The use of authentic videomaterials within the terms of the CLIL –course.

According to contemporary educational standards “ Foreign language teaching is directed to complex development of communicative, cognitive, information, social l and cultural, professional competences of students.”

In the context of modern educational paradigm students in higher educational institutions must learn not only to solve social- communicative problems in everyday communication, but also in professional and scientific activities. Students must master the vocabulary and grammar structures and all types of speaking activities. Students must understand monologic and dialogic speech, they will be able to speak orally and express their ideas in written form. Students must have an idea about the history,culture, social language of the country, whose language they are learning.The use of audio-visual materials and contemporary technologies at foreign language lessons can really help very well to achieve the goals put up by teachers and learners.

The use of authentic videomaterials allows us to solve the following problems:

* It allows students to get introduced to “ a language in real context” that is” it links a foreign language lesson with actual life and the realistic world surrounding us”
* Develops attention and memory which is very important because people get the main information about the world with the help of such organs as : eyes and ears.
* helps to combine different types of communicative activities such as: listening,speaking, reading and writing.
* Promotes intensification of the learning process, because the information presented in visual form isunderstood and learnt by students faster and easier.
* Enlarges general outlook and improves students’ general culture.
* Increases students’ motivation and activity,creaes the atmosphere of collective cognitive activity.,stimulates students’ further independent work.
* helps students to develop intercultural communication skills.

Video is a very good additional sourse for learning a foreign language. Video can be used both for presentation of the new material and for its consolidation, and also it can be used at the final stage of work on the theme.

Videomaterials can be divided into two groups:

1. course materials for foreign language learning
2. video materials as coursebook teaching aids.
3. teaching videofilms
4. authentic materials,meant for native speakersa:
5. videoreceips
6. shot films
7. musical video clips
8. television games
9. Interview
10. Catoons
11. TV news
12. Sports programmes
13. Educational programmes for children and teenagers
14. Television discussions and debates.
15. Weather forecasts

In this article we are going to speak about the use of authentic materials for foreing language learning in terms of CLIL course in particular while learning Biology in the 8th grade at a secondary school. The work at the videomaterials consists of three stages:

1. Pre- demonstration
2. While- demonstration stage
3. Post-demonstration stage

At the first pre-demonstration stage students prepare for watching and listening and understanding the main content of the video. They are given the topic vocabulary with definition of the new lexics,to make it easier to understand the text. Some interactive methods of involving the learners in learning process are the following: brainstorming,association, word maps, predictions,guessing games which helps students” to sink in the theme “

At the while –listening stage we can offer the following tasks :

* Watching without sound: describe the things, places, functions,predicting what comes next
* Listening without watching , saying what it is about,draw what the main idea of the text is,making notes about the text, writing down key words and phrases
* Watching and listening andmaking up a list of new words, checking up their own predictions,

to fill in the table with the gap information.

* Interrupted watching: students are offered to make up the beginning, the ending or continuation

At the post-listening stage students can answer the questions on the content, make up a summary of the material,,retell the text, make conclusions, write a report on the videomaterial, find an additional material on the them, work on the project connected with the theme, present spoken or written resume on the theme.

Different forms of work on the videomaterials can be organized. Students can work in pairs , in small groups, individually and as a class. The role of teacher is : to organize students’ work, help them,monitor ,consult and support.Students are offered to guess the theme they are going to learn.

Learners must clearly know what they are learning, how and why they are learning.They lean to listen to each other ,self-check and peer-check.

In conclusion I want to say that the use of authentic videomaterials at the lesson makes learning a foreign language interesting, motivating and meaningful.Videomaterials make learnig different subjects

Cognitive,effective and helps to develop logical and creative thinking and memory of our students.

Now I want to share some tasks worked out by myself when we can use authentic videomaterials

In the terms of the CLIL method while learning the theme : “The Organs of Hearing” in Biology for the pupils of the 8th grade, Unit 6 . time projected for watching the video is 01: 50

The objective sof the video are:to introduce the pupils to the new words,terms in biology, to get learners to recognize the new terms and understand their meanings,develop comprehension and speaking skills. The methods such as:communicative approavch,brainstorming can be used. The work of learners can be organized in pairs,groups and individually.

**Pre- demonstation method**

Exercise 1 Lead-in. Learners are offered to listen to classical music that lasts (3-5 seconds) Students “sink into the theme” and they themselves name the topic of the lesson.

Exercise 2 Answer the questions on the theme : ‘ The Organs of Hearing”

Exercise 3.Presentation of the new terms to make it easier for learners to understand the content of the text.

**While- listening stage**

Exercise 4 .Learners are offered to watch and listento the videomaterial, at the same time they are checking up if their answers are right or wrong.

**Post-listening stage.** This stage includes comprehension check of the videomaterialthat was watched and listened,the new words are consolidated, students train to memorize the words and practice speaking.

Exercise 5 Checking-up the knowledge of the terms,matcingwords with their definitions

Exercise 6 Learners are offered to answer the questions on the main content of the videomaterial.