THE ROLE OF A TEACHER IN FOREIGN LANGUAGE TEACHING SYSTEM

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ABSTRACT

In contemporary society, new priorities for training students in this rapidly changing world are identified. Utilization of information and communication technologies (ICTs) belongs to the list of these priorities, which, inter alia, imply the study of foreign languages using visual technologies: online lessons, video clips, training videos. The application of new methods simplifies the work of a teacher, but does not replace him or her in foreign language teaching system. The role of a teacher is extremely important when it concerns selecting visual aids and defining the method of their adaptation. The educator should build a task framework that would mobilize the activity of students while watching, control the perception process and require their mental effort.

KEY WORDS: *role of a teacher, integration of visual materials, foreign languages.*

INTRODUCTION

The Concept of Modernization of Russian Education sets out new priorities. The principal aspect is the socialization of the younger generation in a rapidly changing information-oriented society, in a world with ongoing need for new professions, continuous proficiency enhancement and study of foreign languages. There is a smooth transition from the classical system of studying a foreign language through textbooks to methods that include utilization of ICTs- with the use of authentic video materials in foreign language teaching system.

MATERIALS AND METHODS

Video materials, like no other means, are capable of creating powerful images and concrete representations of the material being studied. It may be said without exaggeration that visibility can be characterized as an important feature of video materials, thus the use of this resource is so important for the methodology of learning a foreign language through video clips.

Visual aids are extremely useful for those who study foreign languages - especially at an advanced level of language proficiency. The implementation of the principle of visibility in learning is based on the mechanisms of human memory. It was experimentally proved that demonstration of objects or their images is accompanied by more productive recognition. It also enables the teacher to organize a better memorization through establishing the connection between the verbal and the visual and sensual images of reality.

Television, cinema, video, they provide a constant flow of information through two sensory channels, audio and visual, which increases information density of the material and thus allows us to learn bigger volume of information per unit of time. This means that the viewer (the student) has to consider both channels and bring them into correlation in order to understand the meaning of the message.

The peculiarities of the pedagogical process with the use of new information technologies make it necessary to approach the evaluation of the role of a teacher in a classroom in a different way.

"With increasing frequency, they say now about the shift of the teacher's role towards the "consultant", who would set a student on the right track in learning, who would distance himself or herself as a person from the educational process. The teacher would minimize his or her role to recommendations of educational materials and to displaying of video clips, tables, diagrams, etc."[4, p. 44].

It is difficult to agree with this kind of statements. Within the framework of our research, relying on the principle of domestic pedagogy - the principle of the teacher's dominance, we believe that "the full replacement of the traditional system of allocation of roles will never happen. In

accordance with the new concept and in conditions of using information technology and video clips with the ready material the role of a teacher is not to explain, but to give a clue and help to find the optimal ways of studying.

However, particular importance is given to the process of knowledge acquiring: the emphasis is shifted to cognitive components in learning, while the role of a teacher is connected with mental activity of the trainees" [4, p. 30].

New technologies do not exclude and do not replace the teacher. Teacher's role is important when it concerns selecting visual aids, determining the method of their adaptation for classroom work, building up a system of tasks that mobilize the activity of students during viewing, controlling the process of perception and requiring mental effort from them, etc.

In addition, during any development in information systems with the use of video materials, the question of creation of new information educational resources appears, and only teachers are capable of creating these resources.

New methods of using video materials in the study of a foreign language significantly increase opportunities of the teacher and students; nevertheless, they cannot totally replace the teacher. Relationship with the students; finding the best way to teach a foreign language; students' work management during the lesson; organization of students' active work while watching video are the key elements of the teaching process.

The idea of the autonomy's conception should be understood as an educational feature, that should include the formation of students' learning skills in mastering a foreign language, the ability to independently / autonomously manage learning activity, evaluate the results achieved both in a specific learning situation, as well as in the context of further continuous learning of the language.

At the same time, the best way to achieve "autonomy" in learning the language using visual aids is to organize classroom studies using various games, accompanied by individual and group work on the basis of specially developed educational materials.

RESULTS AND DISCUSSIONS

There is great deal of advantages using games in the classrooms. "They are welcome break from the usual routine of the language class, and also are motivating and challenging, games procure language practice in the various skills - speaking, writing, listening and reading. They construct a meaningful context for the language use. "Taking into consideration the definition above it can be said games encourage, entertain, teach, and promote fluency. By their help students see the beauty in a

foreign language and not just problems of the foreign language itself. A game in language learning is hard work. The responsibility will pursue someone who will take effort, which is required to understand and manipulate the language that can be used by many learners.

Games aid the teacher to form context in which the language learning is useful and meaningful. A helpful interpretation of meaningfulness is that the learners respond to the context in a distinct way. Their amusement, anger, intrigue or surprises present the fact that the context is clearly meaningful to them. It is inevitable that every teacher wants their learners take part and understand what the teacher means. Ersoz said that language learning is hard task which can sometimes be frustrating. He also said well - chosen games are invaluable as they give students a break and at the same time allow students to practice language skill [4]. Games are hyper inspiring because they are amusing and interesting. Games can be applied as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action. Jill Hadfield states that the games make use of variety of technique [1]. Diversity is important in language learning and teaching and a succession of games based on the same principle. For instance such techniques like information gap, collecting, combining, role play, and simulation. Based on the explanation above, it seems clear that games provide an opportunity for intensive language practice, offer a context in which language is used meaningfully. Games are also as a tool for teacher to diagnose the area of difficulty in tubing and learning process. Although games use many sorts of techniques, the important reason for using games is simple, that they are immensely enjoyable for both teacher and students. Games are available to play in class, individual, pair and group work. These grouping, pair and group work are very important if each learner is to have sufficient oral practice in the use of language. In class work it is simple to demonstrate that learners say only one or two sentences in a lesson.

Pair work is easy and fast to organize. It gives an opportunity for intensive listening and speaking practice. Group work is significant in that case if some games require four to six players. According to Wright pair work is better than group work if there are discipline problems. He also said that for all the reason we often prefer to organize games in pair or general class work, rather than in group work [2]. One of the measures to solve this is to get learners to talk about the problem and agree on a solution. Games also can be used to supply the learners with possibilities to use language rather than simply practice it. With the help of the usage of games in the classroom, the learners will have the opportunity to present their ideas, feelings, and thought orally. By using games, we encourage students to interact and

communicate, as the writer said the goal of teaching speaking is communicative efficiency. Learners have to be the person to make themselves understood, using their current proficiency to the fullest. Furthermore they should observe the social and cultural rules that are dynamic in each communication situations.

There are a lot of teaching methods one of them is games. Games have a targeted aim beyond the production of proper speech, serves as a good communicative activity. The intention of all language games for students is to use the language.

In contrast, during the game play learners also use the target language to convince and negotiate their way to desire the result. Games suggest students a fun and relaxing learning atmosphere. After students join in games, anxiety is reduced and speech fluency is generated, so communicative competence has activated. The activities in games are excellent way of motivating learners to speak. The atmosphere which becomes competitive also makes learners concentrate and think intensively during the learning process. Much of our mother tongue competence is achieved via using language in play. Jill Hadfield claims that a game is an activity with rules, a goal and an element of fun. He also clarifies that there are two kinds of games: competitive games and co-operative games. A competitive game is games in which the player or teams race to be the first to reach the goal. And co-operative games are games in which players or teams work together towards a common goal [1].

CONCLUSION

As a conclusion, we can say that the benefits of using games in language learning are promote communicative competence, create a meaningful context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. Games must have start point and end point. It must be easy for the player and the teacher to know who is about to reach the purpose.

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