

# AUTHENTIC ENGLISH-LANGUAGE CARTOONS AS A MEANS OF DEVELOPING THE LEARNERS' ENGLISH LANGUAGE SKILLS

## АВТЕНТИЧНІ АНГЛОМОВНІ МУЛЬТФІЛЬМИ ЯК ЗАСІБ РОЗВИТКУ АНГЛОМОВНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ОСВІТИ

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**Introduction.** In a globalised society, English is recognised as the language of international communication. Modern society places high demands on the level of foreign language education and focuses more and more on “free human development”, independence, creative initiative, linguistic mobility. First, in accordance with the new State Standard of Primary General Education of Ukraine, foreign language learning is required from the first class. Thus, the main aim of foreign language teaching in primary schools is the development of communicative competence in foreign languages among primary school pupils. English is taught as a foreign language in the majority of schools. If this goal is successfully achieved, the foundations of foreign language communication will be laid, the child will be able to adapt to a multicultural environment and prepare for further active intercultural interaction in various spheres of human life.

In the modern methodology of foreign language teaching, the formation and development of students' communicative competence in English is a priority. It is quite difficult to develop a certain competence without staying in an English-speaking environment. Therefore, a schoolteacher is faced with the task of finding new forms and techniques, methods and technologies of learning that optimise the educational activity. A partial solution to this problem can be found in the use of authentic English-language animated films.

Both foreign (R. Cobb (*Cross-Cultural Communication: Theory and Practice*, 2013), L. Lier (Lier, 1996), S. McKay (McKay, 2013), A. Martinez (Martinez, 2002), S. Stempleski & B. Tomalin (*Cross-Cultural Communication: Theory and Practice*, 2013; S. Stempleski & B. Tomalin, 1993), H. Widdowson (Widdowson, 1999), Z. Zohoorian (Zohoorian, 2015), etc.) and Ukrainian (Yu. Veklych (Веклич, 2018), I. Hladka et al. (Гладка, et al., 2021), N. Dmitrenko (Дміренко, 2020), M. Duka and M. Perohanych (Дука & Пероганич, 2017), A. Onyshchenko (Онищенко, 2021), Yu. Rudnik (Руднік, 2018), etc.) scientists study the issue of using authentic materials in teaching English. Among Ukrainian researchers, I. Kolomiychuk points out to the role of authentic materials as an effective means of ensuring the socio-cultural orientation of the foreign language learning process (Коломійчук, 2017); N. Hrytsyk characterised the authentic text as the main structural component of teaching aids (Грицик, 2010).

The use of animation in English language teaching opens a number of unique opportunities for teachers and students to master not only the language but also the culture of English-speaking countries. Unlike audio or printed texts, which can certainly have a high informative, practical, educational, and developmental value, video texts have the advantage that, in addition to the content side of communication, they also contain visual information.

The visual series makes it possible to better understand and consolidate both the information and the linguistic features of the language in a specific context. Finally, the visual support of English-language soundtrack played on the screen contributes to a more complete and accurate understanding of its meaning. This form of educational activity not only activates students' attention and memory, broadens their horizons, but also contributes to the development and improvement of listening and speaking skills.

It is equally important to make learners aware of the cultural values of people, to introduce them to the peculiarities of the material and spiritual life of the peoples of other countries, their national psychology, traditions, customs and rules of behaviour. And this is where cartoons of various contents come to the teacher's aids. They offer

almost unlimited opportunities for analysis based on comparison and contrast of cultural realities. They are invaluable material for learning effective language communication. In addition, the use of animation in the classroom increases the motivation for learning and creates certain conditions for further educational, research and creative activities of the students.

However, the use of animated films inevitably raises questions about the organisation of work with them in the classroom. It is important to ensure that students enjoy animated films because of the language they help them to understand, and not just because of the interesting plot.

However, the analysis of the scientific literature showed that the problem of using authentic cartoons specifically in English language teaching has not been sufficiently investigated, given the fact that new cartoons are appearing all the time, presenting modern features of the use of the English language, which require further development. The relevance of our work lies in the fact that the use of an authentic English-language cartoon for the development of foreign language skills has great potential.

The aim of the study is to theoretically justify and prove the effectiveness of using authentic English language cartoons as a means of building English speaking competence of students.

### **1. The concept of “authentic audio-visual material” and its role in the process of learning English**

In modern conditions, it is not enough to know only one's mother tongue, so foreign language learning deserves more and more attention. It is becoming an obligatory part of the curriculum, requiring special teaching methods and skills. However, everyone knows that mastering a language outside its natural environment is a challenge.

Today, English has become an integral part of life around the world. Teachers are required to create conditions for communication in foreign language classes, using various methods and techniques (role-plays, discussions, projects, etc.), as well as non-

traditional forms of work and new learning technologies. All of this is aimed at developing positive attitudes towards the subject and motivating students to learn the language.

The concept of authentic materials is a relatively recent addition to the methodology and is linked to modern approaches to language teaching. Teachers set themselves the task of giving students the opportunity to see the language in a real context and to understand its use in different life situations. This contributes to a deeper understanding of the language, the development of communication skills and the enrichment of the students' cultural baggage.

The term “authentic materials” in Methodism practically replaced the term “original materials” that had been used earlier. We turned to foreign Methodists, one of whom was M. Peacock, who gave the following interpretation of authentic materials: “Authentic materials is the materials that have been produced to fulfill some social purpose in the language community” (Peacock, 1997). Such a researcher as A. Martinez also gave his definition of authentic materials: “Authentic would be material designed for native speakers of English used in the classroom in away similar to the one it was designed for” (Martinez, 2002).

We turned to the Cambridge Dictionary and found that “authentic materials are materials for language learners that are used in real life in the country of the language being studied. They include newspapers and magazines, transport and theatre tickets, letters, advertisements, radio and television programmes, announcements, etc.” (Cambridge dictionary. Definition of a word «authentic»).

Authenticity can be approached from different angles, covering all aspects of the concept. H. Widdowson studies authenticity as a property of the educational process, not only of language works (Widdowson, 1999). He distinguishes between “authenticity” and “fidelity”. “Authenticity” applies to situations where language is used for non-instructional purposes, while “authenticity” describes a learning interaction. This means that it is not enough simply to bring materials from the country of the language being

studied into the classroom, but that the process of working with these materials must be authentic. Through authentic communicative tasks, the teacher stimulates natural interaction in the classroom. Authenticity is created when students interact with the materials.

L. Lier proposed a system of conditions necessary for authentic learning and identified three types of authenticity: material authenticity; pragmatic authenticity; personal authenticity (Lier, 1996).

According to L. Lier, authenticity of materials does not exclude the use of materials created by methodologists specifically for language learning. However, they should have the characteristics of authentic texts, such as coherence, emotional and informative saturation, considering the students' needs and interests, using natural language, etc.

Pragmatic authenticity includes the authenticity of the context in which the language is used and involves the use of linguistic resources appropriate to the situation. In terms of authenticity of purpose, it includes the expected outcome of the linguistic interaction. The authenticity of the interaction is not always related to the authenticity of the goal. For example, interactional inauthenticity occurs when a teacher reacts to a student's mistakes instead of focusing on the content of the utterance and spends time correcting the mistakes.

Personal authenticity is related to the individual characteristics of the students. According to L. Lier (Lier, 1996), it includes the setting of goals and objectives, awareness of the degree of responsibility for actions, the ability to make decisions and to change behaviour according to the situation.

Among the many approaches to achieving authenticity in foreign language teaching methods, we can highlight the traditional approach, which has been widely described by many methodologists, scientists, and researchers. Authentic materials in this context come from native speakers for language learners but can also be used in a foreign language learning process that focuses on a communicative approach outside the language environment.

As far as the classification of authentic materials is concerned, it should be noted that there are currently several types of authentic materials. Authentic materials are not only real works of folklore, literature, art and music, but also objects of everyday life. They play an important role in creating an imitation of the introduction of a foreign language into the environment. She also argues that their role in this aspect goes far beyond that of authentic textbooks.

From our point of view, the concept of “pragmatic materials” should include audiovisual materials such as informative TV programmes, news, weather forecasts, information announcements. Children’s programmes and cartoons may be suitable for primary school pupils. The use of such materials is necessary and extremely important as it creates the illusion of participating in the real life of the country whose language is being studied, which encourages students to continue learning the language and increases their motivation to study.

Pragmatic materials can be classified according to their use in various spheres of social life. Some scientists (Cobb (ed.), 2014; McKay, 2013; Martinez, 2002) offers the following categories:

- educational and professional sphere of communication;
- socio-cultural sphere of communication;
- everyday communication sphere;
- commercial and business communication;
- family and household communication;
- sport and leisure communication sphere.

The classifications described above have been considered in order to obtain general information about the problem under discussion, as we believe they cover only a part of the whole spectrum of possible authentic materials. A more precise classification has been proposed by J. Gebhard in his work “Teaching English as a foreign or second language” (Gebhard, 1996). He divides authentic materials into the following categories:

- authentic audiovisual materials

- authentic audio materials
- authentic visual materials
- authentic printed materials;
- realities.

Let's take a closer look at each of these types of material. According to J. Gebhard (Gebhard, 1996), the first category includes audiovisual resources such as documentaries and feature films, TV shows, animated films, news and others.

This is followed by authentic audio material, which includes songs, audio books, radio broadcasts and other sound recordings.

The third type is visual material, which differs from audiovisual material in that it has no sound. These can be pictures, illustrations, stamps, postcards, and similar resources.

Next on the list are authentic printed materials. These include various articles, newspaper clippings, tickets, and other similar materials.

The last type is realities – things that are found in the everyday lives of people in the country of the language being studied. These include coins, toys and other household items.

Thus, after analysing various methodological studies by foreign and domestic authors, we were fully convinced of the many advantages of using authentic materials in teaching.

Here are some of them:

1) The language used in authentic materials can serve as a means of real communication and reflect real linguistic reality.

2) The use of authentic materials reduces the possibility of students distorting the reality of the foreign language. They are evidence of modern life in the country whose language we are learning and may reflect the ideas and judgements prevailing in the foreign-speaking society at a given time.

3) Information conveyed to learners through authentic materials has a high level of authority because it is delivered in a non-linguistic environment. The naturalness of authentic materials arouses great interest in their study, especially in comparison with ordinary educational materials, which have only an educational function. Compared to authentic materials, instructional materials reduce the level of motivation.

Therefore, the analysis of the authors' works proves that the best way to learn a language is to use authentic materials, i.e. materials that have not been created for educational purposes but have been taken from original sources. However, they also point out that authentic materials can cause difficulties in understanding for students, because such materials can be linguistically demanding and do not correspond to some tasks and learning conditions.

Criteria for material authenticity:

One aspect to consider is the appearance of the material that creates the impression of reality. For example, the sound design of audio materials with sound effects, noises or music is important. This makes it easier to understand and relate to the communicative situation.

Another aspect is the learning task, which encourages interaction with the text. It is important to consider in detail the tasks that contribute to the development of language observation, which is important for everyday communication and activates the students' cognitive activity.

The informative aspect is also important, as the presence of interesting new information is necessary. When choosing materials, special attention should be paid to the age and interests of the students. The information should motivate the students and arouse their interest.

The situational aspect implies the naturalness of the situation and the presence of an emotional charge. This aspect helps to attract attention and elicit a response from the students, creating a positive attitude towards the subject.

When organising the educational process, it is important to take into account the national mentality of the country whose language is being studied, compared to the country where this language is taught. Materials should not be overly specific or contain information that may cause surprise or misunderstanding.

The cultural aspect can be of interest to students through information on the history of the country, presented in an interesting way.

Given the specific nature of the English language subject, it is important that pupils concentrate and pay attention. It is not easy for all children to learn a foreign language, but interest in learning is a key factor in achieving high quality and acquiring the necessary skills and abilities.

Communicative orientation, the presence of interesting and informative socio-cultural information about the country's history, as well as the use of authentic audio recordings of dialogues allow the teacher to clearly organize the educational process.

It is possible to ensure pupil's success in learning English by using a methodical system that stimulates their interest. The basis of this system is to take into account the psychological characteristics of the development of memory, imagination and thinking in children of this age. Play is a key element in primary school pupils' learning because it meets their natural needs. At the same time, it is important to combine play with phonetic exercises that contribute to the formation of correct pronunciation and make it an automatic skill. Phonetic, lexical fairy tales are a useful tool for this.

Music, songs and poems play an important role in learning English. Children enjoy learning and performing songs in English both in and out of class. The use of gestures also helps to develop pronunciation and idioms. Studies have shown that the use of music and rhythmic movement during learning helps to improve memorisation of language material and activates learners' language activity. This approach allows children to enjoy the learning process and has a positive effect on their motivation to learn English.

In addition, the use of visual aids such as pictures, drawings, facial expressions and gestures helps to improve the perception and memorisation of words and phrases. Students understand the meaning of words more easily when they are supported by visual elements. The use of motor activity and games with movement also helps to learn new words and phrases, as it activates motor memory and strengthens the link between the word and its meaning.

Therefore, the use of games, phonics, music and visual aids are effective strategies for teaching English to school children. These approaches ensure interest, activity and effectiveness of the teaching process, contributing to the development of language competence and a positive attitude towards learning a foreign language.

When teaching English, it is important to have a common theme that links all the elements together. This helps to create a context in which students can apply what they have learned and see it as a whole system. For example, a travel theme might include learning new words and phrases, grammar, talking about personal experiences and imaginary journeys. This approach allows students to see the connection between different aspects of the language and how they are used in real situations.

Students' activities in class should be varied to avoid monotony and to maintain their interest. Varying the type of work, such as individual, pair and group work, allows students to work together and share ideas, developing teamwork and communication skills. Adding dynamic breaks and games with movement elements helps to relax, regain concentration and provide energy for further learning. For example, short physical exercises or games in which students perform certain movements, sing along or repeat rhythmic phrases encourage active participation and create a positive atmosphere in the classroom.

This approach to teaching English also helps to keep students' attention. A variety of activities and changing work formats helps to avoid fatigue and monotony, which can reduce interest in learning. Dynamic breaks and games with movement elements not

only entertain the students, but also contribute to the activation of their motor apparatus and physical condition, which has a positive effect on health and learning ability.

In general, the use of a variety of methods and approaches in teaching English helps to achieve common goals. It stimulates students' interest, holds their attention and ensures their active participation in the learning process.

The use of animated videos is particularly effective in the early stages of language learning. They develop students' linguistic activity and ensure a more active participation in the learning process. Video materials make it easy to understand real things and phenomena in a simple and visual way. It is important that interest in cartoons does not disappear even after repeated viewing, which contributes to the effective perception of educational material.

The use of video has many advantages, such as authenticity, informativeness, concentration of language and emotional impact on students. Video materials are an important technical means of learning that convey information and promote the development of various skills, including speaking skills. Video materials used in the English language classroom must be authentic and educational in nature.

The use of video in the English language classroom contributes to the individualisation of learning and the development of students' motivation for language activities. The use of these video materials in primary schools allows students to communicate with real objects, which stimulates the practical use of English in communicative situations. They take an active part in the situations portrayed on the screen, playing different roles and solving life tasks. This approach creates a sense of participation in the everyday life of the country whose language is being studied and not only contributes to language learning, but also significantly increases student motivation.

One of the advantages of using video is its strong emotional impact on students. Therefore, it is important to focus on the formation of students' personal attitude towards

what they have seen. This can only be achieved through a systematic presentation of video films and a methodically organised demonstration.

The use of video contributes to the development of various types of mental activity, in particular attention and memory. Watching video material in the classroom creates an atmosphere of shared cognitive activity and students must make some effort to understand the content. Such activation of attention promotes memorisation. The use of different channels of information perception, such as auditory, visual, and motor, has a positive effect on the depth of assimilation of country studies and language material.

Thus, the use of cartoons in English teaching has many advantages, such as the development of language activity, easy awareness of real things and phenomena, authenticity, informativeness, concentration of linguistic means, emotional impact, individualisation of learning, development of motivation and different types of mental activity of students.

The use of video in the classroom helps to solve the following tasks:

- increase motivation to learn;
- create a comfortable learning environment;
- intensify the educational process;
- increase students' activity;
- creating conditions for independent work of students.

Taking into account these aspects, we understand that authentic video materials are one of the most effective means of learning, as they convey information and allow you to receive feedback in the process of perceiving and mastering the material, which contributes to the development of the necessary English language skills. Video materials used in English language classes must be authentic, i.e. created by native speakers, and often have a pedagogical nature related to real life, which enriches the learning process.

## **2. Functions of authentic English video materials in foreign language teaching**

The use of authentic video materials in the process of learning English requires a clear definition of their role and place in the educational process. Recent studies on the

use of audiovisual materials in foreign language teaching emphasise the many functional purposes of video recordings.

We have identified the main functions of authentic video materials in the teaching process:

1. *Informational role.*

Video materials are a comprehensive source of information, conveying emotional, intellectual and pedagogical aspects. They reflect a diverse and multifaceted reality that goes beyond the possibilities of other mass media. For learning English, video materials are the best way to get information that is perceived by native speakers of different ages. They carry information and emotional load for the audience. Video materials aim to show reality in a wider and more diverse format than other mass media.

2. *Motivational role.*

The use of videos in English teaching stimulates two types of motivation: intrinsic motivation, when the video itself is interesting, and extrinsic motivation, when students feel that they understand and master the language they are learning. It brings satisfaction and increases the student's confidence and desire to improve. It is important to ensure that students are satisfied precisely because of their understanding of the language and not just because of an exciting plot. This aspect determines their belief in their own abilities and their desire to develop independently. Therefore, students should enjoy the video material because of their understanding of the language they are learning, not just because of its visual appeal and interesting plot.

3. *Stimulating function.*

The use of video in English language teaching can also be used to simulate different situations. Authentic video materials create a language model in the student's mind that is optimal for telling and forming ideas about the world specific to a given culture. The use of videos allows you to simulate different communicative situations, imitating real life in the country whose language is being studied.

4. *Integrative function.*

This function consists in the fact that video materials can combine teaching material with specific phenomena and processes of the surrounding world. The use of video materials makes it possible to combine learning with the reflection of real situations and phenomena.

*5. Illustrative function.*

This function consists in showing students examples of how the material they are learning can be applied in practice. The combination of audio and video allows authentic material to become an example of authentic language. In addition, authentic videos can reflect current changes in the language because they are updated more frequently than other authentic sources. They help to demonstrate the practical application of the material studied.

*6. Developmental function.*

This function contributes to the development of memory mechanisms, thinking and personal qualities. The use of video materials contributes to the development of students' skills and abilities in language activities, their creative activity and the transfer of knowledge and skills to new situations.

*7. Pedagogical function.*

Working with authentic video materials gives students an idea of another culture. The pedagogical function of using authentic video materials is not only to ensure this process, but also to promote the integration of different societies and active cultural dialogue, which is the global goal of education. The use of authentic video materials promotes familiarity with a foreign culture and cultural dialogue, which is the global goal of education.

However, the use of authentic materials in school education, especially at the primary level, has certain limitations, as such materials often contain a significant amount of vocabulary, grammatical structures and stylistic features that can be difficult for students with different levels of knowledge and cultural characteristics.

When discussing the positive aspects of using materials written for native speakers and not adapted for language learners, several arguments can be distinguished that support their use in the educational process:

- authentic materials preserve the author's individuality and national specificity, which are lost in simplified or edited materials;

- the use of artificially simplified materials can make the transition to understanding real materials from the country whose language is being studied more difficult;

- authentic animated materials are the best way to teach the culture of a country;

- working with authentic animated materials encourages students to take an active interest, as such materials are varied in style and subject matter;

- authentic materials show the language in its natural social context, reflecting its function as used by native speakers.

Despite these advantages, the use of authentic materials in education can present several difficulties that students may face:

- 1) the variety of visual, verbal and audio information can be a challenge for students within a lesson;

- 2) matching the materials to the lexical topic being studied can be a challenge.

It should be emphasised that there is no single definition of authentic materials, their classification and opinions on the advantages of their use in foreign language teaching among methodologists in this country and abroad. However, we support the opinion that it is impossible to learn a foreign language without using materials from the real life of native speakers.

It cannot be denied that the simplification of language according to the needs of communication is a necessary part of the process. For example, in a conversation between an adult and a child or between a native speaker and a foreigner. In children's cartoons, the characters use simplified language, but it is still authentic. So, we can come to the unpleasant conclusion that "simple" does not necessarily mean "inauthentic".

A significant number of foreign researchers use other terms in their work to describe such materials:

- semi-authentic;
- edited authentic materials;
- adjusted authentic materials (roughly adjusted authentic);
- near-authentic;
- similar to authentic (authentic-looking);
- educational and authentic (learner authentic).

All the above definitions agree on the idea that authenticity and methodical processing of materials are not mutually exclusive.

Let us conclude that the process of students' perception of authentic materials is extremely important and all possible types of authentic materials must be taken into account when planning lessons.

Many researchers who study the issue of authentic tasks distinguish between the stages of knowledge formation and practical application. Many authors distinguish between different types of tasks:

- skill-getting and skill-using;
- pre-communicative and communicative;
- language-learning and language-using.

It should be noted that the first type of task is not authentic in nature. In the learning process, such tasks are necessary and natural as they encourage students to use the language authentically, which is realised in tasks of the second type.

At the same time, it should be noted that the methodology does not have a clear definition of authentic tasks. Based on the pedagogical expediency of using such tasks, for example, irregular verbs or choral work, they can be classified as natural for the educational process, but not authentic. It is also important not to confuse the concepts of authenticity and effectiveness. Clear boundaries need to be established to separate

authentic from inauthentic language behaviour, regardless of the learning effectiveness of inauthentic tasks, even if they are natural in the classroom.

Considering the opinions of the majority of experts who study the improvement of the effectiveness of foreign language learning with the help of videos, we would like to emphasise that authentic video materials can be used for the formation of socio-cultural skills and competences and are also effective in teaching oral language. Sociocultural competence is a set of knowledge about the country of the language, national and cultural features of social and linguistic behaviour of native speakers and the ability to use this knowledge in the process of communication, respecting the customs, rules of behaviour, etiquette and social conditions of native speakers. Sociocultural competence is part and parcel of general language competence.

It is also worth noting that video materials contribute to better memorisation of the material. This is because students emotionally empathise with what is happening on the screen. In addition, the use of video materials makes it possible to broaden the variety of teaching methods by providing visual and audio-visual support during the presentation of new lexical material. Authentic video materials can also be used for effective organisation of systematic repetition of the studied material.

The list of pedagogical possibilities of authentic videos is not exhaustive, but it demonstrates the uniqueness of these animated films in comparison with other teaching methods and also justifies the need for their use.

Audiovisual educational material in the form of videos fulfils several didactic functions, in particular

- a source of information that provides knowledge;
- providing visual or audiovisual support for the presentation of new phonetic, lexical and grammatical material;
- providing a situational basis for conditional-communicative or communicative speech;
- to organise effectively the repetition of studied material;

- to support effective classroom work by students;
- providing feedback for rational management of the educational process;
- to control the level of development of communicative and linguistic competence in a foreign language;

- to develop students' external and internal self-control;
- to activate all kinds of educational work in the classroom;
- to create an emotional connection between students and educational information;
- increasing clarity and specification of concepts, phenomena, events;
- organising and directing perception;
- expand students' imagination and satisfy their curiosity;
- responding to students' scientific and cultural interests and aspirations.

When preparing a video lesson, the teacher should consider the following factors:

- the level of language training of the students;
- the purpose of the lesson and the expected skills and abilities to be developed in the tasks;
- the type of video material and its duration.

The use of video belongs to the group of visual teaching methods. It combines pedagogical and educational functions, which is explained by the high effectiveness of the impact of visual images. Information presented in a visual form is the most accessible for perception, and it is also easier and faster to assimilate. The use of videos in the classroom helps to satisfy students' interests and desires.

In addition, the video method makes it possible to use different genres of video material, such as documentaries, video clips, commercials and others. This allows you to add variety to the educational process and to attract the attention of students with different stylistic preferences.

The use of video materials also contributes to the development of students' multimedia literacy. They learn to analyse visual information, to recognise different video elements (frames, colours, sounds) and to understand their meaning. These skills

are essential in today's world, where media play a major role in communication and the flow of information.

The use of the video method also contributes to the development of students' language skills. They could hear and see real language examples inspired by authentic situations and conversations. This helps to improve their ability to understand and use the language in real communicative situations.

Therefore, the use of video in the educational process has many advantages and is an effective learning tool that contributes to the active involvement of students, improves their perception and assimilation of information, and develops various skills.

### **3. Authentic English-language cartoons as a means of developing students' foreign language skills**

In his book "Cross-Cultural Communication" B. Tomalin (*Cross-Cultural Communication: Theory and Practice*, 2013) highlighted the following two types of educational video materials

- 1) direct language instruction (direct instruction video);
- 2) speakers as an additional source of language learning (video resource).

The first type of teaching involves direct instruction through a screen, where the teacher's role is to provide strong support and to use additional materials such as teacher's guides.

Video materials of the second type contain more in-depth information, demonstrating the use of language at different levels. They are usually fragments that are not related to each other in terms of plot but are related to a specific theme and language functions.

The use of video helps to develop and improve listening skills. When watching authentic video material, phonetic norms are unconsciously memorised and students pay attention to the difference between British and American English, accents and dialects (Cambridge dictionary. Definition of a word «authentic»).

Cartoons are particularly suitable for younger students. They increase motivation to learn foreign languages because children love cartoons and watch them often with enthusiasm. They also understand how to use the grammar, vocabulary, and phonetics they have learnt in everyday life and have no doubt about their importance. Multiplication (from the Latin *multiplicatio* – multiplication) describes “the process of creating a film as separate, sequential drawings with a gradually changing sketch of the movement of figures which, when shown on the screen, create the dynamics of movement” (Онищенко, 2021).

All animated films belong to different genres such as animation, adventure, parody, comedy, science fiction, fantasy, musical, family cartoon, fairy tale and translation.

Let’s take a closer look at some of them.

Animation, or animated film, is a specific genre of cinematic art based on the animation of various inanimate objects on the screen. These can be drawings, models, computer-generated objects or a combination of these. Animation makes it possible to create incredible worlds and characters that unfold on the screen.

The adventure cartoon genre is characterised by the main character’s intelligence and ability to outwit the villain. Usually, the hero in this genre finds himself in various difficult situations and must get out of them skilfully. Adventure, danger, and unpredictability are the key elements of such cartoons.

Comedy in animation, as in film, is characterised by its humorous approach. This genre is created to entertain the viewer, lift his mood, and put a smile on his face. Comedy animation often uses comical situations, humorous dialogue, and caricatured characters to create a fun atmosphere.

The fantasy genre includes fantasy cartoons where the story takes place in worlds other than our own. These magical worlds are inhabited by various mythical creatures such as dragons, elves, fairies, dwarves, unicorns, pegasus and gods of different nations. Fantasy animation allows you to explore imaginary worlds and create incredible adventures.

A musical or musical cartoon is characterised by lots of songs, dances, and wonderful costumes. Elements of melodrama are inevitable in this genre. They are usually adaptations of theatrical performances, although more recently they have become a genre. Musical cartoons combine music, dance and visual effects to create an unforgettable musical and emotional experience.

Family cartoons are a genre created to be watched by the whole family. They are usually melodramatic cartoons where adventure is the main plot. They are able to unite viewers of different ages and convey universal values that are important for family communication and shared experiences.

Fairy tale cartoons are based on folk tales or authors' stories. The events in such cartoons are often fantastic but have a grain of truth. They transport viewers to a magical world where good triumphs over evil and moral values are central.

The genre of translation requires great attention and skill. In this genre, the artist draws a character from different angles and then brings it to life by moving the drawings relative to each other. A feature of this genre is the detailed nature of the characters and the artist's contribution to the sketch. The skill of the translator is to convey the movements, emotions, and character of the characters through the interaction of the images.

From the above it can be concluded that there is a wide variety of genres of animated films, so it is important for the teacher to choose a genre that corresponds to a particular lesson and purpose. Learning through animation can be interesting and exciting for students of all ages.

Modern methods of working with cartoons include the preparatory stage, the viewing stage, the post-demonstration stage, and the creative stage. In the preparatory stage, the teacher selects a suitable cartoon, develops a lesson plan, and identifies the main questions to be discussed during the viewing. After viewing the cartoon, discussion, analysis, and comparison with other works takes place. Creative tasks such as creating their own cartoon, writing a script, or creating animated characters can be

offered in the post-demonstration phase. This approach helps students to deepen their knowledge, develop creative skills and critical thinking.

Let's look at each stage in more detail. The main aim of the preparation phase is to motivate and prepare the students to watch the cartoon, as well as to remove any difficulties that may arise in perceiving and completing the tasks. Pupils are told the name of the cartoon and invited to try to guess its content and predict the possible course of events. Preliminary tasks can also be used to facilitate the understanding of the content, such as finding phrases, words and expressions that will be found in the cartoon. Examples of the use of innovations can help the teacher at this stage. It is also possible to give a summary of the cartoon, especially if it is a fragment from the middle of a full-length film. If the plot is interesting for the pupils, this description of the cartoon will be liked by the listeners, so the first objective of the preparation phase can be achieved. The teacher can choose the level of difficulty of the text, using simple words and constructions to convey the meaning or leaving complex words. However, the main aim of this stage is to anticipate possible difficulties.

The aim of the viewing phase is to ensure that the students understand the content of the cartoon and to develop their language skills according to their abilities. Tasks at this stage may include searching for information, lexical and grammatical exercises, choosing the correct statement or answer from several suggested ones. Recordings may also be made, which will be needed for tasks in the post-demonstration phase. After watching the cartoon, you should check the predictions you made before watching the cartoon.

In the post-demonstration phase, the aim is to develop students' communicative competence. This stage can include checking tasks that have been completed, discussing the film that has been watched, describing the event and describing the characters. You can also use role-playing games based on the plot of the cartoon or individual situations.

The general idea is to use cartoons to engage students in the learning process, motivate them to learn English and develop their comprehension, speaking and critical

thinking skills. The use of cartoons in the educational process can be an interesting and effective pedagogical tool.

The first two stages mentioned above are essential for the development of complex communication skills and the control of receptive skills. However, the last stage, post-demonstration, can be skipped if the video fragment is used exclusively for the development and control of receptive skills.

We have also highlighted the creative stage, which aims to develop students' oral or written language. At this stage, tasks such as writing a letter, a short story and composing dialogues can be carried out.

Having studied the stages of working with video clips, there are a large number of different exercises that can be used to learn the language and build lexical and language skills.

S. Stempleski and B. Tomalin (Stempleski & Tomalin, 1993) has proposed several methods of working with video fragments, such as “prophecy”, “freeze frame”, “spectator and listener”, “one sound”, “true or false”, “filling in dialogue gaps”, “video dictation”, “role-playing”. We would like to look at some of them in more detail.

For example, in the method “*Filling in the blanks in the dialogue*”, the teacher can give the students cards with a dialogue in which one of the participants in the conversation is missing and ask them to fill in the blanks after watching the cartoon. The video fragment can be watched twice so that students can easily complete the task. For students with a lower language level, you can repeat the passage a third time, stopping after each line of dialogue to give them time to record the information. You can then set them a task to memorise the dialogue or have them work in pairs to create a similar dialogue.

For the *freeze-frame technique*, the teacher can press the pause button while watching the video clip to stop it and freeze the image. This allows students to look more closely at the details on the screen. The task for this technique could be to describe

in as much detail as possible what they see in the picture. This method can also be used to introduce new words and vocabulary.

The methods described can make the process of learning a language through cartoons more exciting and effective.

To achieve this technique, it is also important to follow the sequence of steps:

- 1) the teacher chooses a video fragment, as in the method described above;
- 2) he / she warns the students that he / she will sometimes stop the playback and ask questions about the specific frames at which he/she has stopped;
- 3) starts the video and stops it at the points he wants to emphasise;
- 4) asks the students to complete the suggested tasks;
- 5) students summarise what they have understood or learned after watching the cartoon.

The “prophecy” method can be seen as one of the simplest ways of using video fragments in group work. The teacher simply stops the video and asks the students to predict what will happen next. This method contributes to the development of listening comprehension in a foreign language.

When using this method, the following tasks can be proposed to the students:

- before watching, the teacher introduces some new words that the students will encounter in the video clip, even if some of them are not used in the cartoon;
- before watching the recording, students try to predict the words they might hear and then watch the cartoon to check their answers. This task is useful for complex words or structures;
- the teacher can stop the video clip and ask the students to guess a possible ending of the story. Students can then compare their guesses with the actual development of the plot;
- students are asked to watch the video clip and, when it is finished, to give it a suitable title and explain their choice.

One of the next techniques we will look at is called “one sound” and it consists of having the students listen to the audio track of the cartoon without the picture and imagine the action for themselves. This technique gives the teacher the opportunity to give the students the following tasks:

- “Describing a character through his voice”, where the students, after listening to a sentence or a few lines of a character, have to describe his appearance using only sound information.

- Students listen to a passage describing a character and their task is to identify who the passage is about.

When using this technique, you also must follow a certain order:

1. The teacher gives some key words.
2. The teacher helps the students to understand the meaning of these words.
3. The teacher explains his actions to the students.
4. The teacher turns off the picture, leaving only the audio track.
5. The students give their possible answers.
6. The teacher repeats the video clip with sound and picture.
7. Students compare their guesses with what they see on the screen.

Another trick we’ll look at is called “True” or “False”. This technique contributes to the development of the students’ lexical skills in the perception of audio information. The teacher writes on the blackboard the expressions used in the video clip. Before watching the video clip, the teacher makes sure that these expressions are clear and familiar to the students. The teacher then tells the students that the video clip contains information and after watching it carefully, they will have to decide which information is true and which is false.

The last technique we want to describe is called “Viewers and Listeners”. We think that this technique is particularly interesting among other methods of working with video fragments. The students are divided into groups, one group watches the cartoon

without the soundtrack and the other just listens to it without the picture. Each group then explains to the other what they have seen or heard and shares their impressions.

The following tasks can be used to work with this technique:

- “Choose a role”, where each group chooses a role according to the events on the screen. The opponents’ task is to ask questions to find out the plot of the cartoon and to share their solution with the teacher.

- Another task could be “Tell me what happened” where a group of listeners describe the events in the clip based on what they heard, and a group of viewers share their understanding based on the information they saw in the video clip.

There is a certain sequence of actions that is recommended when using the viewers and listeners technique:

1. The teacher chooses a video fragment to show to the students.
2. The students are divided into groups of viewers and listeners and the teacher has to explain the task.
3. The teacher shows first a video with sound and no picture and then a picture without sound.
4. The teacher asks the students what they have heard.
5. The audience asks questions and the audience answers.
6. If there are students who did not take part in the discussion, the teacher asks them to summarise.
7. The final step can be to look at the fragment together with the video and audio.

The considered examples described above are recommended for use at the demonstration stage. It is important to note that the success of learning a foreign language with the help of authentic animated films depends on the strict control of the teacher, the gradual implementation and the use of well-chosen methods and exercises that correspond to the purpose and objectives of learning.

According to the State Educational Standard of General Education in Ukraine, the expected learning outcomes include:

1) development of initial skills of oral and written communication with native speakers on the basis of one's own linguistic abilities and needs, mastering the rules of language and non-verbal behaviour;

2) mastering the initial linguistic knowledge necessary for an elementary level of oral and written communication, broadening linguistic horizons;

3) development of a friendly attitude and tolerance towards speakers of other languages, based on familiarity with the life of peers in other countries, children's folklore, and available children's literature.

Successful learning of a foreign language requires considerable effort on the part of the student, but the teacher has a greater responsibility. The teacher's task is to create conditions for communication in the foreign language classroom, to use various methods and ways of working (role-plays, discussions, projects, etc.), to use non-standard forms of work, to use new technical means of learning to create a positive attitude of the students towards the subject and to stimulate their motivation to study.

The use of cartoons in English teaching is a non-standard and widely used form of work. One of the most important tasks of a teacher is to create real and imaginary communication situations using different methods. It is also important to introduce students to the cultural values of native speakers through authentic materials such as cartoons and videos.

Using cartoons in the English classroom makes learning exciting and interesting. It helps to broaden students' horizons and enrich their vocabulary, as well as introducing them to the culture and traditions of the country. With the use of modern technology, teachers can show video and audio materials simultaneously.

The use of cartoons helps to develop students' attention and memory. While watching a cartoon, students are completely absorbed in what is happening on the screen and this stimulates shared cognitive activity. Understanding the content of the cartoon requires concentration, so even inattentive students become focused. The use of different

channels of information perception (auditory, visual, motor) has a positive effect on the memorisation of country studies and language material.

The use of cartoons in English language teaching has many advantages and helps to solve various tasks, such as

- increase motivation to learn,
- intensification of training,
- activating the students,
- independent work,
- improving the quality of students' knowledge.

The use of cartoons is particularly useful in the early stages of learning, as they combine different aspects of language interaction. Thanks to visual information and non-verbal communication, students better understand and perceive the information they receive.

There are many ways to use cartoons in the English classroom. Modern technologies and access to the Internet make it possible to find and use various video materials in the classroom. These can be cartoons without words or Ukrainian cartoons translated into English. Scientific literature does not have a strict classification of video materials, but they can be conventionally divided into those recorded on media (CD, DVD, USB) and broadcast on TV or available in real time on the Internet.

A further classification of video material is into filmstrips and video films. In today's high-tech world, video films have become more important in foreign language learning, but the use of filmstrips also has its advantages and should not be excluded from the learning process. A slide film is a visual guide consisting of a series of images on film accompanied by text. A slide show is a type of film that is widely used in the educational process.

Educational cartoons are available at every stage of learning English. They are specially developed audiovisual tools designed to create natural situations of language

communication and have a strong emotional impact on students due to the combination of different types of visualisation (Фоміних, 2019). The use of cartoons is effective for

- presenting language material,
- consolidating,
- developing oral communication,
- familiarising with a foreign culture and identifying differences between cultures.

In addition, it is worth noting that the use of cartoons in English language teaching promotes the activation of various skills of the students. While watching cartoons, students could improve their listening comprehension of the English language, expand their vocabulary and improve their ability to understand context and use language structures.

Cartoons allow you to reproduce real situations and communicative interactions, which contributes to the formation of natural language communication. They help students to understand different aspects of the language, such as pronunciation, intonation, gestures and facial expressions, which contributes to the development of complex language skills.

In addition, cartoons are an interesting and exciting learning tool that stimulates students' interest in learning English. They create a pleasant and relaxed atmosphere, promote a positive attitude among students and encourage their active participation in the learning process.

It is also important to vary the types of cartoons used in the classroom. In addition to entertaining cartoons that grab students' attention, you can use educational cartoon series and cartoons that have been created specifically for educational purposes. They have a purposeful structure, focus on specific language aspects and can be part of the preparation for tasks.

The targeted use of authentic video materials in the English classroom opens up many possibilities for students. Authentic videos provide a wide range of language samples, including regional accents, common vocabulary, specialised terminology and

idioms, and demonstrate their use by native speakers. In addition, they promote immersion in a foreign culture, which enhances students' understanding of the language.

In practice, it has been found that students remember and learn material better when they see and hear it in context, rather than just hearing it. The use of video material provides an excellent opportunity to demonstrate the use of grammatical structures and lexical expressions by native speakers. The videos also enhance vocabulary learning and provide examples of real speech.

The systematic and rational use of cartoons in the classroom makes the process of learning a foreign language more effective. According to the recommendations of foreign methodologists, it is advisable to use video materials once a week or every two weeks for about 45 minutes. Videos of 5-10 minutes can make students work actively because they are rich and informative. Therefore, it is better to use short extracts than full episodes to ensure better attention and concentration of the students.

The use of cartoons and video materials in general in the process of teaching English solves many problems. Video fragments of cartoons stimulate foreign language learning and allow students to extend their knowledge in an unfamiliar authentic context. When students realise that they are able to understand another language, their self-esteem increases and their motivation for further language learning is strengthened.

In addition, videos can be a great starting point for discussing and learning about a variety of topics. They can stimulate interest in the culture, history and socio-cultural context associated with the language, leading to a deeper immersion in the language environment.

An additional advantage of using video materials is that they can be made available for use in extra-curricular activities. Students can be given the opportunity to explore the theme videos independently, watch them in their own time and practise language comprehension skills in real-life situations.

There are many benefits to using authentic video materials in the English classroom. They help students develop language skills, increase vocabulary and cultural understanding, and increase motivation to learn a language.

#### **4. The use of authentic English cartoons for the development of foreign language competence.**

For the successful use of authentic materials, it is important to have a clear algorithm for working with them, but first of all it is necessary to take into account the level of knowledge of the students. Animated films or their fragments should be understandable enough for students to complete the tasks, and the teacher should not have to spend a lot of time explaining complex grammatical constructions or translating lexical items. The first step is to define the educational objectives and tasks, i.e. what exactly we want to achieve after watching this cartoon. Choosing a specific film is the next important step and we need to understand for what purpose we want to show this cartoon.

Many scientists and methodologists, both at home and abroad, pay a lot of attention to the problem of selecting authentic video materials for foreign language teaching. Analysing the works of various authors, such as K. MacLaren (MacLaren, 2019), R. Pinner (Pinner, 2014), C. Polio (Polio, 2014), V. Lukianova and O. Koloskova (Лук'янова & Колоскова, 2017), we have identified the following criteria for the selection of authentic video materials:

- the materials must correspond to the level of linguistic preparation of the students in terms of language content;
- the topic of the video recording should be relevant, and it is worth paying attention to the quality of the sound and graphic design;
- the genre characteristics should correspond to the pedagogical goals and tasks and be of interest to the students;

- it is worth taking into account the specificity of the selected video material in terms of country studies, as well as the socio-cultural context for the development of socio-cultural competence;

- the informative and artistic value of the material are important factors;
- genre and compositional diversity are also important criteria;
- the selected video fragment must be popular with the viewers;
- the presence of conflict in the video material is also an important feature.

Therefore, when using authentic video materials for English language learning, these criteria should be considered to ensure an effective and interesting learning process.

The above criteria have been developed according to a functional approach to the selection and use of materials. This approach is currently effective in teaching methods. We also consider the communicative significance of authentic video materials, life situations and forms of communication that students will need to use.

We believe that when selecting authentic video materials, it is necessary to adhere to the listed criteria and give preference to materials that contribute to the development of students' communicative competence and lexical skills. They should also reflect the general professional orientation, elements of socio-culture and peculiarities of national communication. With this approach, linguistic information is assimilated and fixed in an active form, and language becomes the content of learning.

When including authentic video materials, especially animated films, in the teaching process, it is important to consider some characteristics of this genre. Before showing a cartoon, you need to decide how much time you can spend watching it. The duration of a full-length cartoon usually exceeds the time of the lesson, so it is advisable to use video fragments and episodes. The whole cartoon can be shown at the end of the lesson.

The next step is to develop a system of exercises for each video fragment, considering the objectives, tasks, language and cultural features of the cartoon. The

exercises can be tentatively divided into three groups: before viewing, during viewing and after viewing.

Analysing and selecting cartoons and developing a system of exercises for them is work that requires a lot of time and effort on the part of the teacher. However, once the material has been collected and prepared, it can be used again and again.

Although many cartoons are only available for a fee or are closed source, there are many that can be used in the classroom. Even if the cartoon series is 20-25 minutes long, the teacher can divide it into several lessons. However, it should be remembered that students may forget what was discussed earlier, so it is important to review previous material before moving on.

Let's dwell in more detail on several examples of educational cartoon series in English for school children.

1) “*Martha Speaks*” is the animated series that tells the story of Martha, a dog who starts to talk after eating a bowl of pasta soup in the form of letters. Each episode begins with the introduction of new words, which are repeated at the beginning and end of the episode. This helps students to remember the expressions quickly and accurately. It should be noted that the characters speak rather quickly and there are no subtitles. It is recommended for students in grade 4.

2) “*Gogo*” is the animated series that tells the story of two friends and a little dragon and introduces primary school students to the basic phrases of the English language. It can be used effectively in the classroom to reinforce the topic in Years 1 and 2, as each episode is only five minutes long. The characters speak slowly and clearly, so students can pick up new words and phrases as they watch. The series also has subtitles.

3) “*Super why!*” is the animated series that tells the story of Tom and his friends who solve problems in a fairy-tale world by becoming superheroes. Each episode lasts 25 minutes. The peculiarity of this animated series is that the characters communicate with the audience, involving them in the action. With subtitles, the teacher can pause the

episode to discuss expressions and write down new words. This cartoon is great for teaching English to the 2-nd and 3-rd graders.

4) “*Happy Rhymes*” is the cartoon series that consists of short episodes of 3 to 4 minutes, with expressive pronunciation and bright graphics. It is ideal for use in the 1-st grade classrooms.

5) “*Little Bear*” is a good cartoon series about a bear, his family, friends and adventures. The characters speak slowly and clearly, although some words and phrases may be unfamiliar. It can be used in classes for the 3-rd graders.

6) “*English Singing. Collection of Easy Dialogue*” is the collection of animated series contains episodes of 3 to 5 minutes in length, with lots of dialogue to encourage the development of spoken language. In this cartoon series, the characters, their stories and adventures are different.

Both animated series and cartoons can be used to teach a foreign language. The teacher can assign them as homework. The choice of cartoon series depends on the age and level of the students, their interest and the teacher’s aim for the lesson.

Active work with the material is an important aspect of developing younger students’ lexical skills while watching cartoons. While watching the series, the teacher must pause to draw the pupils’ attention to specific expressions, new words and stable phrases. It is important to write down these elements and refer to them in case of confusion. This contributes to the active assimilation of vocabulary and its consolidation in the students’ memory. In addition, the teacher can organise various classroom activities involving the use of new words and expressions, such as pair or group work, discussions, and role plays. These activities help primary school pupils to put into practice the knowledge they have acquired and to develop their ability to express their thoughts and ideas.

The use of animated series in the English classroom is an effective tool for developing lexical skills in younger students. Cartoons attract students' attention through an interesting plot, colourful characters, and a fun atmosphere. They allow students to

get involved in the conversation and feel like active participants in the communication. Learning new vocabulary through animated series makes the learning process more interesting and ensures more effective memorisation of words and phrases.

The use of video fragments also contributes to the development of all four types of language activity: listening, reading, speaking, and writing, which contributes to the development of communicative competence. While watching videos, students could practise listening comprehension, learn to read and understand what is written, improve their speaking skills and acquire writing skills that can be used when creating stories, dialogues or composing their own texts. At the same time, it is important to use effective methods of working with video fragments, such as creating tasks for understanding the video, discussions after viewing, role plays and projects that encourage students to actively use the information they receive and apply it in practical situations.

One of the methods is silent viewing. Students can try to predict the utterance, situation or setting based on emotions, lip movements and context. This can be done in a variety of ways, such as comparing the prediction with the actual sound, writing scenarios or describing events:

- choose scenes with short lines of dialogue that include action, emotion, setting and situation. Lip movements can also give clues to the topic of conversation. Students will try to predict the words and match them with the sound after watching the passage again;

- use longer clues to predict a general meaning or situation, not just individual words;

- go through the whole piece and try to write an appropriate script which can then be compared with the actual audio track;

- use a pause at the beginning of each line to try to predict the language of that line;

- pupils can present or write descriptive comments on the material they have listened to.

1. Another trick is to listen to a video without a picture. Students can identify the setting, action, and characters from the audio track alone. This can be done using the different methods mentioned above.

2. You can also use the pause control (with or without sound and with or without image) at important points in the fragment. The teacher can ask questions about the situation or predict the next events and the students can compare their answers with the real content of the cues.

- By playing the sound and pausing at the beginning of each cue, the teacher asks the students to guess the words. You can then immediately compare them with the actual content of the clues by playing each one.

- With sound, pausing at key moments in the plot or action, the teacher asks questions about the situation (what has happened or what will happen next).

- By pausing on the facial expressions of the characters, you can predict their thoughts, feelings and other aspects.

1. When watching a fragment, the sound and image are switched on at the same time so that you can check your understanding of what you have heard and seen:

- before watching the fragment, students are given questions to which they have to find the answers while watching;

- after watching the fragment, students are given a list of questions to identify what was in the fragment and what was missing;

- when looking at a passage, students look for things that start with a certain letter (e.g. “X”), something that is a certain colour (e.g. “blue”) or things that rhyme with a certain word (e.g. “U”);

- before watching the video, students are asked questions to which they must understand the answers given after watching the video;

- pupils are told what the video is about and are asked to make a list of expectations about what they will hear and see. After watching, they can compare and discuss their expectations with the actual content;

- before watching the play, students are given paraphrased dialogue and then have to match or split the live speech;

- students are given a piece of dialogue or a description of a scene with missing parts and have to fill in the gaps during or after the viewing.

1. The video fragments are scrambled (the order is mixed up): the students watch the fragments part by part and have to work out what happened or is going to happen in each one and then match the parts and fragments.

2. Divide the group into two sub-groups (double viewing): some pupils watch the fragment without the sound, others listen but do not see. They then do different exercises to fill in the gaps.

The video lesson helps to maintain a high level of student motivation. The visuality and realism of the video material creates an exciting, realistic atmosphere that encourages students to be actively involved in the learning process. The events shown in the video can be interesting and exciting, encouraging students to immerse themselves more deeply and emotionally in the language situation.

Motivation to communicate can only come from reality. Video material makes it possible to simulate this reality in the language environment for teaching purposes, creates new situations for the development of oral language and stimulates spontaneous, unprepared speech. Students can observe the interaction between the characters, reproduce their speech expressions and use them in their own speech. This contributes to the development of communication skills and increases students' confidence in their own language communication abilities.

Video lessons change the usual educational process, drawing students' attention to a new way of working. By recreating real-life situations and contexts, video lessons stimulate interest in the language and the practical use of acquired knowledge. Students can observe different styles of speech, the use of gestures, facial expressions and other non-verbal elements of communication, which contributes to the expansion of their linguistic baggage and understanding of cultural particularities.

The emotional appeal of video lessons has a positive effect on creating a lasting interest in language learning. Video materials can evoke emotional responses, creating an atmosphere of joy, admiration, and curiosity. This encourages students to become actively involved in language learning, to explore new lexical items and grammatical structures, and to improve their communication skills. Video lessons can be a powerful tool that not only teaches language, but also inspires students to further independent research and development.

Working with cartoons produces significant positive results, which can be summarised as follows:

1. The use of English-language cartoons, which reproduce real-life situations, contributes to the effective learning of language units and the formation of language behaviour necessary for real communication.

2. Cartoons that depict real-life situations activate students' communication skills and relieve the teacher of the need to create special tasks to stimulate language communication.

3. The use of cartoons contributes to the development of listening skills and the ability to extract information from the audio text.

4. The video fragment helps to deepen the knowledge of the country and the language.

5. The use of video fragments contributes to a more effective organisation of the teaching process, making it possible to demonstrate in a short time various linguistic phenomena in the conditions of real linguistic communication.

6. Lessons with cartoons create a positive psychological atmosphere and enliven the learning process, which has a positive effect on learning outcomes.

7. Being constantly in a real communicative atmosphere, students gain communicative experience and develop their speaking potential, which raises their language skills to a new qualitative level.

When conducting video lessons, it is necessary to follow the main approaches and principles of their conduct, in particular to set high criteria for the selection of materials for the video lesson. Here are some material requirements:

1. Requirements for the quality of the recording:

- a) The picture and sound must be clear and of high quality.
- b) The facial expressions of the characters should be clearly visible.
- c) The presence of scenes with the use of gestures and reactions of the audience in different situations.

2. Requirements for the plot:

- a) There should be a clear connection between the plot and the dialogue in the scenes.

3. Requirements for character speech:

- a) Speech should be clear and free from extraneous noise in the beginning.
- b) Speech should be clear and not too fast.
- c) The accent or dialect of the characters should be understandable to the students.

4. Language Requirements:

- a) The language should be modern and conform to the standards of literary language most frequently encountered by students.
- b) Pauses between sentences should be natural.
- c) Slang expressions and exclamations should be short and clear.
- d) The text should not be overloaded with new words, expressions and unfamiliar gestures.

5. Requirements for the length of the stories:

- a) The stories should last about 10-15 minutes or be divided into meaningful segments that can be repeated during the lesson.
- b) Each segment must have a completed plot.

6. Content requirements:

- a) The situations should be typical for the students and occur in real life.

b) It is desirable that the plot can be retold by the students in the form of a finished story that can be used further.

c) Educational, artistic cartoons and other plots can be used in the lesson.

*The structure of the video lesson includes the following stages:*

1. Preparation:

a) The use of pre-discussion, which encourages students to repeat vocabulary related to the theme of the cartoon and stimulates their interest in the theme.

b) The use of creative work, which gives students the opportunity to independently suggest names for cartoons and solve problematic situations related to the topic discussed. You can also ask students to make predictions about the plot of the video.

c) Use of new vocabulary, which will help students to learn new words related to the given topic.

2. Revision:

The following types of work can be done while watching the video:

a) Checking the predictions made by the students before watching the video.

b) Searching for information: after the first viewing, students can be given information-seeking exercises and the film itself can be watched again, in parts or in its entirety, depending on the level and the purpose of the lesson.

c) Work with individual segments: This stage of the work provides an opportunity to develop elements of communicative culture. Decoding skills are also practised, which is an important aspect of listening. Students watch a single video segment and do one or more of the following types of exercises. Sometimes the image can be removed, leaving only the sound. Pupils are asked questions about who was speaking, where the action took place, what the characters were doing, where they were going, what they were talking about, etc. When they have collected all possible information, they watch the story again, now with the picture, to check their interpretations.

3. Work after viewing:

The following types of work are offered:

- a) Repeating and practising the language blocks learnt during the viewing.
- b) Commenting on and correcting the communicative techniques observed in the cartoon.
- c) Discussion: Students compare what they have seen with real situations in life and in the country, analysing similarities and differences in culture.
- d) Role play: Pupils can be asked to act out or develop the revised story.
- e) Reading on the topic: Pupils can be offered problematic or informative texts on the topic of the video plot for viewing and discussion. This is particularly useful when watching news reports.
- f) Creative tasks: students can be asked to write a short story, reflect on the revised plot, add a biography of a famous person mentioned in the plot, compose a dialogue or a sketch, etc.

Even though a film lesson is of great interest (because it allows you to hear real English from the mouths of native speakers, to better understand the culture of the country studied and to broaden the students' horizons), it is difficult for the teacher in terms of preparation. It is important to choose a suitable cartoon, considering the age characteristics and interests of the students, as well as moral standards, etc. Such lessons should be conducted systematically but not too often (not more than once a month) to maintain students' interest in watching and discussing cartoons.

In addition to the meaningful aspect of communication, video text provides visual information about the location, appearance, and non-verbal behaviour of the participants in a given situation.

Video fragments open many possibilities for analysis based on comparison and contrast of cultural realities and behavioural characteristics in different intercultural communication situations (provided that the selected video texts contain the necessary information for such a comparison).

It is obvious that a cartoon can strongly influence the emotional state of students, serve as a stimulus and reinforcement, which motivates them for further educational, research and creative activities.

For many cartoons there are ready-made designs that offer exercises such as answering questions and completing sentences.

In the initial phase, the pupils' linguistic and creative activities are carried out. They describe the frames of the film (without sound) in the "snowball" chain, ask questions about the content of the frame, correct wrong information, describe the frames in which new information was presented. For homework, students can be asked to create mini-projects using information from the cartoons they have watched, e.g. to prepare a role-play based on the plot or situation of the cartoon.

The possibilities for using videos with beginners are somewhat limited due to their limited vocabulary and grammar knowledge. However, using videos from time to time adds variety and a real-life element to the classroom.

One of the pedagogical tasks that can be solved with the help of videos is vocabulary repetition and expansion.

Another task that can be solved with the help of videos at this stage is the teaching of listening comprehension, which many teachers do not consider for various reasons.

It should be noted that the use of videos to teach listening has its advantages and disadvantages. On the one hand, compared to audio recordings, video recordings are more live – you not only hear but also see people communicating, their facial expressions and gestures, and you also get information about the context of what is happening – the place, the age of the participants, etc. This helps to create a complete and more realistic picture. This helps to create a more complete and realistic understanding of the language.

On the other hand, all these factors can distract the listener from the speech and he may become absorbed in watching the picture instead of concentrating on listening. Therefore, especially at the beginning, before watching the video, teachers should

clearly formulate the task on which students should focus. For example, it could be understanding general content, identifying key ideas, or answering specific questions.

At first sight, there is no need to prove the obvious benefits of using video in the classroom for learning, as they are obvious enough. However, teachers often do not use video in their teaching. This may be due to a lack of access to appropriate materials, limited time in the classroom or a lack of understanding of how to use video effectively in the learning process.

Undoubtedly, the use of video in foreign language teaching and extracurricular activities opens a wide range of opportunities for teachers and students to master a foreign language culture, especially for the development of language competence as an important component of communicative competence in general. Video gives students the opportunity to see and hear different communication situations and teaches them correct pronunciation, intonation, and accentuation.

Video differs from audio or printed text in its ability to combine different aspects of language interaction. Video has a greater informative, educational, and developmental value because it conveys not only the audio but also the visual aspects of language. Students can observe the gestures, facial expressions, and body language of the speaker, which helps them to better understand the meaning and intent of the speech.

However, it is important to remember that the use of video should be carefully planned and selected according to the needs of the learners. Teachers need to ensure the appropriate level of difficulty of the material and the consistent construction of tasks to make effective use of video.

**Conclusion.** After careful analysis of the information presented, the following conclusions can be drawn Learning English in primary schools has many characteristics related to the age and psychological characteristics of children. The state educational standard for general primary education has set goals for the learning, development and education of pupils.

Modern teachers have a wide range of the latest technologies at their disposal, which are easy and effective to use. The use of video materials in the classroom makes the learning process bright, lively and memorable. Authentic video materials broaden students' horizons, enrich their knowledge of the country of the language being studied and at the same time provide an incentive for further study of foreign languages. The use of animated materials can make students believe that they will soon be able to understand English. This, in turn, helps students to extend their knowledge of unfamiliar material.

Authentic materials are an integral part of learning English. The term "authentic materials" has recently appeared in the methodology related to the modern goals of foreign language learning. This term has practically replaced the earlier term "original materials" in both foreign and Ukrainian methodologies. However, there is still no single and precise definition of authentic materials and their classification. There is some disagreement about the benefits of using authentic materials in foreign language learning. However, our position is that it is impossible to learn a foreign language without using materials from real life in the country of the language being studied.

It is also important to consider the place and role of authentic video materials in the process of learning English. We have listed some of the possibilities offered by authentic materials, but the list is not exhaustive. Even in this form, however, it demonstrates that authentic animated films have a uniqueness that justifies the need for their use in the classroom. The use of authentic animated films allows students to familiarise themselves with language functions, vocabulary, and constructions, and also provides an opportunity to practise them through various exercises.

Overall, the use of cartoons in English classes is an effective and exciting way to engage students in language learning. They contribute to the development of listening and comprehension skills and also stimulate students' speaking activity and creativity. The use of different methods of working with cartoons helps to create an exciting and

effective learning environment where children can actively interact with language material and develop their communication skills.

The use of authentic video materials, especially animated films, is therefore an important element in the teaching of English in primary schools. They help to motivate pupils, broaden their knowledge of language and culture, and provide opportunities to practise language skills in different contexts. The use of authentic materials helps to create a stimulating and interesting learning environment in which children can effectively learn English and develop their language skills.

One of the most common and useful sources of authentic video material is the Internet. With the rapid development of technology and the availability of the Internet, teachers can easily find videos, animations, documentaries and other materials in English that are appropriate to the age level and interests of the students. For example, websites such as YouTube offer a wide range of video content in a variety of genres and topics.

One of the most popular ways of using authentic video materials is to watch and discuss short films or animations. They can be stimulating and interesting for children and can evoke an emotional response and interest in them. After watching the video, teachers can lead discussions, ask pupils about their understanding and impressions, and encourage them to express their thoughts and ideas.

Teachers can also create their own teaching materials based on authentic video material. For example, they can create tasks or questions related to the video to test students' understanding and engage them in active spoken dialogue. Such tasks can include filling in the blanks, putting words in the right order, asking questions or making short statements, role-playing or creative projects.

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