

Using YouTube video hosting as a tool for future Philology teachers

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The article studies the role of the popular YouTube platform in the educational process of philological students, emphasizes the trend of active use of video resources in the training of future teachers. The authors describe the benefits of using YouTube as an educational tool, focusing on the use of this platform for the development of students' speech, language, and literary skills.

A variety of content available on YouTube is highlighted, which can be useful for students-philologists. In particular, the use of lectures by famous literary critics and linguists is considered. The article also draws attention to the possibility of improving speech skills by watching videos with speeches, presentations, and public speeches. The prospects of using video materials from the portal in the process of training future teachers-wordsmiths in classroom and extracurricular activities works have been analyzed. The advantages and disadvantages of using YouTube content have been pointed out. Methods of working with educational video content platform YouTube, and modern innovative technologies are presented, opportunities of this video hosting for self-training of students are demonstrated. The possibility of using YouTube to stimulate the creativity of students-philologists was investigated. In particular, opportunities for creating your own video content, a video blog about books, writing literary reviews and participating in literary contests and competitions on the platform have been considered. YouTube's importance as a valuable resource for students' education is highlighted. Using this platform can promote active interaction, develop communication skills, deepen literary understanding, and increase motivation to learn language and literature.

Keywords: YouTube, video content, media literacy, independent work, teaching brand.

Introduction. To be a modern teacher-writer, one must have the ability to use information and communication technologies. In the context of the digitalization of society, the role of information tools that help people navigate the electronic cultural reality quickly and productively is increasing. The ability to find and interact with information and media channels is key to the success of a modern teacher in the information society. It's impossible to imagine a modern educational process in a teacher training institution without the use of ICT for independent and classroom work.

Modern social Internet services provide not only the opportunity to obtain the necessary information and unique materials, but also their use as independent educational materials, which can serve as a basis for future teacher's dictionary on the development of modern methodological materials. Teachers introduce interactive classes and multimedia lectures into the educational process to attract the attention of students who are used to receiving information electronically through televisions, computers, phones, and tablets. Screen culture is an excellent technology for managing a modern generation with the thinking clip. Information training of students primarily involves the use and creation of texts in visual, audio, and written forms.

As the most modern means of learning can be called book trailers and numerous social networks, blogs, and social services, which include, in particular, your pipes. It is important to note that most of the information

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provided about this social service is free and does not require registration to study it. Today the topic of media literacy and digitalization of education is very popular (Mediaosvita ta mediahramotnist, 2012; Zadorozhna, 2008; Zyazyun, 2009). The scientist studies general and special media education, the advantages and disadvantages of digitalization, the directions of its development, and the problems of implementation. The question of using interactive classes in media education of students, the Internet communication has not been sufficiently studied in the scientific literature, but it is worth mentioning the work of some researchers who in some way affect this problem. T. Terletska suggests creating and setting up a YouTube channel for teachers' work with students (T. Terlets'ka). Yu. Serov suggests using YouTube channels to learn a foreign language (Syerov, 2018). The scribe is viewed by M. Vardanyan (Vardanyan, 2018) and L. Nezhiva, S. Palamar (Nezhyva, 2020) as an effective way to enhance the reading skills of future primary school teachers.

Students majoring in Ukrainian language and literature are usually creative and multifaceted individuals ready for various innovations and experiments. That is why in their educational process there should be as many practical sessions using interactive video technologies, in particular book trailers and YouTube channels, in order to improve the professional competence of future literature teachers.

Formulation of the problem. From the perspective of the problem, will analyze the features and possibilities of using book trailers and YouTube in the practice of organizing educational activities of students in order to enhance their reading skills and the development of literary culture; identify how these video technologies can be used for training and self-education.

The following objectives have been achieved:

- demonstrate the features of your use of pipes and channels in the training of future teachers and writers;
- determine the possibilities of using YouTube during classes and for self-education of students;
- analyze the features of the use of book trailers as an effective multimedia product in the training of teaching staff.

The main part. YouTube is a rapidly developing media platform that accumulates video content of various themes, genres, and formats. Initially, this platform was created as a dating site where everybody could download videos about themselves. However, gradually users started uploading videos about everything that was bothering them, was important, interesting, exciting, and everything that was going on around them. The platform's modern form is already present, which is why it has been renamed. Here are professional and amateur videos produced specifically for this platform and downloaded TV programs. In wartime, the YouTube platform is used as an alternative platform for broadcasting television media with access at any time. In addition, even some periodicals (Accent, The New York Times, etc.) are dedicated to the release of printed materials, and some radio stations (Radio NV, Radio Liberty, BAYRAKTAR, etc.) have their own channels on YouTube and use them as an additional source of information for the audience.

YouTube video hosting can have a variety of content classifications due to the platform's extensive video categories and genres. However, the main categories of content on YouTube can be roughly classified as follows:

- entertainment content (comedy shows and sketches, video games and streaming games, music videos and live performances, dance and choreography, comic-book video blogs, and jokes);
- educational content (teaching videos on various subjects and skills, lectures and presentations of specialists in various fields, video lessons in language, literature, mathematics, other scientific disciplines, projects and master classes DIY);
- information content (news programs and reports, documentaries and videos, political analysts and discussions, reviews of books, films, music, etc., research, videos, and studies);
- hobbies (cooking and recipes, fitness, sports and health, photography and video filming, art, painting and handicrafts, travel, and travel video blogs);
- social content (vlogs and histories of life, public opinion and discussion of current events, social experiments, and charity).

This is just a general classification, as there are many other categories and genres. Each category has its own characteristics that attract its own audience.

In terms of genres and formats that prevail on the platform, all YouTube channels can be divided into:

- author's YouTube channels that use journalistic methods of presenting information, and accordingly professional journalistic genres;
- amateur author channels, which sometimes lack a scenario, quality shooting, etc.; are what listen to.

As you can see, YouTube hosting contains not only video entertainment content, but also educational content, and some even record step-by-step instructions aimed at achieving a certain result. Some of these videos are designed for major educational projects. These channels are both informative and necessary for self-study, and are highly regarded by viewers.

YouTube is increasingly used to teach various subjects, as it is considered one of the most effective teaching tools. The quality of learning is significantly improved by utilizing the portal's capabilities in both classroom and extra-curricular activities. It is your pipe that contributes to the creation of a creative atmosphere in the unified educational process through the exchange, comments, and shooting of educational videos. Positive changes in learning organization are a result of the creative nature of learning.

Usually highlight the following advantages of the portal in the educational process:

- there is a wide range of video materials (ranging from video tutorials created for use in the classroom to videos mounted by bloggers, as well as used for educational purposes);
- visibility of information allows to strengthen the effectiveness of the educational process, because during the viewing there is an opportunity to pay attention to some important points, facial expressions, mimes, appearance, and the environment in which events occur. Thus, the video can transmit background information, which allows to plunge into the atmosphere of the examined material;
- contributes to the spread of digitalization, as it creates an environment in which everyone can freely express his or her thoughts, propose new ideas, respond to the opinions of others, etc.;
- the possibility of freely obtaining information at any place and at any time, as well as from any device that to a large extent requires the task of searching for information or of jointly creating various projects;
- the ability to record large amounts of information in small videos, which greatly simplifies the learning, allows students to determine the time spent watching a video;
- due to the abundance of diverse information, the portal promotes a critical and analytical attitude towards everything seen, developing the skills of independent study of the material (Syerov, 2018: 46-47).

Despite all the advantages of using YouTube in the classroom, should be critical of the selection of material that we include in the educational process and adhere to certain requirements, in particular, the compliance of the language with literary norms, especially for videos created by bloggers or book bubbers not for learning. It's important to pay attention to the image's quality, as it's the basis for visualizing information. It's important to limit the video to three minutes or less to avoid overloading the human brain and impairing the perception process. When the roller volume is too large, it needs to be divided into parts or highlighted as the main.

Working with video during lectures or practical exercises includes three main stages:

- 1) a preliminary demonstration is when the teacher motivates the students, prepares them for the task, and repeats the previously studied material on the topic;
- 2) demonstration to understand the content of the video;
- 3) after graduation, which provides the opportunity to develop the applicant's communication skills.

For example, during the study of I. Karpenko-Kari, as part of the discipline "History of Ukrainian Literature", the teacher can use the video "Ivan Karpenko-Kari - coryphaeus of the Ukrainian theatre" from YouTube channel by Irina Farion (Ivan Karpenko-Karyy). The video's volume doesn't meet the requirements because it takes almost 30 minutes, so it's best to use some of the most intriguing fragments. The teacher's story about the artist can be complemented or illustrated by a video during the lecture session. Or their can create a problem situation by demonstrating a fragment contradictory content, asking a problem question beforehand to students at the stage of preliminary demonstration, stressing what exactly they should pay attention in the proposed video fragment.

It will also be appropriate to view excerpts from TV programs "One Hundred Thousand", "Martin Borulya", "Owner" during the analysis of these works by the teacher during the lecture, followed by discussion or problem setting before viewing. Here teacher can apply not only the execution of individual tasks, but also group work, where each group will have its own task.

The teacher has the option to provide a single segment for all students, but with different tasks for groups, or can specify individual time slots for each group before viewing individual tasks. The video can be utilized by the teacher as a means of learning about new teaching materials. A good video can be a great way to encourage students to learn a new topic. For example, when learning the new topic "Kind of Literature and Genres of Literature" in the discipline "Introduction to Literature" to learn a common understanding of basic terminology as well as its use in speech, students are invited to watch the video " Kind of Literature and Genres of Literature" on YouTube channel by Mykola Ilnitsky (*Vstup do literaturoznavstva*). Since the volume of the video is more than an hour, it is worth putting only certain passages for viewing.

Moreover, students carry out a range of tasks that aim to recover lost information or analyze the information presented in the video, in particular:

- revise the fragment and include the definitions of the proposed terms: genealogy, epic genus, roman, history;
- view the video again and fill in the gaps with words/terms that are not available (you need to print text or an excerpt from the lecture on the sheets in advance, making the necessary gaps students to complete further);

- watch the video again and add the sentences have heard;
- select the answers to the questions from the video content.

The videos provide students with more opportunities to apply their knowledge and skills. The future teacher can only be a specialist in creative and productive thinking through their own work, able to creatively utilize the scientific knowledge acquired in professional activities, while confidently defending their views.

The teacher should follow certain methodological steps when demonstrating a training video, in particular:

- a clear definition of the purpose and purpose of watching the video maximizes the attention of students to the material;
- the material is presented in short fragments, which will allow to focus on raising questions and critically understanding of the content;
- encourage students to record while watching videos, which will improve their skills in covering both the main and secondary content;
- use the "pause" method, which will encourage students to remember what was previously on the video, and predict further developments;
- if necessary, demonstrate the video without sound, which will help students focus on visual elements, and the teacher focus on history.

When planning and organizing extracurricular independent work, particularly in preparation for practical exercises, to supplement the already studied educational material, the YouTube platform is interesting. The video can be used as material for scientific experimentation or for self-generated research projects, oral presentations, and presentations. Karpenko-Kary, students can be invited beforehand to watch the video 'Ivan Karpenko-Kary - Coryphaeus of the Ukrainian Theatre' by Ivan Farion [5] and the video on YouTube on WiseCow 'Ivan Kary'. Ukrainian literature in the titles" (Ivan Karpenko-Karyy), and compare them, or analyze them according to a specific plan. It's possible to suggest previewing TV shows based on I. Karpenko-Kary's plays and comparing them with the texts of the playwright's works in the lesson.

Studying the work of P. Tychyny, students can also be invited to independently watch a video "The story of the first adolescent love of the poet Pavel Tychyna" from the YouTube channel HRADOLI (Istoriya persho ho yunats'koho kokhannya). Before viewing the clip, should ask a few key questions that will form the basis for further discussion: Is it really a poet's youthful passion or love of life? Is love capable of saving you from death? Was Natalia Konoval's relationship a factor in Tychyna poet's formation? Are you in agreement that every writer should create a love story After watching the video in a practical lesson, students are given a variety of tasks to activate the material while discussing the topic under study.

Other types of tasks can also be offered by teacher:

- students collect videos independently for further discussion in the class;
- students discuss videos, either by relying on current video comments in their performances or creating their own to express their understanding of the material;
- analysis of the descriptions in the video: students can not only consider the written descriptions by the author, but also offer their own;
- creative projects: applicants for higher education can create their profile on YouTube or create videos, and try them out as bookubers. Although these tasks are the most challenging, a significant number of students enjoy them and enjoy the process.

Thus, when studying the topic "Personality of the teacher-writer" in the discipline "Methods of teaching Ukrainian and foreign literature", students can be offered as individual educational research tasks or as a kind of independent work to create their own teacher profile on the platform of YouTube, taking into account all the requirements needed to create a brand. "Creating own pedagogical brand will allow the teacher-writer to build around the audience that will trust only him, will be ready to use only his services. Through effective branding, the teacher can attract students from different socio-cultural groups, communicate with colleagues and experts in education, and interact with the media and the public" (Khyzhniak, 2023: 174).

It is obvious that such work requires some time to finish, perhaps with some consultations with the teacher, as students do not yet have significant experience in teaching. First, it is worth inviting students to view similar YouTube channels of famous teachers, to analyze their strengths and weaknesses, the thematic fullness of the channel; write out what you like and what you would do differently; draw up a step-by-step action plan for creating a similar channel. This will help each student to determine their mission and vision as a future teacher.

That is why one of the practical tasks offered to students as the initial stage of the personal theme to create their own YouTube channel is to study the channels of other teachers and formulate their own vision. Students perform a personal theme during the semester, at the end of which they have to demonstrate it. Protection of projects can be carried out in the form of a round table, where, together with the teacher,

applicants for higher education view the YouTube channels of their classmates, discuss what they like and what they don't, give recommendations for improving the style of the channel, its content, etc.

As you can see, YouTube is not only a platform for entertainment, but it also offers real opportunities for using resources for educational purposes.

The use of video facilitates the assimilation of complex topics, attracts the attention of students, and stimulates the visual perception of the material. One of the significant advantages of hosting YouTube videos is:

- a large number of videos on different subjects;
- availability of use;
- limited time for videos, which allows to mount them in a formal learning process during classroom sessions;
- using video to organize students' independent work.

Conclusion. The use of YouTube educational video content also affects the change in the traditional roles of the teacher and student, in particular, strengthens the role of the teacher as a guide to the creative educational process. It is important to note that the teacher is still playing a leading role in implementing the curriculum. A video resource cannot replace a teacher. Teachers who use video resources to complement the learning process have the greatest success in implementing quality education, which is crucial for achieving a high level of student achievement.

Also, the use of YouTube contributes to the formation of an individual educational trajectory of the student, his awareness of the importance and responsibility for learning outcomes, strengthening the effectiveness of the learning process and motivation to master professional skills. Introducing educational content on the YouTube platform can help consolidate theoretical material, improve professional skills, and develop logic and creative thinking. The use of video materials is also justified from a psychological point of view, since it is through the organs of hearing and vision that a person receives the greatest amount of information.

The efficiency of using video resources in the educational process is dependent on the effective organization of video classes. If the teacher organizes authentic video materials correctly, they have a great potential to solve educational and educational problems. Video materials during lectures and practical classes, as well as during independent work of students, will significantly expand the process of perception and processing of information. Thanks to the Internet and multimedia, students have the opportunity to receive a significant amount of information, followed by its analysis and sorting.

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Використання відеохостингу YouTube у підготовці майбутніх вчителів-словесників

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У статті розглянуто роль популярного відеохостингу YouTube в освітньому процесі майбутніх вчителів-словесників, наголошено на тенденції активного застосування відеоресурсів у професійній підготовці майбутніх вчителів. Авторами описано переваги використання YouTube як освітнього інструменту, акцентуючи на використанні зазначеної платформи для розвитку мовленнєвих, мовних та літературних навичок студентів. Виокремлено різноманітність контенту, доступного на YouTube, що може бути корисним для студентів-філологів. Зокрема, розглянуто використання лекцій відомих літературознавців та лінгвістів. У статті обґрунтовано можливість підвищення мовленнєвих навичок шляхом перегляду відео з виступами, презентаціями та публічними виступами. Проаналізовано перспективи використання відеоматеріалів порталу у процесі навчання майбутніх вчителів-словесників в аудиторній та позааудиторній роботі. Виділено переваги і недоліки використання YouTube контенту. Представлено методики роботи з навчальним відеоконтентом відеохостингу YouTube та сучасних інноваційних технологій, продемонстровано можливості цього відеохостингу для самостійного навчання студентів. Досліджено можливість використання YouTube для стимулювання творчості студентів-філологів. Зокрема, розглянуто можливості створення власного відеоконтенту, ведення влогу про книжки, написання літературних рецензій та участь у літературних викликах та конкурсах на платформі. Підкреслено значення YouTube як цінного ресурсу для навчання студентів-філологів. Доведено, що застосування цієї платформи сприяє активній інтерактивності, розвитку комунікативних навичок, поглибленню літературного розуміння та підвищенню мотивації до вивчення мови і літератури.

Ключові слова: YouTube, відеоконтент, медіаграмотність, самостійна робота, бренд вчителя.

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