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THE EDUCATIONAL POTENTIAL OF MEDIA RESOURCES IN TEACHING ENGLISH IN THE CONTEXT OF HIGHER SCHOOL

The article focuses on optimal methods to intensify the linguistic educational process and improve its quality. In this regard, the potential of media resources, especially authentic audiovisual ones, is considered one of the most effective means of teaching language due to their information richness and expressiveness of audio and visual images and associations. Authentic audio and visual materials are of particular significance for teaching and learning because they get students acquainted with the culture of the country whose language they are studying and with the language and behavioral models of native speakers. These materials also increase the cognitive motivation of students when mastering a foreign language. Their use enables students to obtain information about the linguistic, social, and cultural characteristics of an authentic act of communication and to develop skills necessary to interpret typical situations of foreign language communication adequately. Using authentic audio and video resources in foreign language classes makes creating a virtual language environment possible, which actualizes the educational potential of authentic audio and video resources. Within the article, we attempt to focus on the peculiarities and advantages of audio and visual materials for teaching/ learning a foreign language, specify some principles the teacher should follow to select proper audio and visual materials to be used for educational objectives and discuss the possibilities of combining the didactic potential of media resources and interactive technologies to optimize and maximize students' communicative language learning. We also mention the basic teaching principles in authentic audio and visual materials use and single out the tasks that can be offered to students when working with audio and video resources.

Key words: *media resources, authentic audio and video materials, learning environment.*

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ОСВІТНІЙ ПОТЕНЦІАЛ МЕДІА-РЕСУРСІВ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ У КОНТЕКСТІ ВИЩОЇ ШКОЛИ

У статті йдеться про оптимальні методи інтенсифікації процесу викладання мови та підвищення його якості. Потенціал медіаресурсів, особливо автентичних аудіовізуальних, вважається одним із найбільш ефективних засобів навчання мови завдяки їхній інформаційній насиченості, виразності аудіовізуальних образів та асоціацій. Підкреслюється, що автентичні аудіо- та візуальні матеріали мають особливе значення для викладання та навчання, оскільки знайомлять студентів із культурою країни, мову якої вони вивчають, з мовленнєвими та поведінковими моделями носіїв мови. Ці матеріали також підвищують пізнавальну мотивацію студентів під час опанування іноземної мови. Їх використання дозволяє студентам отримати інформацію про мовні, соціальні та культурні особливості автентичного акту спілкування та розвинути навички, необхідні для адекватної інтерпретації типових ситуацій іншомовного спілкування. Використання автентичних аудіо- та відеоресурсів на заняттях з іноземної мови дає можливість створити віртуальне мовне середовище. Це актуалізує освітній потенціал автентичних аудіо- та відеоресурсів. Стаття висвітлює особливості й переваги аудіо- та візуальних матеріалів для викладання/вивчення іноземної мови, визначити деякі принципи, яких має дотримуватися вчитель, щоб вибрати відповідні аудіо- та візуальні матеріали для використання в навчальних цілях, а також обговорити можливості поєднання дидактичного потенціалу медіаресурсів та інтерактивних технологій для оптимізації та максимізації комунікативного навчання мови студентами. Також актуалізуються основні принципи навчання в контексті використання автентичних аудіо- та візуальних матеріалів та пропонується низку завдань, які студенти можуть виконувати працюючи з аудіо- та відеоресурсами.

Ключові слова: *медіаресурси, автентичні аудіо та відеоматеріали, навчальне середовище.*

Introduction. The pedagogical community is increasingly interested in studying the authentic language environment and assessing its educational potential to improve learning. The language environment is a complex phenomenon of a systemic nature, a linguistic and communicative space based on a specific linguistic and cultural society. The educational environment is the student's immediate surroundings in the form of a set of phenomena, processes, conditions, factors, and other things that mutually affect and interact with one another. That is why, turning to media resources as information means and techniques used to convey messages to the recipient used as an educational tool is the most optimal. The university's linguodidactics is growingly focused on diverse media technologies and media resources in foreign language (ESL), teaching and teaching English for specific purposes (ESP), and prioritizes the development of an appropriate level of language proficiency and building of communicative competence. Constantly improving the mechanisms of teaching a foreign language, university teachers continuously use media resources as educational tools to increase students' cognitive abilities and develop their independent work skills and interpersonal interaction.

The goal of the article. The increasing popularity of media resources as a virtual language environment and their didactic potential made it possible to formulate the goal of the article, which is to study the possibilities of combining the didactic potential of media resources and interactive technologies to optimize and maximize the communicative language teaching of students.

Analysis of recent research and publications. The introduction to teaching/learning foreign languages using various authentic materials has drawn the attention of both domestic and foreign scholars who deal with linguistics and linguodidactics. Scholars pay attention to the use of media and Web technologies, multimedia means in the process of teaching (K. Gochitashvili, L. Kovalchuk, T. Pyatnychka, H. Lesyk, N. Dukhanina, Y. Pavlishcheva, J. Gejel, R. Mayer, C. Walter), focus on modern information and communicative technologies (S. Lazarenko, A Shamsitdinov, A. Bates), dicsuss the principles of media education (O. Voznyuk) and the opportunities media texts offer to develop language competencies (L. Petryk), they study the potential of media education within the higher school and its role in reforming the educational environment (O. Karpenko), explore factors that help to increase the media and information literacy of future specialists (H. Onkovych, D. Buckingham, R. Crisp, J. Pungente). The above works are of great interest not only for scientific aims but also for practical use in teaching. It seems interesting and useful to systematize some points of view on the target topic and specify the advantages of using media resources in the context of higher school, particularly

for the professional education of future military and law enforcement specialists.

Presentation of the basic material. Recently, media education has become a historical, epistemological, and practical field of study. Radical transformations in media technologies, aesthetic forms, media ownership models, and audience participation practices have driven some shifts in the application of new concepts and theories within the educational environment (Donaghy, 2017). Nowadays, technology offers rich access to all sorts of creative tools, and properly used technology can make creative learning processes unfold to the max. Teachers can benefit enormously from the emergence of video distribution sites and the proliferation of mobile devices (Frau-Meigs et al., 2020).

The dominant communicative-oriented methodology in teaching a foreign language and the importance of introducing students to the culture of native speakers actualizes authentic media environment as a means of learning. It seems interesting to consider its didactic potential and specify the criteria for selecting materials the teacher can use for academic purposes. Recently, there has been a certain shift in attitude towards media education from understanding media as a hostile environment, and young people as passive victims of this environment, to the understanding that there is no need to protect young people from the influence of the media environment; media is now understood as a tool by which young people acquire certain experience that gives them the ability to make their own decisions based on information received through the media (Buckingham, 2013). This shift – along with radical transformations in media technologies, aesthetic forms, ownership models, and audience participation practices – have driven the application of new concepts and theories across a range of both school and non-school settings (Donaghy, 2017). When we talk about media, we mean all sorts of new technologies fit for learning: text editing, digital photography, video, animation, social gaming, social networking, and all sorts of useful software and hardware (Gejel, 2012).

The moving image, coupled with sound, is a powerful medium. It has the ability to grab the attention of a casual viewer and to engage learners (Koumi, 2006). The influence of audiovisual art on the mass addressee and each person is significant because audiovisual or screen media culture is becoming the dominant media environment due to its wide-scale coverage. The screen acts as an important means of introducing a person to the world of modern culture, promotes socialization, and the formation of life positions of the audience (Sherman, 2003). Audiovisual teaching aids are effective due to the rich visual and auditory images that mirror typical communication situations and reveal the peculiarities of the culture of the country of the language being studied. Moreover, images have an emotional impact on students, which can serve as additional motivation for learning. Audiovisual aids successfully implement the principle of visibility and create opportunities for individualization of learning while simultaneously reaching the audience on a large scale (Herrero & Vanderschelden, 2019).

When teaching foreign languages, it is important to divide audiovisual media into educational and authentic.

Educational audiovisual aids are materials specially developed for educational purposes, taking into account the basic requirements for materials being studied and designed for a specific audience. They include an educational video, a coursebook for students, and a methodological guide for the teacher to determine the work with the material.

Authentic audiovisual materials do not initially address foreign language learners. These materials are created by native speakers; they convey the atmosphere of real language communication, making the process of mastering foreign language material more lively, interesting, convincing, and emotional. We can single out feature films, animated films, film adaptations, recordings of theatrical productions; documentaries; TV shows, and news, music, sports, etc. programs.

Authentic audiovisual materials are becoming more widespread today since they provide a variety of stimuli scaffolded by emotions and personally significant experiences; they are "probably the most challenging cultural product for language teaching designed to appeal most directly and fully to students' emotions" (Jiao & Qi, 2012: 1742). Some scholars belive that film is "an important means to help improve students" comprehensive ability of vision, hearing, speaking and writing. It can stimulate students' interest in learning, achieve context-orient teaching and incorporate language learning and culture learning. It provides a possibility for the students to conduct study to their own interest and characteristics" (ibid: 1743).

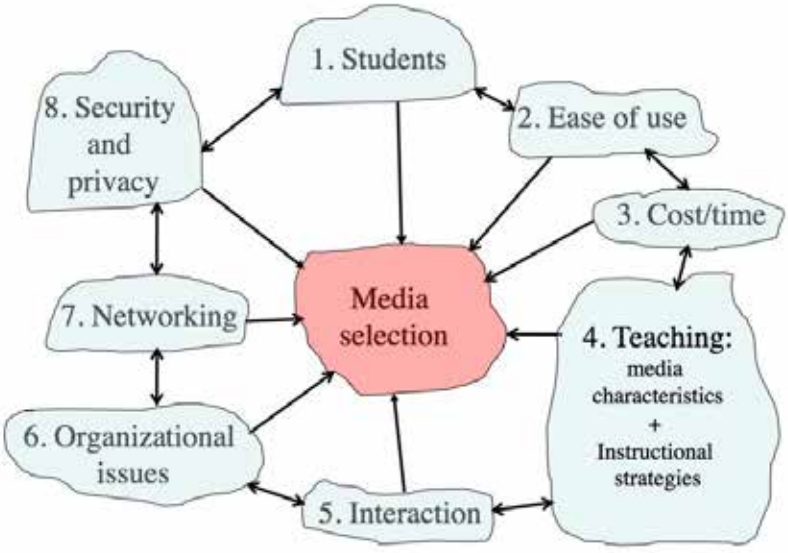
Nowadays, teachers actively use media materials in ESL classes. Authentic materials motivate students and cause their significant cognitive activity. However, to work with authentic audiovisual materials, the teacher needs to select materials properly, prepare text support and develop assignments for students to perform. Authentic video materials as a tool for ESL/ESP teaching are didactically valuable since they are:

(1) genuine (they contain realistic communication situations with a variety of communicants of different genders, professions, and social statuses, which are close to a real speech environment); (2) visual (they create a visual image of speech showing speech and behavioural features and national and cultural traditions of a target ethnic society); (3) integrative (they can combine not only teaching language but also other disciplines, for example, philosophy, history, economics, and even special subjects within the educational process); (4) influential (they affect students' perception through visual and auditory images as students are involved in the situation (e.g. a feature film or documentary) thanks to the plot or discussed universal human problems and begin to express certain emotions and empathy passing through themselves the information they see and hear; (5) polemical (they focus on various problems and the ways to resolve them so that they can lead to discussions). All this activates cognitive activity, interest, and motivation when ESL/ESP learning.

The use of authentic audio and visual materials allows the teacher to effectively implement the most essential principles of teaching a foreign language, namely (1) communicative orientation – they provide a context for natural contact with the language and offer situational meaningful material that stimulates the development of students' speaking and writing skills; (2) visibility – they demonstrate the language behaviour of native speakers and extralinguistic context; (3) accessibility – modern media formats, platforms, and applications make these materials fairly accessible sources for use in the classroom general thrust – they address the mass audience by showing typical situations and language behaviour that are easy to understand and interesting to students of different language levels; (4) cognitive stimulation and development of critical thinking – they focus on events and actions that encourage students to analyze what is happening and express their point of view; (5) connection between theory and practice – they contribute to mastering the skills of perception, interpretation, and imitation of language material and enable students to use these skills subsequently in role plays and situations of real-life communication, which result in the application of acquired knowledge in life in the context of interpersonal, academic and professional communication with native speakers.

Particular advantages of using authentic video in the context of ESL/ESP teaching include (1) access to the English-speaking world; (2) spoken language since video brings various kinds of voices in different types of situations, with full contextual back-ups; (3) language model, since authentic video represents a vast modern linguistic resource of accents, vocabulary, grammar, and syntax, and all types of discourse that show the language in most of its uses and contexts – something neither course book nor classroom can suggest; (4) exposure to English-speaking culture (Sherman, 2003).

Considering the process of making effective decisions about the choice and use of media for teaching and learning, A. W. Bates singles out the following aspects the teacher should keep in mind:



– students – their needs and interests; access to and preferences and the choice of technology;

– ease of use – the teacher's and students' computer and information literacy; Web site organisation, navigation and interface design; the reliability and robustness of the technology;

– costs needed to pull together or create learning materials using particular media or technologies;

– teaching and media selection – the appropriateness of media materials;

– interaction – with learning materials, between students and teacher, student-student interaction; the interactive characteristics of media and technologies; feedback;

– organisational issues – readiness for teaching with technology

– networking – external connections (i.e. social networks) with beyond the course learned (i.g. English for Specific Purposes), with others such as subject specialists, professionals in the field, and relevant people to communicate within the professional sphere;

– security and privacy – a private and secure place to work online (Bates, 2015).

Multimedia design should suggest the best combination of words and images and follow specific rules to ensure coherence and avoid cognitive overload. When deciding to use a particular multimedia application, teachers are supposed to keep firm guidelines (Mayer, 2020). It is necessary to select educational material based on media carefully and responsibly considering that "media messages contain ideological and value messages. All media products are advertising in some sense proclaiming values and ways of life. The mainstream media convey, explicitly or implicitly, ideological messages about such issues as the nature of the good life and the virtue of consumerism, the role of women, the acceptance of authority, and unquestioning patriotism" (Pungente, 2018) and so on. Thus, the teacher does not only aim to illustrate how the target lexical and grammatical material is used in real life but focuses on developing students' positive value attitudes toward the state, law, civil society, and personality, which is of special significance in the context of military and law enforcement universities since their students are future defenders of the homeland and the fundamental values of society and constitutional norms. When choosing audio and visual materials, teachers should meet the following principles: (1) pertinence (select different materials according to different teaching objectives – there are various kinds of materials but not all of them are suitable for English learning); (2) ideological content (the material selected should be healthy, praise the good and the beautiful, and praise justice, peace, and progress); (3) scientificity (the selected materials must be rich in linguistic information, clear in voice signal and appropriate for learners) (Sherman, 2003).

When teaching a foreign language for professional (military) purposes, the teacher can also use authentic audio and video resources since they simulate variable real-life communicative situations. Understanding events demonstrated through authentic audiovisual media has much in common with the perception of reality. But unlike real communication situations, audio and video have some advantages as educational material since the teacher can select certain episodes and prepare cadets for watching, the teacher can stop the audio or video fragment, change the sequence of episodes, comment on what the cadets saw, give a special task, play the fragment several times, and so on.

The teacher must arrange a special system of working with authentic audio and visual materials so that they help optimize the educational process. The system includes the following stages:

– pre-watching/listening (designed to draw student's interest, encourage their participation, prepare them for completing tasks, and also remove certain difficulties (sociocultural and linguistic) in perceiving the audio or video fragment);

– while watching/listening (aimed at developing the linguistic and sociocultural competencies of students, expanding their vocabulary and cultural knowledge, and improving their language skills);

– after watching/listening (designed to check how well students understand the watched/listened content and can process the information they got while watching/listening and to assess students' ability to produce oral or written statements).

The types of tasks the teacher offers to cadets differ depending on the stage and have particular didactic goals. At the *pre-watching/listening stage*, students do tasks aimed at (1) introducing target vocabulary (lexis enhancement) and consolidating it: cadets answer questions, add or match collocations, find synonyms or words with opposite meanings, anticipate the content of the fragment based on its name or keywords, read and repeat chains of words (chunks) that they are going to hear/ heard in the fragment; (2) familiarizing with linguistic and cultural material necessary for a more complete understanding of the fragment (reading reference material, commenting on quotes). During the *while watching/listening* stage, students perform tasks to search for linguistic information and develop receptive language skills, for example, students (1) decide whether the given statements are true or false; (2) fill in the gaps in the sentences with the necessary words and expressions from the text of the video fragment; (3) select all the adjectives used in the video fragment; (4) highlight/cross out from the list expressions that were/were not used in the video fragment; (5) arrange the fragment parts in the correct order. *After watching/listening stage* include tasks aimed at developing productive language skills, for example, students (1) answer the questions to the text (orally or in a written form); (2) do a test on a video

fragment, match given statements to the content of the fragment, choose the correct answer, supplement the statement; (3) reflect on the fragment watched (for example, assume what might happen to the heroes/ the invention in the future, etc.); (4) retell the events of the video fragment; (5) select a situation from those proposed and present it in the form of a dialogue/ polylogue between the characters.

At this stage, the teacher can offer cadets various projects, cases, role-plays, and debates, for example, cadets are asked to express their point of view on the shown event/behaviour in specific situations and discuss it with others or organise a press conference where cadets playing the roles of characters/the narrator talk about the film/event/invention. Students can complete not only oral tasks but also written ones, for example, write a letter/message/report on behalf of the hero/narrator; express your opinion regarding the event/hero/invention in the form of an essay.

Working with a feature film can also be very beneficial and rewarding. Some scholars believe that students can read a feature film much the same way as print texts, plus they understand the film viscerally. It's a language they all comprehend, from which they can make meaning (Crisp, 2021). However, teaching spoken language using the material of a feature film may require several lessons. Based on our own experience of working with *Renaissance Man*, an American comedy film (1994) directed by Penny Marshall, we can recommend organizing work on the film in two stages: first, students watch the whole film to understand its meaning and emotional mood, and then sequentially watch video fragments of the film, completing content comprehension tasks. Tasks for each video fragment include repetition of words, phrases, collocations, abbreviations, and study of background information, after which students are asked to think about some points concerning the film content or the author's intention, for example: *What is the meaning of the title of the film? Why does Bill Rago choose to study Shakespeare's play Hamlet?* Other exercises include answers to questions (for example, *How does Drill Sergeant Cass initially treat Bill Rago? Why? How does his attitude change later? Why?*), games and role-plays (for example, *Imagine that you are Private Hobbs, tell Bill Rago about your life in prison and what you are going to do after your release*), storytelling based on the content of the fragment watched (for example, *talk about the people you saw in the film, what you like or don't like about them*).

Conclusions. When integrated into ESL and ESP teaching, authentic audio and video materials make it possible to organize work on mastering the necessary language material and contribute to creating a problem-solving communicative linguistic environment. The teacher must clearly define the tasks authentic audio and video materials can help solve (developing listening skills, acquiring linguistic and cultural information, mastering authentic language structures, etc.) and follow specific criteria when selecting material to develop the student's language skills and communicative competencies. Authentic media can make the ESL/ESP learning process complete, rich, dynamic, and relevant. Working with authentic media activates the student's mental activity. It improves their analytical abilities and interpersonal skills in everyday, academic, and professional spheres to maintain communication with partners, interpret their behaviour, and build a strategy for their actions to solve problems that may arise during communication.

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