

## USING AUTHENTIC MATERIALS IN IMPROVING LAW STUDENTS' SPEAKING SKILLS

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### ABSTRACT

The article discusses the improvement of colloquial skills in teaching foreign languages through authentic methods as didactic material used to study a foreign language in the field of jurisprudence. The purpose of the work is to analyze the theoretical base on this issue, to characterize authentic methods as didactic material and to identify what the effectiveness of this material is, to give a brief description of the specifics of working with video content in a foreign language, as well as the methods of conducting the training process.

**Keywords:** Authentic methods, didactic material, video content, foreign language in the field of jurisprudence, teaching method, motivation.

### INTRODUCTION

At the end of the course of studying a foreign language, students of law faculties should have many cultural and communicative competencies awareness of the social significance of the chosen profession, possession of a certain level of professional legal awareness, knowledge of a culture of thinking in a foreign language, the ability to perceive and analyze information. Future lawyers are required to be able to maintain a conversation, both on domestic and professional topics. It is expected that the graduate will be able to understand oral speech on everyday and special topics, know the basic vocabulary of a common language, [1; 5; 8]: vocabulary representing a neutral scientific style, as well as basic legal terminology.

However, to master these competencies, not being in the country of the language being studied, is an extremely difficult matter [2; 3; 7; thirteen]. Unfortunately, traditional teaching methods based on the student's passivity postulate cannot solve the above problems. This requires new, more effective, forms of organization of the educational process. One of the possible solutions to this problem may be the use of audiovisual products in the language being studied, since their use is a proven mechanism for improving the efficiency of mastering the material and an integral part of the process of teaching foreign languages [4; 7; 10]. Work with authentic tapes helps to partially immerse yourself in a foreign language environment and a culture of communication, and also helps to create a persistent positive motivation of students of non-linguistic faculties to learn a foreign language.

#### *Method of research*

In addition to the above, watching video content makes the process of assimilation of foreign language material more lively, problematic, emotional.

It should not be forgotten that a picture is always stronger than a word, that the visual range has a greater effect on a person than verbal descriptions or explanations, since 95% of the information about the world around us is obtained through sight. It should be recognized that in teaching foreign languages, the phenomena studied, for the most part, are not directly involved, but only described verbally, which gives the learning process a hint of formalism. In

artistic video content this or that phenomenon is fully illustrated on the screen[6; 9; ]. Thus, the main advantage of authentic video content is that their use helps to realize the principle of visibility.

Among other advantages of authentic video content, one should mention the use of real colloquial speech, rich in slang expressions and revolutions, abbreviations adopted in modern society. The presence in the speech of the characters of the dialects, regional variants of the English language, slang, jargon, idioms, conversational cliches allows you to expand the students' understanding of the features of the spoken language being studied, to understand the modern foreign language environment.

When watching video content, we come across such examples of pronunciation changes in colloquial phrases: because ^ 'coz, goingto ^ gonna, haveto ^ hafta, them ^ 'em, letme ^ lemme and many others. Understanding live English is one of the main goals of learning it.

In addition, watching authentic video content, you can learn to recognize even the fastest foreign speech, since the characters in them are native speakers and therefore speak fast, like in real life.

In most artistic video content in the speech of the characters, dialogue is mainly used, but there are also extensive monologue statements. So when viewing excerpts of art form of a professional orientation, we often encounter monologue in the professional sphere of communication.

When working with such passages, students not only master a foreign language, but also receive additional information about the specifics of the jurisprudence of the country of the language being studied, which allows you to deepen the interdisciplinary connections of the studied disciplines, to become more familiar with the structure and features of the legal system of another state.

In situations where it is difficult to isolate and understand individual words or phrases, subtitles come to the aid of students, allowing them to understand not only individual words, but also the whole meaning of the statement.

Interlinguistic (bilingual) subtitles are applicable at the initial stage of mastering a foreign language, but have a number of drawbacks. Firstly, there is a risk that viewing art video content will turn into reading subtitles, which will negate all the advantages of using art video content. Secondly, the translation used in subtitles is often descriptive and artistic in nature and does not always exactly correspond to the original statement. If for students of translation faculties the use of bilingual subtitles in their work is expedient and justified, then students of legal specialties can disorient these subtitles[8; 7; 10;].

Students with a threshold and / or advanced level of proficiency are recommended to work with intralinguistic subtitles, which are considered more effective as didactic material, or without any textual support. But here you must be careful. It was repeatedly noted that German subtitles do not always coincide with what the characters of the film say, which is extremely inconvenient for someone who is learning a language. There was a replacement of the temporary form of the utterance (for example, Präteritum instead of Perfect), the use of synonyms (for example, "kennenlernen" instead of "sichbekanntmachen"), reduction of idiomatic utterances

("Schnell" instead of "innullKommanichts"). Inconsistency in the audio and visual range can make it difficult to perceive foreign speech, so we recommend that you avoid such situations.

Another of the many benefits of using video content is the ability to reveal the meaning of words based on contextual guesswork. At the same time, the development of compensatory skills — language conjecture, content prediction — develops, which makes the work on the language more like a search and research activity.

Among the few difficulties working with authentic video content are the following:

1. For the optimal use of video content in training, you will need the availability of good equipment (a TV with a sufficiently large screen and a USB port, or a computer or laptop).

2. You must select a video with enough visual support. In other words, the speech of the actors should be supported by visual clarity, which gives students the opportunity to partially guess the essence of what is happening. Unfortunately, many videos of legal content are characterized by the predominance of the lexical component in comparison with the non-verbal one.

3. When using a video while learning a foreign language, you should avoid a situation in which watching a film turns into an ordinary entertainment pastime. The teacher is obliged to make the viewing active: engage students in the work, ask leading questions, discuss the fragment viewed, monitor understanding of the material, etc.

4. When choosing a video, it is extremely important to consider its duration. It is believed that it takes at least two hours to fully watch a feature film and complete related tasks, which clearly exceeds the duration of classes in educational institutions. In this case, it is advisable to split the video into episodes and work with them for several lessons.

5. The difficulty of using short scenes from full-length feature films is the lack of a full understanding of what is happening, since often the necessary information was stated earlier in the video content, or the plot is already in development. To solve such problems, it is necessary to conduct preliminary work with students at the preparatory stage before watching.

As practice shows, one of the prerequisites for ensuring the effectiveness of learning a foreign language is the methodically correct organization of work [3; 9; 14]. Before watching an art video, the teacher must conduct thorough preparatory work.

Working with artistic video content in the lesson consists of three stages: interrogation, viewing and post-viewing.

At the first stage, it is advisable to tell the students the name of the video, suggest them to guess about the content, if necessary, if the work is carried out only with a separate passage, give a short summary and characterize the main characters. Students should also be introduced to new, previously unexplored, lexical units, phrases, or grammatical constructions, if they are crucial for understanding the fragment in question. An example is the terms ammonmonthyglycolate (ammonium thioglycolate, an ingredient used to straighten and curl hair) or perm (perm) from the Legally Blonde passage (Legally Blonde, final court scene) .

The first viewing of a piece of art video is fact-finding. Assignments given to students during the first viewing are aimed at a general understanding of the storyline, with minor details being missed. Examples of such tasks: the search for certain information, the identification of behavioral patterns of characters, the characteristic features of the interior, culture, unique social phenomena, the search for information of a regional geographical character, etc. The teacher has the opportunity to activate the lesson by pausing the viewing at the right time. For example, you can, after dividing the video into several logical parts, ask questions for each part

and invite students to predict the further development of the plot. The viewing may be accompanied by the teacher's requests to "make a comparison", "note the difference", "find analogues", etc. Authentic art video is an invaluable source of regional and cultural information. The video allows us to see what constitutes the specificity of a foreign culture and, using the freeze frame, as if to freeze any moment in order to study it later.

After reviewing the contents of the passage or fragment, you can proceed to the next stage of working with video content in a foreign language. At this point, it is necessary to switch the attention of students from general cultural aspects to linguistic ones. It is important to focus students not only on the stylistically neutral, most used vocabulary related to the common language, but also on the basic terminological vocabulary in the specialty. Viewing artistic video content on professional topics provides an excellent opportunity to expand the student's vocabulary through lexical units that form the basis of legal speech that reflects the student's specialization[5; 7; 9; 10;].

The main objective of the post-review phase is to activate both written and oral use of a foreign language based on the information obtained after watching the video. At this stage, tasks are carried out aimed at understanding the information received, at consolidating the acquired knowledge and developing skills. Students are invited to present the content of the video, present an alternative ending, conduct a discussion, comparison, etc.

The teacher can prepare tests with questions on the lexical or grammatical material studied during the work with video content, give a written assignment to retell the plot of the film or write a review on the video. You can hold a collective discussion of the viewed material, its main idea and intent of the director. Law students can be encouraged to develop a business game scenario based on the video content they viewed. For example, after studying the "IntheCourtroom" theme and watching excerpts from art videos of relevant topics, it is logical to stage the trial with students' efforts ("mocktrial")

## CONCLUSION

In conclusion, it should be noted that the regular use of authentic video content in the process of teaching foreign languages can significantly increase the effectiveness of the teaching activities of a teacher [10; eleven; fifteen]. The video materials are examples of authentic verbal communication and create an atmosphere of real foreign language communication in the classroom, which in turn will help to improve the quality of teaching a foreign language as a discipline.

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