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“Journal of Economics and Social Sciences”

The methodology formation of professional-communicative competence based on video materials of scientific conferences

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Abstract

A foreign language is not only a basic element of the education system, but also the most sought-after element of the global educational services market. For successful and productive studying of foreign language, there is a need in work with authentic materials that have been created by native speakers: audios, videos, articles, books etc. Students need to have an opportunity of listening to authentic speech of people from different countries, different sex and age instead of talking only to their teachers. People have different accent and speed of their speech and students have to understand all of them, it is impossible to achieve it if the only person that they speak and listen to in the foreign language is their teacher. In the paper, the methodology of working with authentic videos in education process will be formed.

Keywords: Education, foreign language, video, authentic materials;

1. Introduction

There is a relevant problem of working with foreign video materials of science conferences where native speakers perform. Watching videos is more entertaining process than listening to audios or reading articles. Moreover, people tend to imitate others that are in close contact with them. Frequent work with videos can help students to start speaking fluently because they will copy native speakers unconsciously. Besides, videos from science conferences will expand students' professional vocabulary.

The problem is essential in contemporary pedagogical science. Methodology problems of video materials introduction into an education process are discussed in Russia and abroad.

The main difference from previous research is that all videos will be only from science conferences. The approach will expand technical vocabulary in foreign language and will give examples of world-known scientists' performances.

2. Discussion

The basic factor in education process is students' motivation. Motivation has a strong influence on the effectiveness of education. There is an obvious relation between them. Without interest to knowledge and a subject, students cannot study properly. That is why motivation is an essential part in education process. [1].

One of the best methods of interest increase to study any language is the use of authentic video materials in education process, which should guarantee active participation of all students,

increase a knowledge meaning and individual responsibility of all students in a class. The main goal of the method is to save and increase students' interest to studying of foreign language. [2].

The methodology of applying authentic video materials in education process of «Electrical and power engineering» for master students will be developed and checked. The main difference of master students from bachelor students is the presence of their technical knowledge; therefore, it is possible to watch and to discuss scientific conferences on electrical and power engineering. Moreover, there is an opportunity to make a dialog in a foreign language on technical themes.

To make such discussion, a teacher needs to have basic knowledge on technical theme that will be presented on the lesson. There is a need in thorough preparation for the lesson and presence of teacher's technical knowledge.

Videos can be found in the Internet for free. There are a lot of videos from scientific conferences on the ted.com website (themes: renewable power sources, future of power engineering, hydrogen engineering etc.), and on the videolectures.net website (themes: traditional power engineering, power generation, transmission, transportation, relay protection and automatization).

Before watching videos, a teacher has to start a dialog and a discussion in a foreign language with students. 5-10 questions should be prepared as warm-up for a lesson to start technical conversation. Moreover, a friendly atmosphere in a class should be made. By doing that, students will not be afraid of telling their opinion about themes of a lesson. Everyone has to have an opportunity to talk on a theme. That is teacher's task to create atmosphere where students will not be shy, nervous and afraid of making mistakes. Thus, at the beginning of a lesson, students start having interest in it, the process of dialog and discussion appears.

It should be taken into account that a foreign language speaking level is different among master students at a non-language university. According to bachelor education task, bachelor graduates should be able to speak a foreign language and should be a specialist that can work in the same team with people from different countries. However, in practice, bachelor graduates of a non-language university have different levels of speaking in a foreign language and the situation in which students have different levels from «Elementary» to «Advanced» is possible. Of course, this complicates the preparation for the lesson and the creation of an atmosphere of dialogue, which will be useful and understandable to all students. In a situation where the level of a foreign language of students is very different, it is necessary to work further on questions at the beginning of the lesson and on a strategy for involving all students in the dialogue. A situation should be created where students of any level of language proficiency would be involved in the dialogue; they would feel interest in the topic and understand each other.

After the dialogue at the beginning of the lesson, you need to work through and recall all the technical vocabulary that will be mentioned in the authentic video of the scientific conference. Thus, this will help master students to understand the video correctly and maximize the percentage of understood.

The video itself will be watched by students with English subtitles, this will help to increase the percentage of understood material. Moreover, students will correlate what they read with voice, thus, the pronunciation of words and stress is remembered. Watching a video without subtitles reduces the percentage of understood material and if students with a low level of a foreign language knowledge do not understand more than half of the information, they can lose motivation. Besides, there are classmates who understand foreign languages so people with low level of a foreign language can feel shy and afraid, it can develop problems in communication in a foreign language for them and “kill” their motivation and desire to learn a language. Before watching the video, it is mandatory to give so much vocabulary and discuss the topic in such a way that a master student who has the worst foreign language knowledge understands at least half of what is said in the video so that he or she is motivated to discuss this topic and learn a foreign language. Thus, the teacher should always focus on students with the lowest level of knowledge of a foreign language, create an atmosphere where absolutely every student is motivated and is involved in the discussion. Watching a video with Russian subtitles does not

make any sense; almost all students will only read the text and do not pay attention to the speech and words that the scientist uses in the video.

It is necessary to divide the video into parts of 5 minutes, so that the students can have a maximum attention and do not get tired of watching and of foreign speech. After each part, it is necessary to discuss 2-3 questions from the part of the video. Again, it is necessary to ensure that each master student has the opportunity to speak out, thanks to this, a productive dialogue can be established that will be useful for students and for the atmosphere at the lesson. Thus, the video from the presentation must be divided into small fragments (about 5 minutes), after watching there must always be a discussion of topics and a dialogue between students.

After finishing of watching a video presentation at a scientific conference, there is a need to summarize and draw a conclusion on this topic using several questions. It is also necessary to ensure that each student has an opportunity to express their opinion, agree or disagree with other students.

While students answer questions and have dialogs, frequent correction of errors should be avoided as this can lead to a fear of communication, a fear of expressing an opinion and self-closure of some students because of mistakes fear. You should not interrupt students and stop the discussion every time because someone made a grammatical mistake. Frequent grammatical errors of students can be written in a notebook and discussed with them after the dialogue.

3. Conclusion

Watching authentic videos of scientific conferences is very important and contents a lot of benefits for master students as they listen to the speech of native speakers, imitate it, listen to a foreign language from people of different sex, age and nations who speak with different accent and speed. Students will be less likely to get confused if they have to communicate with a native speaker in their future. Moreover, great scientists will speak at these conferences. To watch and analyze their behavior, how they present materials and make presentations at scientific conferences will benefit students, they will have good examples of how to speak at scientific conferences, how to behave and present their own material.

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