Using computer technology in language learning supports certain didactic-psychological tendencies associated with so-called developmental or variational forms. It is extremely important to use computer technology in language learning.

The most helpful in using video in language learning is the visuals. When only hearing the conversation for example in a radio show, all a learner can focus on is speech, accent, intonation and stress. On the other hand, video offers also the visual aspects of non-verbal communication, which is of the same importance. Gestures, facial expression, eye contact, posture, proximity or appearance may help a great deal in understanding what has been said. Contrary to audio materials, video materials usually contain stories, where there are “believable characters in believable situations” [1, 25].

When using film in the classroom two types of motivation are being developed: self-motivation, when the film is interesting in itself, and motivation, which is achieved by the fact that the student is able to understand the target language [2, 11].

Unlike audio files, video files present pictures, which usually contain setting and non-verbal communication, which can also help a learner to understand the language. Paying attention to pictures a learner may anticipate what a conversation will be about and he can guess meaning of the words he did not recognize.

Activities recommended for developing listening and speaking skills are focusing on the visual content, what is said in the sequence, on telling the story, presenting what a learner saw in the sequence [3, 54].

Most of the videos presented on YouTube were not primarily uploaded in order to help learners with English learning. Their purpose is to entertain its audience worldwide. Therefore a learner can watch a video concerning a particular topic of his interest or topic relevant for his studies or interests and at the same time enjoy listening to English language in its natural context and speed.

The topics of the video are the most diverse. The website has a user-friendly filter to select the desired topic of the video: academic, business, travel, for children, etc. After watching the video, you proceed to the second stage. You need to play the video again and fill in the missing words in the subtitles, trying to identify them by listening. Then the third step is speaking: you are
listening to the phrase, then repeat it into the microphone. In the fourth step, you can check how well you remember new vocabulary from the video.

**The experiment “The use of video in learning a foreign language”**

Aim: to study the effectiveness of applying video fragments in senior grades for teaching speaking skills.

An experimental study was conducted in the Specialized English school- gymnasium № 60 of the city of Astana. Experiment covered the tenth grade students in a total of 40 people.


The experiment involved two groups, the experimental group (EG) - 10 "A", and the control group (CG) - 10 "B". 10 "A" included 20 persons and 10 "B" – 20 persons. We conducted lessons in the 10 "A" by using video, and lessons in the 10 "B" were held only in the traditional form. During the period of experiential teaching, the students studied diverse topics. In this experiment we are going to demonstrate an exemplary set of tasks related to Video-based lesson. The topic of the lesson is “Internet ... a drug”.

The essence of our hypothesis is that the use of video helps to improve the assimilation of knowledge received at foreign language lessons, as well as increases the motivation to learn a foreign language.

Before the experiment the objective was to determine the level of assimilation of new material. In order to determine this level, an introductory lesson was held in a traditional form in two classes.

Students read an extract “Ted Talks - Sherry Turkle: Connected, but alone?”.

After reading the text the learners were asked to do the following tasks: a) students try to give their own definitions of new vocabulary and make up relevant sentences with them; b) students answer the questions related to the topic and justify their points of view.

Having analysed the results of the lesson held in the traditional form (rather low level of assimilation), we have offered a video fragment related to the text “Connected, but alone” (TED Talks performance) to the experimental group 10 “A”.

The students were offered to play a game on a similar topic «Internet addiction»:

1. The students in the groups chose one statement from the video, and tried to reveal it’s meaning, based on their own experience. They could use Video Transcript if needed.

2. They needed to draw a picture representing the issue under consideration, and explain the meaning of the drawing.
Using Video in the classroom was a pleasant experience for the students. Students were more motivated to see and hear real-life situations than just follow the activities from the course book. Most of students said that they learned new words mainly because those words had been repeated many times throughout the film. According to them, key word preview given at the beginning of the class facilitated learning process and helped them to understand clearly the topic.

Thus, quantitative and qualitative analysis of the experimental data showed that using a video over a short period of time can increase the quality of knowledge. Experiment data analysis showed the increased activity of the students’ work, the increased interest in the subject studied.

Study of scientific and methodical literature led to the conclusion that the use of technological means of teaching in the lessons of a foreign language makes it possible to present the material clearly, it contributes to improving the quality of education and reduce the fatigue of students. Technical means of teaching help teachers increase the speed of presenting the material, and satisfy the needs and curiosity of students to the fullest.

The use of video is based primarily on the visual perception of information, it creates a prototype of foreign language environment and helps to acquire communicative competence in a foreign language, without being in the target language country.

Through the conducted research, we made a conclusion that if we are going to improve the students’ oral production, we should provide them with more opportunities to utilize the language effectively and create the right atmosphere with the help of video technique employment.

The efficiency of the video employment in speech training depends on the way how efficiently the video lessons are structured, how video training capabilities are coordinated with training objectives.

The use of audiovisual teaching tools, exercises offered by us for the use of video contribute to the quality of knowledge at foreign language lessons, allow students to give a visual representation of life, traditions, linguistic realities of the English-speaking countries, and develop motivation of students’ speech activity.

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