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THE BENEFITS OF USING VIDEO IN THE CLASSROOM

As educators, our aim is to get students energized and engaged in the hands-on learning process, and video is clearly an instructional medium that is compelling and generates a much greater amount of interest and enjoyment than the more traditional printed material. Using sight and sound, video is the perfect medium for students who are auditory or visual learners. With the added use of subtitles each learner has the choice to watch, listen to, or read each presentation. Video stimulates and engages students creating interest and maintaining that interest for longer periods of time, and it provides an innovative and effective means for educators to address and deliver the required curriculum content.

Increase in the hardware and software capabilities of interactive media has facilitated an increase in the use of technology in learning environments [1]. Moreover, a proliferation of computer learning environments is capitalizing on ever expanding technologies and transforming present learning industries. For a generation of young people, technology, particularly the Internet, has assumed a substantial stake in their social and educational lives.

Pete Sharma and Barney Barrett suggest *three main reasons* [2]. *Firstly*, using technology can be motivating. Playing language-learning games is one example of this, with learners enjoying tasks, and at the same time deriving learning benefits through recycling of the language. Many learners simply like using the computer. They like multimedia exercises, as they can proceed at their own pace. They can make their own choices as to how to work through the materials. *Secondly*, the interactivity of language exercises can be highly beneficial. Web-based exercises are more interactive than paper-based exercises. This can appeal to many learners. Setting learners to work on an interactive exercise can add variety to the class. It offers them a chance to review language in a different way. *Thirdly*, the type of feedback, which good interactive materials provide, is appreciated by learners. They can get instant feedback on what they have done.

Broadly speaking, people enjoy watching videos and television in their everyday life. In recent years there has been an enormous increase in the supply of audiovisual material, and these resources are accessible in a variety of formats. From this perspective, learning processes can benefit from the use of popular video-sharing websites, because students are familiar with them and learning does not seem to be primarily aligned with formal teaching. So what is the advantage of using videos in the language classroom? They provide instances of authentic language and can be fully exploited with the teacher's control. Videos have a compelling power in the language classroom, especially when the classroom activities are concentrated on short sequences. Sherman [3] says that video is today's medium and, as a matter of fact, people spend more time with audio-visual than with printed material. Watching videos involves two different senses - seeing and hearing at the same time - and promotes interest in the meaning of words. Moreover, authentic material usually proves to be particularly motivating as people find it interesting to understand "real things". Teachers can use audio-visual material for different purposes: for its own sake, for comprehension of the spoken language, as a language model, to understand cultural issues, as a stimulus or input for further activities. Videos give access to things, places, people's behaviour, and events. Sherman [3] also adds that, because of their features, some kinds of videos are particularly useful for projects or the study of other subjects.

Video sharing is the service provided by websites or software through which users can distribute and share their video clips with others. Video sharing services can be divided into several categories, ranging from user generated video sharing websites to video sharing platform/white label providers and web based video editing. The most popular one, especially among the young, is You Tube, though others are available, like Google and Yahoo or science stage. Many educational websites also provide access to videos (MIT world, Research Channel, Teacher Tube, TED, videolectures.net, and the specific YouTubeEDU). People can share their own videos but also access information, news and the like. This is changing the way we view media and deal with learning as well. Video sharing websites are easy to use and navigate as they contain lists of content organized in categories. YouTube videos can also be embedded in a blog (it may be a class blog, a project blog or a topic

blog) just by copying the code and then pasting it into the blog. This allows a teacher to share content with learners or a group of students. According to the students' needs or depending on the topic or focus of the activity, different types of videos can be selected. Videos can be tailored to curriculum objectives or provide additional information. Most video sharing sites feature lessons on a variety of subjects, ranging from chemistry and science to physics and art. A large variety of material is available for science in particular.

Language teachers have been using films in their classes for decades, and there are a number of reasons why film is an excellent teaching and learning tool.

Learning from films is motivating and enjoyable: motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable.

Film provides authentic and varied language: another benefit of using film is that it provides a source of authentic and varied language. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input.

Film gives a visual context: the 'visuality' of film makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention.

Variety and flexibility: film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practise listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role plays, reconstructing a dialogue or summarising. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts.

What can film and video add to the learning experience? Kieran Donaghy, who won the British Council's Teaching English blog award for his post "I want to learn English because…", explains why film is such a good resource, and recommends some useful websites.

Lesson plans: there are many websites and blogs which provide detailed and well-structured lesson plans based on film and television clips, short films and viral videos, which save the busy teacher a lot of time.

Allat C: This is a superb blog by Steve Muir and Tom Spain, which supplies lesson plans based on short videos, especially clips from television series, for teachers of advanced students (C1 and C2).

Lessonstream: Jamie Keddie is a pioneer in the use of video in language teaching, and his website has a wealth of creative and imaginative lesson plans based on short videos.

Viral ELT: This excellent blog by Ian James is dedicated to exploiting viral videos in language teaching.

Film guides: if you want to show whole films, either in one sitting or over a number of sessions, it's necessary to do quite a lot of work on linguistic, cultural and cinematographic features of the film prior to actually watching the film. Not so long ago, teachers had to spend many hours creating their own film guides, but nowadays there are several sites where teachers can find free, high-quality film guides to use in the language classroom.

ESL Notes : An outstanding resource site, created by Raymond Weschler, which provides more than 200 detailed film guides. Each individual guide is a detailed synopsis of a popular classic or contemporary film with an extensive glossary of vocabulary and expressions students come across in the film.

Film in Language Teaching Association: FILTA is an association of language teachers, film educators and researchers, which provides film guides to use in language teaching.

Film Club: A UK charity, which gives children and young people the opportunity to watch, discuss and review films, supplies hundreds of pedagogically sound, free film guides.

Film Education: A website that produces well-structured and engaging film guides for a wide range of films.

On the whole, while student satisfaction surveys confirm the continued success of Internet-based resources in the teaching of foreign languages, a growing body of literature suggests these technologies are encouraging students to become increasingly autonomous in their learning of foreign languages, as well as more interculturally competent. This trend supports the larger concept of lifelong learning, especially with respect to learning foreign languages in or out of the language classroom.

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ФОРМИРОВАНИЕ УНИВЕРСАЛЬНЫХ КОМПЕТЕНЦИЙ У СТУДЕНТОВ МЕДИЦИНСКИХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

В рамках дискуссии о путях повышения качества высшего профессионального образования в Европе активно обсуждается необходимость внедрения компетентностного подхода в обучении. Последний предполагает ориентацию учебного процесса на всех его уровнях на компетенции, т.е. профессиональные умения, которыми обучаемый должен владеть после завершения соответствующего образовательного уровня.

При определении значимости универсальных компетенций выпускников Донецкого медицинского университета использовали европейскую методику, заложенную в проекте «TUNING», в котором принимают участие университеты всех стран Евросоюза. Приоритетным направлением совместных усилий названо формулирование универсальных и специальных компетенций выпускников первого и второго уровня - бакалавров и магистров.

В соответствии с методикой указанного европейского проекта нами были опрошены три группы респондентов: 1) выпускники; 2) работодатели; 3) профессора и преподаватели.

Первую группу составили 230 выпускников медицинских факультетов и 159 выпускников стоматологического факультета Донецкого национального медицинского университета им. М.Горького. Во вторую группу вошли 167 работодателей - руководителей лечебных учреждений г. Донецка и Донецкой области, в третью – 235 профессоров и преподавателей ДонНМУ.

Для опроса первой и второй групп мы использовали анкеты, идентичные тем, что используются для проекта «TUNING». В них были указаны 30 универсальных компетенций, отобранных европейскими экспертами в области образования. Их подразделяют на три большие группы:

1) *инструментальные компетенции:* способность к анализу и синтезу, способность к организации и планированию, базовые знания в различных областях, тщательная подготовка по основам профессиональных знаний, письменная и устная коммуникация на родном языке, знание второго языка, элементарные навыки работы с компьютером, навыки управления информацией (умение находить и анализировать информацию из различных источников), решение проблем, принятие решений;