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## **CLASSIFICATION OF AUTHENTIC AUDIOVISUAL MATERIALS AS A MEANS FOR THE DEVELOPMENT OF THE COMMUNICATIVE COMPETENCE OF SECONDARY SCHOOL STUDENTS**

At the moment, due to the socio-economic changes that are taking place in our country, knowledge of a foreign language is of great importance in the life of society.

Every day, the teaching methodology and technology are periodically updated and improved, and therefore, the traditional teaching method is becoming obsolete, since the use of only school textbooks is not enough to obtain and develop knowledge and skills in learning a foreign language.

Thus, the change in the status of a foreign language in the school system influenced the rearrangement of priorities in the work of foreign language teachers. The problem of teaching a foreign language at school is currently relevant.

The task of a foreign language teacher is to create conditions for familiarizing a foreign language culture, participating in dialogue and developing communication skills. Therefore, in a foreign language lesson, attention should be paid to the diversity of teaching methods.

Sergeeva N.N. and Pokhodzey G.V. believe that the main means in teaching a foreign language is “the use of audiovisual materials, which include teaching aids, authentic audio and video materials” [1]. This study analyzes authentic audiovisual materials.

Today, at this stage of development of the education system, there are a number of classifications of authentic audiovisual materials.

According to Karimshikov S.A. the following classification of authentic audiovisual materials is distinguished:

- 1) Films - feature, documentary, animation;
- 2) Television - advertisements, videos, news;
- 3) Music - clips, karaoke.

The use of such materials seems to us extremely important, since they are an example of a modern foreign language and create the illusion of participation in the everyday life of the country of the target language, which serves as an additional incentive to increase students' motivation [2].

Slepenkin A.E. proposes the following classification of audiovisual materials:

- 1) Educational, specially designed for language lessons and containing methodically processed educational material (visual aids);
- 2) Educational, created for classes in other disciplines, but used as teaching materials for the language (visual aids);
- 3) Natural mass media included in the educational process.

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The informational and educational function of authentic audio and video materials is expressed in the fact that they:

- creates a speech template (pronunciation, intonation, lexical and grammatical);
- creates conditions for natural speech communication, as well as to display any spatial and temporal situations, both real and imaginary, regardless of whether the data is in general or decomposed in any sequence;
- conveys the dynamism of the sound series and / or images, allowing you to consider phenomena in the process of movement, change, development, that is, most truthfully, vitally;
- provides synchronous presentation of information by sound and / or visual series in counterpoint of speech (audio) and images, which mobilizes students' attention, promotes their generalization, and provides optimal conditions for the perception of educational information;

– performs the functions of analysis and synthesis, which allow us to consider objects as a whole, and in a disparate form, highlighting the relationship between individual parts.

Organizational and control function:

– provides a “presence effect” or “complicity effect” that promotes empathy and stimulates speech activity;

– contains a huge motivational potential: students are interested in radio / television broadcasting in a foreign language, they listen / watch authentic audio and video materials out of curiosity, interest, with a sense of "lightness";

– reduces negative motives for learning - fear of stress, which often accompanies ordinary classroom activities; some "anonymity" of the listener / viewer, even in the conditions of using authentic audio and video materials, allows him / her to perceive educational audio / video information more relaxed, despite all its density and large volume;

– has the effect of "forced concentration of attention", in which, due to the general "atmosphere of attentiveness," even a negligent student becomes attentive, and the collectivity of perception leads to the emergence of a phenomenon known in psychology as "collective attention";

– has a suggestive effect (the factor of suggestion), contribute to the involuntary memorization of information;

– differs in a given presentation tempo, limited time frames;

– observes the law of proximity of image elements (video); on the TV screen, objects are located close to each other, this tends to be perceived as a single whole - if a student sees two characters on the screen, he is already tuned in to perceive their conversation.

The educational heuristic function is expressed in:

– developing a sense of respect for the people and culture of the country of the target language;

– the presence of emotional coloring of authentic audio and video materials: their beauty (in the deepest sense) contributes to the education of aesthetic qualities.

The developmental function of authentic materials is expressed in:

– enhancing students' cognitive activity, increasing the role of the factor of independence;

– the development of such personal qualities as observation, imagination, attention, thinking, language memory, etc.

Illustratively, the visual function is expressed in the fact that authentic video materials:

– represent a synthesis of all types of visualization (visual, auditory, motor, mixed, linguistic, situational-model, subject, figurative, etc.);

– make it possible to demonstrate not only the sound side of speech, but also paralinguistic, extralinguistic and other non-linguistic components that carry an important information load; even the background against which verbal communication takes place in authentic video recordings (natural noises) has its own regional significance;

– serve as a means of remote immersion in the natural environment at all stages of teaching foreign languages, thereby partially compensating for its absence;

– in addition to the content that carries the intention of its authors, they allow the student-viewer to create their own "psychological context" and give their own meaning to the image depending on the experience, cultural level and his / her attention, which allows him / her to be an accomplice in the action.

The integrative function is expressed in the fact that authentic audio and video materials can serve as a link between parts of the lesson, help to streamline and systematize learning moments (for example, performing various tasks, united by a common stimulus - listening / watching audio or video materials).

Thus, the use of authentic audiovisual materials today is one of the most effective ways of learning English, which develops the communicative competence of students, immerses them in a foreign language environment. Students have an interest and desire to learn a foreign language through audiovisual materials.

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