

«This site may be hacked» is the message under the first link to the corporate website of the Exhibition Company «Belinterexpo» in Google, which appears when a search engine thinks that hackers have changed the content of the website or added their own information to it; and having visited this website, users may suffer from the harmful software.

Newness of the research is that for the first time the peculiarities of organising and holding the international specialised exhibition in the Republic of Belarus have been analysed.

The area of application: the algorithm of organising and holding the international specialised exhibitions can be used by the specialists of the exhibition companies to improve corporate integrated communications system.

## REFERENCES

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## THE USE OF ONLINE VIDEOS FOR TEACHING FOREIGN LANGUAGE

## ИСПОЛЬЗОВАНИЕ ОНЛАЙН ВИДЕО В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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### ABSTRACT

*YOUTUBE, WEBSITES, AUTHENTIC VIDEOS,  
ONLINE MATERIALS, BLOGGERS*

### АННОТАЦИЯ

*YOUTUBE, ВЕБ-САЙТЫ, АУТЕНТИЧНЫЕ  
ВИДЕО, БЛОГГЕРЫ*

*The article deals with an important role of different YouTube videos in teaching foreign language. Videos are considered as a source of online materials that can be very helpful in the teaching and learning field. YouTube can play a significant role in helping students to improve their professional knowledge of the foreign language, advance their understanding of English. YouTube videos are one of the means of teaching profession-oriented communication.*

*В статье рассматривается использование различных видео, размещенных на канале YouTube, в процессе обучения иностранному языку. Видео воспринимается, как источник онлайн материалов, которые играют важнейшую роль в преподавании. Данные видео помогают студентам улучшить их профессиональные знания в иностранном языке, усовершенствовать понимание английского языка. Онлайн материалы являются одним из средств обучения профессионально-ориентированному общению.*

The society we live in puts forward new demands for teaching students of non-linguistic departments. Nowadays it is very important to know different foreign languages. Young people will meet difficulties in mastering their profession thoroughly without foreign language knowledge, because the world constantly changes and brings a lot of interesting new things expressed in English. The English language allows to read and use all these new facts in different professions thus allowing students to get a better position in future. To meet the requirements of our society the universities and teaching staff should turn to various types of work on seminars and lectures.

The life of 21st century students in Belarus, similar to many other countries, both inside and outside the classroom, is saturated with technology. Therefore, it seems important that contemporary tutors know how to use digital tools in education. One of the media that plays an important role nowadays is videos, because they are such a common feature of students' everyday lives.

Currently, being one of the most popular multimodal texts, video can be a useful source for foreign language lecturers who aim to develop students' language skills of speaking, listening, reading, and writing. Foreign language teachers may find a range of educational opportunities that videos can bring into their classrooms. Thus, videos can promote students' critical thinking and motivate them to express their opinions in a foreign language.

L. Vygotsky, A. Leontiev, Z. Tsvetkova, I. Tsaturova, I. Kirillova, V. Pavlova etc. studied the problem of using video and audio in one or another way. N. Zhinkina, I. Zimnyaya, O. Gromova, G. Mialaret paid attention to psychological side of this aspect. K. Karpova, M. Lyahovitskiy, N. Kasatkina, I. Koshman, I. Komkov, I. Salistra wrote about the methodology of using technological means in teaching foreign language. We should mention the articles

and books written by M. Allen, M. Brandi, D. Buckingham, C. Compte, R. Cooper, D. Gericke-Schönhagen, J. Golden, N. Ishihara, T. Lancien, M. Lavery, J. Lonergan, F. McNight, M. Ruan, S. Stempleski, E. Summerfield.

A lot of monographs and articles devoted to the problems of teaching students of non-linguistic specialities are known (N. Almazova, M. Akopova, S. Veledinskaya, L. Golikova, T. Graboy, M. Evdokimova, G. A. Krasnoshchekova, N. Nechaev, G. Reznitskaya; G. A. Petrova, E. Sokolova, L. Yarotskaya etc.). The authors offer various ways to improve the quality of education. However, some questions related to teaching foreign languages of non-linguistic students in groups with multi-level language training can not be recognized as finally solved. The priority and dominance of special disciplines, a limited number of hours, and lack of textbooks make it difficult to solve all methodological problems associated with improving the quality of students' language training. We can say this problem is very relevant nowadays.

Teaching with video can have a lot of advantages:

1. Watching video students would usually not be exposed to conscious attention to language form.

2. Watching videos they develop their second language the way children develop their native language: they listen to the speech of native speakers in a context, while grammar rules with examples of language use are removed from the context.

3. Videos can be useful in stimulating unpredictable or unexpected topics. Students can see different issues raised by a video, discuss them and perceive the whole situation as real learning.

In communication promoted by video, language becomes more free and natural because attention is on the meaning of the communication rather than its form. Such a natural language learning situation can help pupils acquire a foreign language instead of learning it.

We should emphasize that videos attract students' attention, focus their concentration, generate interest in class, energize or relax them for learning exercises, improve attitudes toward learning, increase understanding, foster creativity, stimulate the flow of ideas, provide an opportunity for freedom of expression, inspire and motivate students, make learning fun. In addition, videos that are produced in the country of the foreign language provide viewers with authenticity. It is the main point.

Teaching foreign languages at Technical University plays a very significant part in future specialists' preparation. According to I.A. Tsaturova, the aim of teaching foreign language at any Technical University is to create conditions for developing skills that are necessary for foreign activity, for obtaining foreign experience in different fields of science and technology, for professional communication [1].

The success of teaching depends on the quality of videos. The main condition is to use

authentic texts. It will help to organize the teaching process in an effective way. We claim the following:

1. Authentic video dialogues and monologues are a unique and effective means of developing and improving students' communicative competence, as they are examples of real speech (different accents, the manner and styles of speech behavior).

2. The dialogue and monologue nature of authentic audio or video represents a well-known methodological difficulty for using in foreign language teaching, and at the same time, it is the most effective for the development of students' communicative competence.

3. The method of forming communicative competence of students using authentic audio dialogues or monologues should contain not only exercises and assignments for their perception taking into account all the difficulties of this process (noise, fuzzy pronunciation, interrupting, etc.), but also exercises and assignments, ensuring the assimilation of patterns of speakers' speech behavior.

4. Regular use of authentic video dialogues or monologues, starting from the first year studying at the university, constant updating with relevant materials, improving the exercise system guarantee the success of teaching foreign language, as a result of which students become full participants in foreign language communication.

In fact, technology can offer learners many online materials, such as websites for learning, and provide them an incredible source of information. However, there are a significant number of online materials that can be integrated into traditional English lessons, such as the YouTube website. YouTube is considered a source of online materials that can play a key role in the teaching and learning field. It has become more popular with people, particularly among adults. This website can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily. Finally, using YouTube clips in the classroom will give learners the chance to study outside class and assist them in understanding English. Another goal is using YouTube videos to develop communication between students and provide them with authentic situations and conversations to gain better understanding of their lessons.

It can be extremely useful to use YouTube materials at any Technical University. First of all, this website is free-of-charge and easy to use. Thus, many language tutors can use the website's videos to teach English. YouTube has become one of the most-popular websites in the world. Many students around the world like language videos, and many clips have been viewed millions of times. According to students' speciality, teachers can choose different video materials. For example, for design students YouTube provides a lot of information (bloggers' video, news in the world of fashion, fashion weeks reviews, popular designers' interviews and advice etc.; for finance students you can choose economic news,

bloggers' information about economics, famous financiers' monologues and opinions, their predictions about future crises and etc.).

So, by using YouTube videos, students can gain a considerable number of advantages and motivations that make the learning process active. In addition, it may offer teachers a chance to overcome a number of negative concerns and involve learners in a new method of teaching. Furthermore, it can be a helpful tool for tutors to use in their lessons.

We think that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. It can improve the performance of students and upgrade their levels in English courses. In other words, YouTube presented a substantial influence on students' understanding of English. It is considered to be more effective and successful than textbook-based English courses in promoting better learning of English.

To sum up, technology is an essential part of the educational world and, if used properly, can effectively promote successful language acquisition. It is important for every language tutor to be able to integrate video technology in the classroom routine and language learning activities. Lecturers should also select videos that are relevant to the current educational objectives and their students' needs and interests. Selecting the right material is crucial because it has a profound effect on students' participation, as well as inspiration, concentration and motivation.

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