



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Research questions



What is the successful worldwide experience in the development of the learning motivation?

Which are the requirements for video materials that are used with the aim to increase the motivation of medical students to communicate in a foreign language?

How do the phases of work with video-material relate to the motivation for foreign language communication?

The use of video materials in foreign language classes is in total compliance with the modern principles of the effectiveness of the educational process, namely:

- facilitates the increase of interest in learning a foreign language, contributes to the communicative orientation of the lesson, helps to eliminate language and psychological "barriers";

- considers the individuality of each of the training types;

- creates the necessary psychological, pedagogical and organizational conditions for the formation of communicative activity;

- commonly accompanied by positive emotions and values of successful performance in school, which are prerequisites for motivation and effective communication in the classroom.

We consider it prospectful to further study the use of video materials taking into account the individual psychological characteristics of students, including their belonging to certain educational types (auditory, visual, communicative, motor-kinetic) in the process of learning a foreign language.



The correlation between the stages of work with video materials and the removal of psychological and language barriers

Value	Stages of work with video material		
	Previewing	Viewing	Post-Viewing
Characteristics of the student's activity (during classroom and independent classes)	Identifying true and false statements, predicting content by the title of the video or by the list of new words that can be found in the story, identifying problematic issues.	Search/transformation of any specific piece of language material; search for sufficient and semantic information; development of communication skills.	Writing a retelling, staging a video fragment; project work on preparation of similar videos
Removal of psychological and language barriers:	Removing language difficulties and preparing students for successful completion of tasks.	The barrier of interference, communication techniques, assimilation and application of knowledge of a foreign language, communicative and intercultural barriers.	The barrier of interference, communication techniques, assimilation and application of knowledge of a foreign language, communicative barriers and a number of extralinguistic factors.
Aspects of motivation of communicative competence	Motivation of students to active perception of video materials.	Development of motivation of language, speech and socio-cultural competencies.	Motivation Increase for developing oral and written skills