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D.B. Akynova
U.K. Kudiyarova
K. Yntymak

¹L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
(E-mail: akynova.d@yandex.kz, u_l_zh_a_n_89@mail.ru, kausar_jan.zn@mail.ru)

Use of audiovisual tools in the field of English language teaching

Abstract. *In the era of modern language teaching, a new dimension has been added to the existing methods and techniques. With the development of technology, new innovations are being brought up in language teaching. Nowadays, language teachers are using different audio-visual aids to facilitate the teaching process. Along with textbooks, language teachers are likely to use related pictures, audio clips, videos, powerpoint slides, posters, and other facilities in language classrooms. The purpose of the article is to consider a method of teaching English using audiovisual technologies and the effectiveness of the experimental work in three stages and to investigate the benefits that the language teachers as well as the students get in using audio-visual aids in teaching the English language.*

Keywords: *audiovisual technologies, media formats, audiovisual tools, visibility, English.*

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Introduction

In the modern era of language teaching, different innovations are brought in the field of ELT to come out from the traditional teaching approaches. Foreign language speech is currently one of the most important tasks of education. The study of languages is becoming global, and the training of numerous groups of children and young people who differ in their mental characteristics and upbringing environment requires the search for such forms, methods, and means of training that would allow them to

fully realize the natural abilities of the students, develop them, and give them deep knowledge.

The main principle of the paper is a pedagogical task is the problem of purposeful choice and implementation of the strategy and technology of individualization of training with audiovisual aids. It is also necessary to try to remove the contradiction between the high capabilities of modern technical means of training, their availability and not high enough efficiency of modern methods and technologies for learning foreign languages. Changes occurring in the social and economic spheres of

society are naturally accompanied by changes in reference points. In the field of education, they are related to humanization and humanistic trends in the development of learning technologies and the organization of the educational process. The humanistic paradigm is based on the need to develop a fundamental human characteristic, which consists in the desire to independently build and improve their life activity, to be its true subject. It is this need and, at the same time, the ability of a person to create reliable prerequisites for their life self-determination, inclusion in various activities, and building their relationships with other people. These relationships cannot be carried out without communicative actions that are directly related to both the native and foreign language.

Nowadays, trend is more toward communicative language teaching than traditional grammar teaching. Whereas, in the previous time, learning a new language meant learning to read the literature of that language, now the necessity of learning a new language has become a communicative need. People learn another language for maintaining communication with the people of other communities speaking a different language. As a result, a language is learnt as a means of communication, not as a subject. That is why with the changing necessity of learning language; the teaching methods and approaches have also been adapted. Language teachers are trying to bring new innovations in their teaching to make their language teaching effective. Teaching language is not an easy task, and it needs to be interesting enough to remove the anxiety of the learners. For this reason, language teachers tend to adapt different techniques to teach language more effectively and more interestingly. With the rapid growth and availability of technology, language teachers are incorporating different additional aids along with textbooks to teach language. Different electronic boards, overhead transparency, multimedia projector, computer, audio, and video equipment are making the language teachers' tasks easier and dynamic. Language teachers are using these audio-visual materials to deliver their lectures and teach

the target language to the learners making the class interesting and contextualized. However, the question is whether the use of audio-visual aids in classroom ensures effective language teaching and learning? Is it always helpful for the language teachers and learners? The increasing use of audio-visual aids in language teaching has made the researchers dwell on the issues and subsequently, on this research.

This article aims at the quarries as to how a language class can be dynamic and effective with the use of audio- and video-materials. This research explores how the language teachers, as well as learners, benefit from the audio-visual aids in language teaching and learning. This research gives a clear view of the reason of using audio-visual aids in language teaching and its advantages from both teachers' and learners' perspectives.

Theoretical background

Today, information can be presented in a variety of media formats such as graphic images, 3D models, and speech, audio, video, and photo materials. Audiovisual information (from the Latin audio – hear, visuals – visual) is a set of information that can be obtained through seeing and hearing, that is, everything that a person hears and sees [3].

Audiovisual information is perceived by a person naturally, so it is an effective way to obtain and assimilate the necessary information and knowledge. The ability to work with information is a fundamental skill that lies at the heart of any professional and cultural competence. That is why the basic task of the modern educational system is its formation, which is carried out using various learning technologies; in particular, practice-oriented, personality-oriented, etc. A special place among the learning technologies belongs to audiovisual learning technologies [1].

According to E.I. Passov, audiovisual learning technologies solve the following challenges:

- increase the number and accessibility of information sources and the convenience of obtaining information;
- arouse interest in knowledge among students, form their internal educational and

cognitive motivation and a positive attitude to the subject;

- develop logical thinking and the skills of the organization of life;
- increase the general cultural level of students, promotes their aesthetic education;
- form the correct ideological and behavioral qualities of the person in the communicative sphere;
- increase the volume of individual and independent activities of students;
- facilitate the assimilation of methodological approaches to cognitive activity; comprehensively cover the main directions of the search for effective solutions to emerging problems;
- remove the contradiction between the growing amount of information and limited time to study it [5].

These challenges need to form a stable positive motivation of students to learn the language, a variety of competencies, so that students meet the model of the graduate, which is required by modern educational standards [4].

Competent use of audiovisual means allows the English teachers to:

- comprehensively implement the basic didactic principle of visibility;
- implement the learning process taking into account the individual typological characteristics of each student;
- create optimal conditions for programming of the teaching materials;
- form and develop auditory self-control skills;
- maximize the use of analytical and simulation abilities of students, to use their internal resources;
- perform many active exercises with all students at the same time, including speaking [4].

Innovation takes place in all parts of the modern educational system and is manifested not only in changes in the content of education but also in the application of new forms of organization of the process of teaching foreign languages in higher education. Thus, it is assumed that a foreign language is one of the priority subjects in a special University. Without knowledge of foreign languages, no type of activity is possible in the modern world, since only a foreign language

allows a professional specialist to study and further use the latest achievements in the field of his research and activities, as well as to properly contribute to the development of a scientific problem. Therefore, it is believed that audio and video learning tools most clearly demonstrate the subject being studied-a foreign language - in a natural setting.

The use of video materials in teaching a foreign language is based on one of the oldest and most basic methodological principles. The ability of a person to perceive and process speech and visual information allows you to receive and process it, implement it through auditory-visual synthesis, which is the basis of a whole direction in the methodology of teaching foreign languages and will serve as a basis for creating and developing an audiovisual method of teaching foreign languages. The above allows us to assume that, despite the rapid development and introduction of computer learning technologies, traditional technical means of learning not only remain the main means of learning but find new applications and give development to new areas of methods of teaching foreign languages. The development and improvement of this method leads to the development of old and creating new didactic materials in form and content, such as film fragments and films.

Educational cinema, one of the types of scientific cinema, is used as an auxiliary tool in the organization of the educational process. It is usually used in cases where the training material in its usual, classroom forms of conducting classes for perception and analysis is not available. The video series, in turn, allows you to use the ability to slow down fast processes that are hidden to the human eye, increase the subject of small size, transfer students to the countries of the language being studied, give visibility to generalizations and abstractions through the use of animation (the effect of a moving picture). Educational videos are developed taking into account the discipline and the peculiarities of its teaching methods, the age of students, the degree of scientific training and didactic purpose. Thus, video materials can be classified as performing the function of short-lived video lessons, whose

role is to explain an aspect of the curriculum. Modern requirements of the communicative orientation of foreign language teaching imply the use of video materials at each given stage of training (lecture, lecture cycle, practical classes, etc.). Different types of educational activities use different audio-visual equipment. Audio-visual learning tools can also be successfully used for independent learning. Audio-visual learning tools occupy a special place among other technical means of organizing the educational process, having the greatest educational impact on listeners, by providing an imaginative perception of the material being studied and its visual concretization in the most accessible form for perception and memorization; they are a conglomerate of scientific statements of facts available to the educational audience of listeners and art phenomena, since the staged image of phenomena are artistic means of transmitting knowledge (film and photography, painting, music, etc.).

The above contributes to the realization of the following important teaching principles: the principle of focus; the principle of life; the principle of clarity; principle of creating a positive emotional background in learning foreign languages.

Effective use of audiovisual learning tools, improving the quality of learning is achieved through the expressiveness and information integrity of visual and auditory images that allow you to simulate situations of communication and environmental inclusion.

The place of technical means in the classroom, the duration of their use is largely determined by the individual characteristics of students, styles of their educational activities. It is important to bear in mind that audiovisual teaching tools should be used when it is methodically justified, since their use requires additional time and effort from the teacher, often special knowledge. Excessive saturation of lessons with them is to the detriment of working out the main ideas of the studied topic, their comprehension, exercises, independent works, etc. leads to undesirable results [2].

Methodology

The analysis of the effectiveness of the use of audiovisual technologies was carried out at L.N. Gumilyov Eurasian National University. The experiment lasted for one term. The number of students is 27.

The class team was divided into two groups: the 1st group of 13 students (control group) and the 2nd group of 14 students (experimental group).

The research was conducted in three stages. At the main stage of the study in the control group, 7 lessons on traditional technology were organized, and in the experimental group of students, we developed and conducted 7 lessons using audiovisual technologies (informative and fun videos that are periodically released in the most famous video resource site Youtube.com on the English show channel), which solve the following problems:

- eliminating unnecessary complexity of the educational process;
- introduction of forms of work in the classroom, causing the activity of all students;
- making the process of learning English interesting and informative.

When developing the exercises, the following requirements were taken into account:

- these tasks were feasible for all students;
- assignments were related to the topic of the lesson [2].

At the third, control stage, the diagnosis of the level of English proficiency was re-carried out.

Results and Discussion

The results of the analysis of the level of English language proficiency at the control stage of the experiment showed that among the subjects of the experimental group the number of students with a high level of English language proficiency significantly increased. There is a tendency to reduce the number of students with average and low level of English proficiency.

We identified the dynamics of changes in the levels of English language proficiency among students of the control group at the ascertaining and control stages of the experiment:

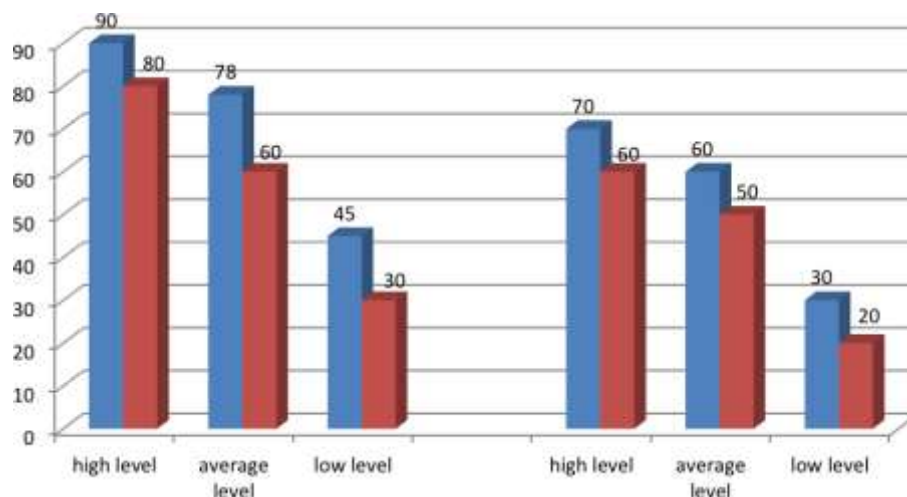


Figure 1. Table of the level of English proficiency in the experimental and control groups

Consider the dynamics of changes in the level of English proficiency in the experimental and control groups (the blue column – experimental group; the red column - control group):

Conclusion

Analyzing the problem of using audiovisual tools in the study of foreign languages, it is easy to notice that when considering the organization of training, due attention is not paid to the individual mental properties of a particular student, which ultimately determine both the effectiveness of learning educational information communicated using audiovisual tools, and the quality of language skills and speech skills. The uses of audiovisual technologies help to organize the activities of students so that their attention was steady and focused. The value of sensory-visual presentation of the material is that it mobilizes the mental activity of students: it causes interest in foreign language classes, reduces fatigue. Memory characteristics are also important in teaching a foreign language. The development of all types of memory is associated with the use of clarity in learning. Visibility provides the correct understanding of the material and serves as a support in its understanding by ear and creates conditions for its practical application.

Drawings, photos, diagrams, tables, pictures are the appearance of clarity. There is also an internal visibility, which follows from the specific

context, the immediate linguistic environment. Visibility is the manifestation of mental images of these objects depicted in photographs, drawings, etc. when they talk about visibility; they mean the images of these objects. Vivid visibility creates an idea of living images, causes appropriate associations, as the perception of clarity has an emotional impact on the student. There is auditory, visual and object visibility. The use of subject visualization contributes to the development of thinking in a foreign language. We noted that the audio-visual materials motivate the learners and help them to lower their anxiety levels. These make the classroom more interactive and live as it brings the real world in the classroom. These work as hints to the learners about the topics and give them ideas for discussions which ultimately make them ready for speaking. Learners can know the correct pronunciation uttered by the native speakers from audio clips along with the expressions and different styles of speaking. Also, it has been found that teachers can design different language activities based on the audiovisual materials. They can design some pre-task questions like inferring, guessing, naming the lesson. Also, learners can take notes while listening to audio clips or watching videos. Moreover, after listening to the tracks or watching the videos, teachers can engage the learners in different post-listening activities like, question-answering, group discussions, individual speaking, reflection writing, and summarizing.

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Д.Б. Акынова, Ұ.Қ. Кудиярова, К. Ынтымак

Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Нұр-Сұлтан, Қазақстан

Ағылшын тілін оқытуда аудиовизуалды әдістерді қолдану

Аңдатпа. Ақпараттық технологиялардың қарқынды даму дәуірінде шетел тілін оқытудың заманауи көрінісі жаңа қасиеттерге ие болады. Қазіргі уақытта технологияның дамуымен шетел тілдерін оқыту әдістері жетілдірілуде. Мұғалімдер оқу процесін жеңілдету үшін әртүрлі аудиовизуалды құралдарды көбірек қолданады. Осы мақаланың мақсаты суреттер, аудиоклиптер, видеороликтер, слайдтар, флипчарттар және басқа аудиовизуалды әдістерді қолдану арқылы жасалған ағылшын тілі сабақтарын талдау негізінде аудиовизуалды әдістерді қолданудың тиімділігін анықтау болып табылады. Авторлар аудиовизуалды әдістерді қолданудың ұтымды тұстарын анықтау үшін эксперимент өткізді. Аудиовизуалды әдістердің артықшылықтары анықталды.

Түйін сөздер: аудиовизуалды әдістер, визуализация, аудиовизуалды құралдар, жад, ағылшын тілі.

Д.Б. Акынова, У.К. Кудиярова, К. Ынтымак

Евразийский национальный университет им. Л.Н. Гумилева, Нур-Султан, Казахстан

Использование аудиовизуальных методов в преподавании английского языка

Аннотация. В эпоху стремительного развития информационных технологий современное видение обучения иностранным языкам приобретает новые черты. В настоящее время с развитием технологий совершенствуются методы преподавания иностранных языков. Учителя все чаще используют различные аудиовизуальные средства для облегчения учебного процесса. Целью данной статьи является выявление эффективности использования аудиовизуальных методов посредством анализа занятий по английскому языку с использованием аудиовизуальных методов, таких как картинки, аудиоклипы, видеоролики, слайды, флипчарты и др., в языковых классах. Авторами проведен эксперимент по выявлению эффективности использования аудиовизуальных методов. Определены преимущества использования аудиовизуальных методов.

Ключевые слова: аудиовизуальные методы, наглядность, аудиовизуальные средства, память, английский язык.

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Information about authors:

Акынова Д.Б. – **корреспонденция үшін автор**, Л.Н. Гумилев атындағы Еуразия ұлттық университетінің шетел тілдері теориясы мен практикасы кафедрасының доценті м.а., PhD, Сәтпаев көш., 2, Нұр-Сұлтан, Қазақстан.

Қудиярова Ұ.Қ. – 6M011900 «Шетел тілі: екі шетел тілі» мамандығының магистранты. Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Сәтпаев көш., 2, Нұр-Сұлтан, Қазақстан.

Ынтымақ К. – 6M011900 «Шетел тілі: екі шетел тілі» мамандығының магистранты, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Сәтпаев көш., 2, Нұр-Сұлтан, Қазақстан.

Akynova D.B. – **Corresponding author**, Ph.D., Associate Professor of L.N. Gumilyov Eurasian National University, Department of Theory and Practice of Foreign Languages, 2 Satpayev str., Nur-Sultan, Kazakstan.

Kudiyarova U.K. – Master's student in Foreign language: two foreign languages at L.N. Gumilyov Eurasian National University, 2 Satpayev str., Nur-Sultan, Kazakstan.

Yntymak K. – Master's student in Foreign language: two foreign languages at L.N. Gumilyov Eurasian National University, 2 Satpayev str., Nur-Sultan, Kazakstan.