

темы горизонтально-сетевого взаимодействия субъектов управления в образовательный процесс университета.

Медицинское обеспечение Программы реализуется медико-профилактическим комплексом БелГУ, включающим Центр семейной медицины; Учебно-спортивный комплекс С. Хоркиной; Лабораторию профилактической и восстановительной медицины; Санаторий-профилакторий, расположенный в природном ландшафтном парке; Лабораторию молекулярной генетики человека; Центр хрономедицины; Конно-спортивную школу; Оздоровительный лагерь в г. Туапсе; Ботанический сад.

Программа «Здоровьесбережение» способствует успешной подготовке конкурентоспособных специалистов в области наукоемких технологий.

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## TEACHING ENGLISH USING VIDEO

Video is a valuable classroom tool. There is no one way to use videos in the classroom. Depending on various factors such as the time available and the proficiency level of the students, the video can be adapted to the needs of the class. The setting, action, emotions, gestures, etc, that our students can observe in a video clip provide an important visual stimulus for language production and practice.

In the past few years, there has been a growing movement towards the use of multi-media in second language teaching. Videos, in particular, have been found effective in motivating students and providing an important link between classroom practice and language usage in real-life situations. The following list contains some of the ways that video can enhance language training: enliven classes provide high visual impact bring the real world into the classroom engage students in previewing and post-viewing activities provide a springboard for other reading, writing, listening, and speaking activities.

In addition, videos can be useful in combining in realistic presentations the vocabulary and grammar introduced in the text. Verbal, nonverbal, and contextual information is blended in a total communicative situation. Videos also provide other opportunities for classroom instruction by: · present-

ing language in context providing models of pronunciation, stress, and intonation showing students subtle aspects of language, facial expressions, - body language, gestures, introducing culture in a natural way encouraging language acquisition through repetition of visual and aural presentation

Videos can be used in a variety of ways to generate student interest and enhance performance. In order to achieve the most benefit from the videos, it is important for the teacher to prepare the students to watch the video, to promote active viewing, and to use the knowledge obtained from the video. This can be accomplished through previewing, viewing, and post-viewing activities listed below in general terms.

Preview (Getting students ready to watch)

- inform students of topic or theme
- relate the topic to the background and experience of the students
- talk about the title ask students to predict what they might see
- list vocabulary and grammar covered in the video
- provide questions for focused viewing

View (Helping students to focus on the important elements)

- listen for the general meaning
- listen for specific information
- stop the video to ask questions
- watch the video twice

Post View (Getting students to use new information)

- follow-up questions to check comprehension
- group discussion
- comparison of scenes, characters, culture
- role-play
- give different endings

There are different techniques for using in speaking, writing, listening and reading practice that are intended to be general in nature so that they can be adapted to fit the level and needs of your particular students. Some of the activities are more suitable for beginning classes, while the others lend themselves to use with more advanced students. Some of these techniques integrate the use of several different skills. For instance, note taking is often considered a writing activity, but it builds listening skills as well.