EDUCATIONAL FUNCTION OF CREATING A STUDENT VIDEO IN A FOREIGN LANGUAGE

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Abstract
The study is devoted to the analysis of the results of extra-curricular work of students and teachers within the framework of a creative project aimed at forming the professional competence of an interpreter, in particular, linguistic and sociocultural aspects. This type of project is designed to optimize special vocabulary learning and to strengthen the language skills of a foreign language for special purposes for beginners, to train using multimedia applications for shooting and editing a film.

Seven phases of the project are identified. Teacher’s work on video content at the design stage is described, justifying the selection of necessary knowledge about the culture of the language being studied. The mode of elaboration of a hypertext system is analyzed as hyperlinks and smart tags in the arrangement of the preparatory material provide students with the opportunity to gain a deeper understanding of the cultural aspect of the project, symbolism and connotations of the chosen component of French culture. A specific feature of the project consists in the activation of imaginative (visual, sound) and linguistic units simultaneously. During preliminary discussions, the sensual, pragmatic component of the text is reflected.

One of the five implemented projects, “Turkey with chestnuts”, is presented. It was attended by 7 students of the 1st year and two teachers of the Agrarian Technological and the Medical Institutes, and Ecological Faculty of RUDN University together with an alumna and a child of five years old. At the preparatory stage, the parents of one of the students took part responsible for choosing the organic turkey farm in Moscow Region with required ecological properties. The text is compiled by the teachers and includes complex grammatical phrases and highly specialized terms on the following topics: Ecological characteristics of modern nutrition; Peculiarities of growing turkeys on the farm and Nutrients of poultry meat; Biology of chestnut and the Medical aspect of choosing chestnuts for turkey dressing; Actions when cooking a dish. Due to specially developed exercises students work independently with the text prepared for speaking on the camera, achieving with the help of voice Internet applications not only the ability to pronounce French terms correctly, but also the ability to control the lexical and grammatical form. Filming encouraged students to independently acquire the appropriate ICT skills with the help of fellow experts in this field, which widened the range of participants in the project. The most important stage is the so-called stage of "aftertaste and anticipation of future projects". Such work forms not only foreign language knowledge and skills, but also strengthens the ability to work in a team and shapes students’ idea of the importance of traditions, the need for a more sensitive attitude to the environment, the vital and professional position of future specialists in medicine, agriculture, ecology.

Keywords: foreign language for special purposes, project method, student's video, French culture.

1 INTRODUCTION
Nowadays there is a really new situation in the field of education: we – university teachers – have realized that the first task of all our activities is to teach students to learn, to let them impart a personal meaning to the very process of appropriating knowledge and skills.

Development of skills for independent work with language resources, in particular, with the lexical and grammatical design of a text in a foreign language (in our case this is a very wide range of subjects: agriculture, medicine, ecology) requires, as our practice shows, creating a special mood of students. This, on the one hand, is a special scientific spirit, impulse, enthusiasm, which creates a personal positive attitude towards learning [1]. On the other hand, we are serious about such a large pedagogical task as the creation of a collective [2]: we unite the students of three divisions of the RUDN University for joint activities within the framework of the stated goal.

The study is devoted to the analysis of the results of extra-curricular work of students and teachers within the framework of a creative project.
As students graduate of the university with dual degrees (in the selected specialty and in translation and interpretation) the project to be described includes the linguistic and sociocultural professional competence [3] formation together with some chosen aspects of the selected specialty.

The study is an analysis of practical work of a foreign language teachers’ team of three RUDN University departments, based on the idea that historical and cultural elements incorporated in the strictly scientific language create more flexibility and tolerance of future specialists. This theoretical position has proved its worth since we track the employment of our alumni: they keep friendly relations, help each other, and correspond with each other and with us in social networks forming a group of young experts, which is one of the best conditions of employability.

The linguistic basement of the project method includes a series of work of the coauthors of the present paper and other members of the Foreign language Departments, particularly on terminology [4], on terms in the aspect of intercultural communications [5], on the translation of new environmental terms in Russian, English and French [6].

We base our methodology on the theory of speech psychology of I.A.Zimnyaya [7] which theory of mutual influence of speech activities follows "activity" ↔ "action" ↔ "operation" structure of Gestalt psychologist Kurt Levin [8]. Previously, this idea was deeply investigated by P.Rudik [9] applying it to the field of sport psychology. A well worked operation achieve the level of automatism, but can come back to the level of action if the person executing it has to think it over which means, to re-acquire a goal. The same for the action, mostly a complex one. It might achieve the level of activity if the person feels a personal meaning, a motivation in it. So, to prepare an exam can be just an action (so that a bad student forgets the studied discipline right after) or it can transform into an activity, a research in case of natural sciences or foreign language learning, for instance.

2 METHODOLOGY

The project method we use is generally applied at the advanced level, usually it is used as a training stage at an advanced stage when students are fluent in the studied language [10; 11].

We re-considered its function and implement projects as one of the most efficient form of intermediate and final control in order to form speech skills, learn special vocabulary, grammar constructions and phonetics at the beginners’ level. And we added two more stages in the planning, theoretically speaking, because a creative research project we conceived had a longer action, a longer lasting impact on students' consciousness.

Let’s consider the goals of each stage:

1. Preparatory stage: a) choice of the idea; b) set of the issues to be investigated; c) clarification of the approach; d) list of participants. It is a stage of motivation and goal-setting.

2. Planning stage: a) analysis of the issues; b) sources, ways and style of the research; c) tasks for teachers and tasks for participants; d) criteria for results evaluating; e) distribution of functions in the team. Each student chooses the form of participation in the project. Students realize that speech activity is not a process of producing speech acts, but enters the higher level of activity, serving to communicate something, to influence someone, etc.

3. Decision-making stage: a) discussion to choose the best option of realization, the way of presenting the result; b) collection of information out of sources in many foreign languages on the Internet.

4. Main stage, the implementation of the project. After making the scenario, the team of 7 persons visited a farm that belongs to the parents of one of the students and they told us how they comply with the requirements for eco-products. It was from this farm that the turkey for cooking was brought afterwards. Making the video we made a real cooking.

5. Evaluation stage: analysis of points of success and failure by the experts (teachers and the administration of the Departments) and by other students; and identification of new problems by the team. Commonly this stage is the final one.

We propose another two that demand the attention of the teacher.

6. Post-project stage: a joint self-analysis of the project together with some possible practical use of the results of work as visual aids, reports, exhibitions, etc.
7  Aftertaste and anticipation stage: experience of success, discussion of further plans, justification of the conceived project benefits and of the need for some more of the kind for the university. It could be an unhurried development in a new project, collection of primary preparatory materials.

The elaborated type of project is designed to make an accent on cultural aspects of learning foreign language within the themes of agro-technological, medical and environmental fields forming general professional knowledge.

Strategies of learning English for specific purposes are the subject of an acute discussion in Russia [14], since in many higher education institutions some of the students receive the education as interpreters in their specialty. Interactive teaching methods [12; 13] as a pedagogical process need the modern ICT technologies tools.

We constantly change the content of the students’ glossary, basing this work on the on-line dictionaries. For example, for this project we consulted both a well-done illustrated vocabulary for children [15] and the site www.frenchtoday.com with Franco-English vocabulary [16].

As for the form of students’ speech we consciously choose original materials [17] from Internet sites and books, compile fragments and add units that provide verbal communication: introductory words, sentences containing evaluations and expressing the feelings of the speaker.

3  RESULTS

3.1  Topics to be covered in the scenario

Taking into account the professional needs of students in the field of ecology, agriculture and medicine, we have identified the following thematic sets of units: 1) Ecological characteristics of modern nutrition; 2) Peculiarities of growing turkeys on the farm and 3) Nutrients of poultry meat; 4) Biology of chestnut and 4) Medical aspect of choosing chestnuts for turkey dressing; 5) Actions when cooking a dish.

The text is compiled by the teachers and includes complex grammatical phrases and highly specialized terms on the topics.

3.2  Scenes of the scenario

3.2.1  First scene.

Greetings. Nine participant are sit around the table. The title “Dinde farcie accompagnée de marrons” is given in writing first in French, after, in Russian. Then, the teacher presents the participants.

The alumna, pointing to ingredients exposed on the table, names them Ingrédients: une dinde d’environ 3 kg (in reality, it was a 10kg turkey, as it was said previously), des marrons, des oignons, de la chair à saucisse, du persil, du sel, du poivre, du cognac, de jambon, un œuf et du lait (the translation into Russian appears on the screen). She gives her commentaries (‘je ne les vois pas, où sont-ils ? Ah, des oignons’) and produces different kinds of intonation patterns of satisfaction, surprise, exclamation, embarrassment, hesitation.

The student 1 (Speciality: Sanitary and Veterinary Expert Examination) pours chestnuts into a frying pan and fry them explaining the actions in French.

The student 2 (Speciality: Landscape designer) with the teacher 1 say “Pour faire la farce il faut éplucher les marrons”

3.2.2  Second scene.

Assimilation of agricultural terms. The student 3 (Speciality: Cadastres) sitting explains why chestnuts are good for health, using special agricultural terms for the virtues of chestnut: “Elle complète agréablement des légumes nouveaux en marmite. Sa farine permet d’enrichir le pain, les pâtisseries, les crêpes. Et surtout: c’est l’un des rares fruits à écale dont la teneur en gras est relativement faible. Elle a de l’amidon résistant aux effets bénéfiques pour l’intestin”...

And below there is a “ticker-tape” allowing the Russian version of unlimited length to be displayed.
Everybody peels chestnuts. Every participant pronounces a sentence describing the process of the cooking, laughing, and the child of five is in.

The entire two episodes lasts 9 minutes of the video editing, but it took 4 hours to be produced

### 3.2.3 Third scene.

Assimilation of medical terms. Student 4 (Speciality: Medical care) speaks about health effects: “La littérature scientifique dit que l’Amidon résistant produit certains bienfaits sur la santé intestinale, par exemple, une augmentation du volume des selles et une diminution de la concentration des acides biliaires. Comme cet amidon ne puisse pas être absorbé rapidement par l’organisme c’est bénéfique pour la prévention du diabète, des maladies cardiovasculaires et du cancer du côlon”.

She gives a description of chestnut nutritional importance: “La châtaigne d’Europe est une bonne source de manganèse, de cuivre, de phosphore, de fer pour l’homme, de vitamine B1, de vitamine B2 pour la femme, de vitamine B6, de folate (vitamine B9), de vitamine C”.

This speech was longer, but it was decided not to put the second part, a historical and linguistic analysis (“La châtaigne au fil du temps Le terme « châtaigne » est apparu dans la langue française au XIIe siècle, dérive du latin castanea. Le terme « marron » est apparu en 1532; il dérive du radical préréoman marr- qui signifie « caillou ». Les châtaigniers poussent en Asie, en Europe et en Amérique du Nord. Le châtaignier européen (C. sativa) est cultivé depuis 3 000 ans dans le bassin méditerranéen, mais on récolte ses fruits à l’état sauvage bien avant, puisqu’il y pousse il y a des millions d’années. En France, en Espagne, au Portugal et en Italie, la châtaigne a constitué la nourriture de base, voire exclusive, de populations entières, particulièrement dans les régions montagneuses, où les céréales ne poussaient pas, par exemple, au XIXe siècle, dans les montagnes de la Toscane, au XVe siècle en Corse. À l’échelle commerciale, on cultive trois espèces de châtaigniers, dont l’une est surtout présente en Chine, la seconde en Europe et la troisième au Japon. La Chine, la Corée, l’Italie, la Turquie, le Japon et l’Espagne sont les principaux pays producteurs”).

Student 6 (Speciality: Cadastres) passes to cooking: “La châtaigne a son écorce dure et une fine peau intérieure amère et qu’il faut enlever. Pour ce faire, inciser le fruit sur son côté large avec un couteau. Puis le plonger trois minutes dans l’eau bouillante. On peut ajouter une cuillerée d’huile dans l’eau pour assouplir l’écorce et faciliter l’épluchage. Égoutter, rincer à l’eau froide et presser la châtaigne entre deux doigts pour la débarrasser de ses deux enveloppes”.

### 3.2.4 Third scene.

Assimilation of environmental terms. As the film was shot in December 2016, the Teacher 2 speaks about the environmental consciousness showing the artificial Christmas tree she uses for 43 years., Everybody decorates Christmas tree

### 3.2.5 Forth scene.

Assimilation of World and especially French culture element relying to the topic: eco-frienly Christmas French traditions

Student 7 (Speciality: Agronomy) presents her our work: she performed a batic with a Christmas hare: “Le batik est une technique d'impression des étoffes pratiquée au Burkina Faso, en Côte d’Ivoire, au Togo, en Chine, en Malaisie, en Indonésie, en Inde, sur l’île Maurice, à Madagascar, au Sri Lanka. Le Batik indonésien a été inscrit en 2009 par l'UNESCO sur la liste du patrimoine culturel immatériel de l'humanité. Le principe du batik consiste : à dessiner sur le tissu le motif final; à protéger des zones du tissu contre la coloration par l'application de cire chaude; à appliquer des couleurs - par trempage dans des bains de teinture ou en peignant des teintures directement sur le tissu; à recommencer les opérations quelques fois pour chacune des couleurs en allant des couleurs claires aux plus foncées; à la fin : à ôter la cire, soit avec un fer à repasser, soit par trempage dans l'eau bouillante. Finalement on obtient un tissu où se mêlent différents tons ou contrastes juxtaposés ou superposés, formant toutes sortes de motifs”.

The student copied one of the most known tapestry “La Dame à la Licorne”, she took the hare as an element of the mille-fleurs ornament, so the student 1 (Speciality: Sanitary and Veterinary Expert Examination) spoke about Renaissance symbolism of natural forms: “À l’époque médiévale, la nature reste un espace dédié à la rêverie et la légende, une source d’inspiration et un terrain privilégié pour y puiser les ressources nécessaires à la survie et la création artistique. Dans une île bleu-nuit, flanquée de quatre essences d’arbres différentes (pin, chêne, oranger et houx), on distingue la silhouette
4 CONCLUSIONS

This type of project is designed to optimize special vocabulary learning and to strengthen the language skills of a foreign language for special purposes for beginners, to train using multimedia applications for shooting and editing a film to acquire independently the appropriate ICT skills with the help of fellow experts in this field.

During two academic years (2015/2016 and 2016/2017) five students video were implemented in the program of learning of French language for special purposes marrying special topics and images of French culture leaving a deep impression.

Teachers accustomed students to feel That a text on their speciality might contain socio-culturally marked language units, cultural allusions and connotations forming respect for the historical heritage and cultural traditions and change the stereotypes of communication.

This type of project is designed to optimize special vocabulary learning and to strengthen the language skills of a foreign language for special purposes for beginners.

Such work forms not only foreign language knowledge and skills, but also strengthens the ability to work in a team.

Students acquire language competences of formal and informal communication, of listening and reading big volume of information.

REFERENCES


