SOME FEATURES OF THE VIDEO-BASED ENGLISH LESSON PLAN ON THE TOPIC "THE CELL STRUCTURE"

Abstract. The era of the information boom provides many opportunities in the field of foreign language teaching, including for the realization of the main task of this discipline – mastering communication skills. The abundance of videos, audio podcasts, flashcards, interactive programs (Quizlet, Kahoot, etc.) is a powerful source of creative ideas and ideas for teaching a foreign language on the way to developing students' communicative competencies. The use of videos in the classroom has great potential, as it allows students to find themselves in the language environment as such, to see and hear how theoretical learning material is put into practice, and to independently create the communicative behavior of native speakers.

This work presents a scenario of the final lesson for the second-year students of biological faculties in “Profession-oriented Foreign Language Study (English)” on the topic "The Cell Structure". The article provides a methodological overview of the video-based teaching materials as an innovative approach to learning professional English. The scenario comprises a set of tasks of B1-B2 level which suggest activities providing reading, speaking, listening and writing practices and prepare the students of non-linguistic specialties to discuss the issues relating to their future professional activity.
In addition to enriching vocabulary, videos in English lessons are a great visual tool for using grammar structures. If a foreign language is taught only in accordance to academic program, students do not have the opportunity to see the practical application of the grammar rules they are learning. It has been found that the use of interactive forms and methods allows to increase the amount of conversational practice in the classroom, they are interesting to students and help them to learn the material.

**Keywords:** Video-based material, Cell Membrane, Cell Wall, Cytoplasm, Nucleus, Chloroplasts, Vacuole, Organelles, Mitochondrion, Golgi Bodies, Endoplasmic Reticulum.

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**ДЕЯКІ ОСОБЛИВОСТІ ВІДЕОУРОКУ З АНГЛІЙСЬКОЇ МОВИ ЗА ТЕМОЮ «БУДОВА КЛІТИНИ»**

**Анотація.** Епоха інформаційного буму надає безліч можливостей у сфері викладання іноземної мови, в тому числі і для реалізації основного завдання цієї дисципліни – овладіння комунікативними навичками. Велика кількість відеороликів, аудіоподкастів, флеш-карт, інтерактивних програм (Quizlet, Kahoot тощо) є потужним джерелом творчих ідей та задумів для викладання іноземної мови на шляху до розвитку комунікативних компетенцій студентів. Використання відеоматеріалів на заняттях має великий потенціал, оскільки дозволяє студентам опинитися в безпосередньому мовному середовищі, побачити і почути, як теоретичний навчальний матеріал застосовується на практиці, а також самостійно відтворювати комунікативну поведінку носіїв мови.

У роботі представлено сценарій підсумкового заняття для студентів другого курсу біологічних факультетів з дисципліни «Іноземна мова за професійним спрямуванням (англійська)» за темою «Будова клітини». У статті подають методичний огляд відеоматеріалів як
інноваційного підходу до вивчення англійської мови за професійним спрямуванням. Сценарій містить набір завдань рівня В1-В2, які передбачають діяльність, що забезпечує практику читання, говоріння, аудіювання та письма і готовує студентів немовних спеціальностей до обговорення питань, пов’язаних з їхньою майбутньою професійною діяльністю.

Окрім збагачення словникового запасу, відео на уроках англійської мови є чудовим візуальним інструментом для використання граматичних структур. Якщо іноземна мова викладається лише за академічною програмою, студенти не мають можливості побачити практичне застосування граматичних правил, які вони вивчають. Виявлено, що використання інтерактивних форм і методів дозволяє збільшити кількість розмовної практики на заняттях, вони цікаві студентам і допомагають їм краще засвоїти матеріал.

Ключові слова: відеоматеріал, клітинна мембрана, клітинна стінка, цитоплазма, ядро, хлоропласти, вакуолі, органели, мітохондрія, тільця Гольджі, ендоплазматичний ретикулум.

**Formulation of the problem.** The dynamic development of information technologies and Internet communications, the transition to online work, and the virtualization of many areas of modern society are leading to the transformation of the means of learning and teaching a foreign language. The role of the teacher and the discipline itself are becoming more flexible and variable in order to adequately meet the demands of the times. Thus, the traditional function of the teacher as a mentor and controller of students' activities is transformed into the function of a guide and facilitator in the process of knowledge acquisition [5]. A foreign language is gradually changing its status from a purely academic discipline to an applied skill, the mastery of which is essential not only for a successful professional in any field, but also for a modern person in general, who is a part of the international community. As a result, some forms of education are receding into the background or need to be significantly revised, while others are only being formed and require theorization and conceptualization. For example, the format of teaching is changing from a real classroom and direct work with students in real time to virtual classes, the applied nature of learning a foreign language in the context of globalization of the world and constant communication with the international community is becoming more and more relevant (the urgency of mastering the elements of the language necessary primarily for successful communication from everyday to professional sphere – the practicality of the language being studied) [2].
The modernization of the education system, which takes place at the present time, is significant not just by itself, as a certain tribute to the evolution of the technical process, but as a new paradigm of education that evolves in our time. Informatization and computerization of education in modern globalized world provides as teacher training for the use of innovative technologies, as well as the student's willingness to work independently, especially in the process of studying English language. An important role, in modern teaching of English in higher educational institution, is played by authentic professionally oriented video materials, which help students to master foreign language being a part of English-speaking environment [9].

Analysis of recent research and publications. The question of the effectiveness and appropriateness of using video materials has been raised by many foreign methodologists, including Berk R. A. [6], Pesce C. [8], Lonergan J. [7], and others, as well as by domestic teachers, such as Morska L. [2], Fedorenko Yu. [5], Berezutska L. [1] and Riabukha T. [4]. In the last decade, more and more teachers have turned to this topic in the context of the intensive development of information technology [3; 10].

The relevance of using video materials in foreign language classes for the development of students' communicative skills is due to the many psycholinguistic aspects covered in the process of working with video materials. According to Nosul, mastering a foreign language without being in an authentic language environment seems to be quite problematic. Therefore, the use of various video materials can provide a certain degree of staying in such a language environment, recreating real language transactions [3].

R.T. Williams and Peter Lutes expressed the idea that video can be a powerful tool as an engaging delivery system, especially when used as part of an active learning approach [11]. Most students immerse themselves in that language environment and are motivated to be an inseparable part of it.

The aim of the article is to describe and analyse the systems of tasks based on the video within the lesson plan on the theme “The Cell Structure” for the second-year students of the biological faculty.

Presenting main material. The video and the tasks developed for it are intended for students with an English level B1-B2.

Objectives: This lesson is a final one on the topic “Cell structure” and is aimed to help students understand cells parts and their functions. Students will define parts of the cell (Cell Membrane • Cell Wall • Cytoplasm • Nucleus • Chloroplasts • Vacuole • Organelles • Mitochondrion • Golgi Bodies • Endoplasmic Reticulum, etc.) and determine the function of the parts.

Equipment to be used: a computer; a projector; a screen; a blackboard

Materials to be used: video https://www.youtube.com/watch?v=URUJD5NEXC8 ;
hand-out materials (Worksheets for each student, Lesson Plan for the teacher)
Lesson Procedure
I. Introductory part of the lesson.

Greetings
T: Good morning, everybody! Today we are having a final lesson on the topic “Cell Structure”. We are going to summarize the key concepts of the cell study that you’ve learned. We will be discussing the origin, structure and function of cells. You are going to watch a video on the overview of the cell structure and you’ll be assigned to do some pre video and after video tasks in order to sum up your knowledge. So, let’s begin our lesson.

Warming up: a discussion
T: To check what you know about the cell I would like to ask you some questions:
1. How is the study of cells called? (Cell biology)
2. What principles is Cell Theory based upon? (a) all living things are composed of one or more cells; b) the cell is the functional unit of life; c) all cells come from pre-existing cells).
3. What is the cell? (the smallest unit of life.)
4. What are its main parts? (the cell membrane, the nucleus, and the cytoplasm.)
5. What are the main functions of cells? (obtaining oxygen; getting rid of wastes, obtaining food; growth, repair, and reproduction)

II. Main part of the lesson.

Before watching Video
Activity 1. Look at the picture and complete the chart about the three cells

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>centrioles</td>
<td></td>
<td></td>
<td></td>
<td>cytoplasm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cell membrane</td>
<td></td>
<td></td>
<td></td>
<td>plasma membrane</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vacuole</td>
<td></td>
<td></td>
<td></td>
<td>chloroplast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ribosomes</td>
<td></td>
<td></td>
<td></td>
<td>cell wall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>endoplasmic reticulum</td>
<td></td>
<td></td>
<td></td>
<td>plasmodesma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mitochondrion</td>
<td></td>
<td></td>
<td></td>
<td>flagella</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nucleus</td>
<td></td>
<td></td>
<td></td>
<td>mesosome</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nucleolus</td>
<td></td>
<td></td>
<td></td>
<td>pili</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chromosomes</td>
<td></td>
<td></td>
<td></td>
<td>capsule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golgi complex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Now answer the questions:**

1. What cells can you see on the picture?
2. What parts do these cells have in common?
3. What parts differ Plant cell from Animal cell?
4. What makes bacteria cell unique?
5. Does bacteria cell contain nucleus?

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**Answer key**

1) Animal, plant and bacteria cells.
2) Ribosomes, chromosomes, and cytoplasm.
3) Plant cell lacks centrioles and cell membrane but has plasma membrane, chloroplast, cell wall, and plasmodesma.
4) Presence of flagella, mesosome, pili, and capsule.
5) No.
Activity 2. Complete the text with the missing words from the box:

<table>
<thead>
<tr>
<th>energy</th>
<th>protoplasm</th>
<th>mitochondria</th>
<th>mitosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>multicellular</td>
<td>cytoplasm</td>
<td>nucleus</td>
<td>membrane</td>
</tr>
<tr>
<td>ribosomes</td>
<td>enzymes</td>
<td>chlorophyll</td>
<td>organelles</td>
</tr>
</tbody>
</table>

The structure of the cell

What we commonly think of as cells consist at least of a mass of protoplasm surrounded by a (1) ____________ and containing a nucleus. But a cell is an integrated and continuously changing system. In man, a (2) ____________ organism, there are thousands of millions of cells, and many of these are renewing themselves all the time.

The form of each cell depends on performing a particular function. Nerve cells, for example, are elongate and branched, a form that enables the cells to conduct impulses from one part of the body to another. Regardless of their shape all cells tend to become rounded into drop-like spheres, as (3) ____________ is, essentially, a liquid system.

The (4) ____________ of a cell, separated by a delicate nuclear membrane from the (5) ____________, is derived from a mother cell by (6) ____________ or by meiosis. The size of the nucleus ranges from a small fraction to almost the whole cell volume. The nucleus contains most of the DNA together with other materials.

The cytoplasm is highly heterogeneous; various structures are situated in it, they are called (7) ____________, such as ribosomes and (8) ____________. Most protein synthesis is believed to take place in (9) ____________. The mitochondria contain phosphates and numerous (10) ____________ which vary in different tissues, their function is cellular respiration and the release of chemical energy. In plants, of course, there are the plastids, carriers of the (11) ____________ by which the (12) ____________ of sunlight is made to synthesize organic compounds from carbon dioxide.

**Answer key**

1) membrane  2) multicellular  3) protoplasm  4) nucleus  
5) cytoplasm  6) mitosis  7) organelles  8) mitochondria  
9) ribosomes  10) enzymes  11) chlorophyll  12) energy
Activity 3. Answer the questions on the text “The structure of the cell”.
1. What do cells consist of?
2. Is a cell a continuously changing or constant system?
3. What does a form of a cell depend on?
4. Nerve cells, for example, are elongate and branched, a form that enables the cells to conduct impulses from one part of the body to another.
5. What is mitosis / meiosis?
6. What is there in the cytoplasm?
7. Where does protein synthesis take place?
8. What are the functions of phosphates and enzymes?

Answer Key

1. Cells consist of a mass of protoplasm surrounded by a membrane and a nucleus.

2. A cell a continuously changing system.

3. The form of a cell depends on performing a particular function.

4. Nerve cells are elongate and branched because the form enables the cells to conduct impulses from one part of the body to another.

5. Mitosis and meiosis are processes by which the nucleus of a cell is derived from a mother cell.

6. In the cytoplasm, there are organelles, such as ribosomes and mitochondria.

7. Protein synthesis takes place in ribosomes.

8. Their functions are cellular respiration and the release of chemical energy.

T: Now you will be watching the video “Biology: Cell Structure” (7:21 min; https://www.youtube.com/watch?v=URUJD5NEXC8). This video shows cell structure, two categories of cells, i.e. eukaryotic and prokaryotic, and processes which take place in the cell. Be attentive during watching the video as you have to do Activity 4 - 10 on it (If it is necessary, T plays the video again, pausing and checking the answers together).

After watching the Video
**Activity 4. Match the words from the video in column A (1-12) with their synonyms in column B (A-L):**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>Answer key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) separate (adj.)</td>
<td>A) involve (v)</td>
<td>1) – E</td>
</tr>
<tr>
<td>2) environment (n)</td>
<td>B) one-celled (adj.)</td>
<td>2) – J</td>
</tr>
<tr>
<td>3) include (v)</td>
<td>C) incorporate (v)</td>
<td>3) – A</td>
</tr>
<tr>
<td>4) special (adj.)</td>
<td>D) structure (n)</td>
<td>4) – L</td>
</tr>
<tr>
<td>5) unicellular (adj.)</td>
<td>E) individual (adj.)</td>
<td>5) – B</td>
</tr>
<tr>
<td>6) synthesize (v)</td>
<td>F) assist (v)</td>
<td>6) – C</td>
</tr>
<tr>
<td>7) outside (adj.)</td>
<td>G) defend (v)</td>
<td>7) – I</td>
</tr>
<tr>
<td>8) shape (n)</td>
<td>H) characteristic (n)</td>
<td>8) – D</td>
</tr>
<tr>
<td>9) support (v)</td>
<td>I) exterior (adj.)</td>
<td>9) – F</td>
</tr>
<tr>
<td>10) protect (v)</td>
<td>J) habitat (n)</td>
<td>10) – G</td>
</tr>
<tr>
<td>11) feature (n)</td>
<td>K) get rid of (v)</td>
<td>11) – H</td>
</tr>
<tr>
<td>12) expel (v)</td>
<td>L) unique (adj.)</td>
<td>12) – K</td>
</tr>
</tbody>
</table>

**Answer key**


**Activity 5. Match the terms 1-10 with their definitions A-J**

<table>
<thead>
<tr>
<th>1. chlorophyll –</th>
<th>A</th>
<th>the substance inside the cells of living things, not including the nucleus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. cell –</td>
<td>B</td>
<td>a hair-like structure found on the surface of many animal cells, especially a long whip-like structure that enables the cells to swim</td>
</tr>
<tr>
<td>3. cytoplasm –</td>
<td>C</td>
<td>a part of a cell in an animal or plant that contains genes which determine what characteristics the animal or plant will have.</td>
</tr>
<tr>
<td>4. chloroplast –</td>
<td>D</td>
<td>the green substance in plant cells that uses the energy from the sun to make food through the process of photosynthesis</td>
</tr>
<tr>
<td>5. prokaryote –</td>
<td>E</td>
<td>a substance in food such as meat, eggs, and milk that people need in order to grow and be healthy</td>
</tr>
<tr>
<td>6. chromosome –</td>
<td>F</td>
<td>the simplest unit of matter that is alive.</td>
</tr>
<tr>
<td>7. chromatin –</td>
<td>G</td>
<td>a unicellular organism that lacks a membrane-bound nucleus, mitochondria, or any other membrane-bound organelle</td>
</tr>
<tr>
<td>8. nucleus –</td>
<td>H</td>
<td>a part of a plant cell that contains chlorophyll and where photosynthesis takes place</td>
</tr>
<tr>
<td>9. flagellum –</td>
<td>I</td>
<td>the part of a cell that contains the chromosomes</td>
</tr>
<tr>
<td>10. protein –</td>
<td>J</td>
<td>the material of which the chromosomes of organisms other than bacteria are composed, consisting of protein, RNA, and DNA</td>
</tr>
</tbody>
</table>

**Answer key**

Activity 6. Complete the definition with the terms from the box.

photosynthesis  eukaryote  cytoskeletonmitochondrion
prokaryote
ribosome  organelle  enzyme  nucleolus  cilia

1. __________ – an organism that consists of a cell or cells whose genetic material is DNA held within a distinct nucleus;
2. __________ – microscopic hair-like projections that can move in waves.
3. __________ – a natural chemical produced by animal and plant cells that helps reactions and other processes to start
4. __________ – a small part in a cell that helps your body to turn food into energy
5. __________ – a small dense spherical structure in the nucleus of a cell during interphase
6. __________ – a structure in a cell that is designed to do a particular job
7. __________ – the process in which green plants combine carbon dioxide and water, by using energy from light, to produce their own food
8. __________ – a minute particle consisting of RNA and associated proteins found in large numbers in the cytoplasm of living cells.
9. __________ – microscopic network of protein filaments in the cytoplasm of many living cells, giving them shape and coherence
10. __________ – a unicellular organism that lacks a membrane-bound nucleus, mitochondria, or any other membrane-bound organelle

Answer key

1. eukaryote; 2. cilia; 3. enzyme; 4. mitochondrion; 5. nucleolus;
6. organelle; 7. photosynthesis; 8. ribosome; 9. cytoskeleton
10. prokaryote
### Activity 7. Match columns A and B to make sentences.

<table>
<thead>
<tr>
<th></th>
<th>Cell membrane separates ______</th>
<th>a</th>
<th>and is found in all living cells and some viruses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cell wall surrounds each cell in some living things, ______</td>
<td>b</td>
<td>for both animal and plant cells.</td>
</tr>
<tr>
<td>2.</td>
<td>DNA contains genetic information ______</td>
<td>c</td>
<td>in small vesicles where the Golgi apparatus receives them.</td>
</tr>
<tr>
<td>3.</td>
<td>Endoplasmic reticulum is a complex system of internal membranes that is called ______</td>
<td>d</td>
<td>the inside of the cell from its environment.</td>
</tr>
<tr>
<td>4.</td>
<td>An organelle is the powerhouse ______</td>
<td>e</td>
<td>that provide the energy for all the cells activities.</td>
</tr>
<tr>
<td>5.</td>
<td>A flagellum is like a little tail ______</td>
<td>f</td>
<td>protecting them and giving them shape.</td>
</tr>
<tr>
<td>6.</td>
<td>Proteins and other materials emerge from the endoplasmic reticulum ______</td>
<td>g</td>
<td>such as those found in plants and animals.</td>
</tr>
<tr>
<td>7.</td>
<td>During cellular respiration the mitochondria make ATP molecules ______</td>
<td>h</td>
<td>rough when the ribosomes are attached, and smooth when they aren’t.</td>
</tr>
<tr>
<td>8.</td>
<td>The chloroplast is green ______</td>
<td>i</td>
<td>that can help a cell move or propel itself.</td>
</tr>
<tr>
<td>9.</td>
<td>Eukaryotic cells are more advanced, complex cells ______</td>
<td>j</td>
<td>because it has a green pigment called chlorophyll.</td>
</tr>
</tbody>
</table>

#### Answer Key

1. – d; 2. – f; 3. – a; 4. – h; 5.- b; 6. – i; 7. – c; 8. – e; 9. – j; 10. – g.

### Activity 8. Complete the following sentences with the words and word-combinations from the video.

1. Prokaryotic cells are always ______ ¹, or ______ ² organisms, such as ______ ³.
2. The control centre of the cell is ______ ⁴.
3. ________________ ⁵ dictates what the cell is going to do, and how it’s going to do it.
4. The nucleus also contains a _______ which is the structure
    where _______ are made.
5. The main job of ribosomes is “________” or making _______.
6. Ribosomes may be attached to the _______ outside the nucleus.
7. Proteins and other _______ emerge from the endoplasmic reticulum in small _______.
8. __________ are garbage collectors that ________ damaged or worn out _______.
9. Cells that need more ______ have more _______.
10. Plant cells also have a _______ outside of their cell membrane, that ________, support and _______ the plant cell.

Answer Key

Activity 9. Watch the video again and decide if the following statements about cells are true or false. Correct the false statements.

1. Prokaryotic cells have a nucleus.
2. Eukaryotic cells have organelles which include the nucleus and other special parts.
3. Chromatin is the tangled, spread-out form of DNA found outside the nuclear membrane
4. Ribosomes are made in a nucleolus.
5. There are two types of ER: rough ER and smooth ER.
6. During a process called ‘synthesis’ the mitochondria make ATP molecules.
7. Proteins and other materials emerge from the endoplasmic reticulum in small vesicles where the Golgi apparatus receives them.
9. Animal cells have a cell wall.
10. Cilia are microscopic hair-like projections that can move in waves.

Answer key
Activity 10. Try to answer the following questions giving arguments from the video:

1. What is a cell?
2. What three things do cells have in common?
3. What are the 2 categories of cells?
4. What is organelle?
5. What is chromatin?
6. What is Endoplasmic Reticulum?
7. What are two types of ER?
8. What happens in Golgi Body (Apparatus)?
9. What are vacuoles?
10. What breaks the cellular debris down?
11. What is a powerhouse for animal and plant cells? What does it do?
12. What does cytoskeleton include?
13. What is chloroplast?
14. Where can you find a cell wall? What does it do?
15. Where are cells with cilia found? What is their function?
16. What is flagellum?
17. What are the conclusions of this video?

III. Final Part of the Lesson

T: You have learned many interesting facts and useful information about the structure of a cell. Try to think over everything you know on the topic, systemize this material and fulfil one more task at home.

Home task
Describe the structure and function of organelles.

Summarizing

T.: Now, as we have revised the structure of the cell and learnt some additional material, using your active vocabulary summarize the information from the video.

Student 1: The cell is the simplest unit of a living organism.
Student 2: There are two broad categories of cells – eukaryotic cells and prokaryotic cells.
Student 3: Eukaryotic cells: plant and animal cells with a nucleus and membrane-enclosed organelles.
Student 4: Prokaryotic cells: Unicellular organisms without a nucleus or membrane-enclosed organelles.
Student 5: All cells have a cell membrane, cytoplasm, and genetic material.
Student 6: Both plant and animal cells have mitochondria.

T: Thank you for your industrious work and attention at the lesson!
**Conclusions:** Thus, to achieve maximum effectiveness, a video lesson should be carefully planned and clearly structured, including several stages – a preview stage, a direct viewing of the video, and a closing stage. To this end, it is important to take into account such aspects as the duration of the video, its thematic content, the exercises that accompany it, and the learning tasks to be solved. Secondly, the relevance of using video materials for the development of students' communication skills is confirmed by many psycholinguistic factors. Among them are the development of audiovisual skills, i.e. the ability to perceive and understand live speech in a stream, observing the facial expressions, gestures, intonations and emotional attitude of native speakers. The vocabulary of spoken, actual language is also significantly replenished and the ability to understand and use it in context is developed. In addition, the use of video materials helps to demonstrate the implementation of theoretical information on grammar or vocabulary in a practical way. Especially important is such a feature of video lessons as the relevance of the materials presented to the current language situation, unlike some textbooks. And finally, the effectiveness of videos in the classroom is due to the teacher's ability to implement an individualized approach to teaching according to the level and needs of the individual student.

**References:**


13. https://www.youtube.com/watch?v=URUJD5NEXC8

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