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Integrating Video in Online and Blended English Learning

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Abstract

The paper deals with the urgent issue of integrating video in online and blended courses at higher education institutions. Substantial benefits of incorporating information and communication technologies into the educational process are highlighted. It is emphasized that these technologies have considerably changed perception and practical implementation of using videos in classrooms both for teachers and students. New technologies have significantly impacted the ease of locating appropriate sources on the internet, the quality and variety of videos available, the ability to create personal video content, and the subsequent distribution of such content online and have expanded the range of options for enhancing videos with additional effects. Advantages of using video in teaching with the focus on pedagogical, psychological and cognitive effects are given. It is noted that videos are conventionally utilized by language educators for a multitude of objectives, including exercises in listening and comprehension, vocabulary expansion, grammar reinforcement, pronunciation refinement, cultural immersion, self-directed research and collaborative endeavors. It is emphasised that video resources can be main means of asynchronous teaching that can be applied under the conditions of pandemic or military actions. Peculiarities of synchronous and asynchronous activities with video in the context of foreign language learning are

explained. Practical aspects of using video resources in General English, English for Specific Purposes and Business English courses are highlighted. The issue of creating educational videos for language classes is discussed. The results of the study how the information format influenced on the comprehension level and the students' ability to analyze and reproduce the content are presented.