THE OPPORTUNITIES AND OBSTACLES OF USING VIDEO AS AN EDUCATIONAL TOOL

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Abstract: *The process of teaching languages is fascinating since it involves many different elements that call for a variety of teaching resources. There is a ton of resources available to perform an excellent job of teaching languages to pupils. The course includes the use of checklists, flashcards, online exams, and reading assignments; each of them is helpful in its own way. The advantages and disadvantages of using video in class are discussed in this article.*

Introduction

Videos' capacity to demonstrate the connection between actual instances and abstract ideas, sometimes accompanied by background music that connects the two, is what makes them so powerful learning tools. In the video, specifics are displayed. As long as technology is continually evolving and producing new beneficial tools for teaching and learning, video has been used in classes for at least a decade and a half. According to a number of studies carried out by the Corporation for Public Broadcasting, the usage of educational movies and televisions in schools has gradually increased during the previous 20 to 30 years. Both usage patterns and instructor attitudes and expectations for results were examined by these questionnaires. According to the most current survey, not just is this technology extensively employed, but it is also highly regarded as a way to educate more successfully and innovatively. The use of digital video can effectively connect computer users to the outside world. It is also a good way to teach a television-dependent audience. Before choosing video as a teaching material, there are various pros and disadvantages that should be carefully evaluated.

Nowadays, individuals are inundated with so many various kinds of knowledge they have gotten good at ignoring whatever doesn't interest them. For instance, training manuals can be tedious and challenging to read. Staff training videos may attract and maintain attention considerably more successfully since they appeal to several sensations at the same time, which makes it simpler for the brain to recall knowledge. This is another of the most significant benefits of professional development movies.

DISCUSSION

The positive points of Incorporating Educational Videos

In a world that is always evolving, new teaching and learning approaches have an influence on how we learn. As a result, it becomes crucial for you to develop new strategies for communicating with your students and guaranteeing that your message reaches them on time. One of the best teaching tools is a video, especially if you want to engage students in a way that is simple for them to comprehend. It was often believed that young children in kindergarten and primary school wouldn't be able to concentrate for long enough to support online learning. However, the epidemic has shown that this is untrue. Teachers are finding that young children are connecting with online information sufficiently to learn just as effectively as they might if they were learning in inside-person classrooms as more and more teachers convert their inside-classroom curriculum to an internet format.

Videos are also essential for the proper adoption of online learning. Teachers increasingly take videos of themselves while still teaching the lesson, and then share the recordings with the students' using services like Google Classroom. By inviting her pupils to submit videos of themselves understanding and discussing the material, the instructor may recreate the setting of the classroom. The outcome is an active classroom. Young children, in particular, enjoy the notion of making and sharing movies with their teachers. This keeps children interested, perhaps even more so than a conventional learning environment would. It may be really difficult to get into a book, as we have already observed. It's possible to read a book, comprehend its content, and even challenge some of its ideas, but it's doubtful that you'll interact with it the way you would with a teacher going over the same topic in a classroom.

These interactions are enhanced by videos. Using a screen-flow movie as an illustration, a teacher might instruct her students on a certain idea. Following the session, she may send the video to each of her pupils, enabling them to review the subject at their own pace. After discussing the course content together, the students can upload the video of their talks. Different instructional movies including cartoons, tales, documentaries, and scientific information aid teachers in running efficient lessons. Additionally, because the teacher is somewhat removed from the pupils at that time, he or she is unable to reprimand, clarify, or interrupt them. This means that learners may draw diverse conclusions from the video class. The teacher will provide detailed explanations of all the information later.

When we talk about video teaching tools, the first thing we picture is a TV screen with various graphics on it. There are many different types of instructional movies available for pupils that provide pertinent knowledge on the required subject. Teachers may provide students a comprehensive understanding of the

subject covered in class that can be seen and thoroughly described by using visual aids. Comparatively speaking, visualizing is more fascinating and astounding. The video engages you for a time with graphics on the screen that evoke genuine scenarios, such as discussions, the use of new vocabulary terms, and grammatical errors.

Whatever is caught on video in the classroom offers a permanent record. It is also possible to pause, rewind, and play this record repeatedly. With other media, it may be hyperlinked. One may frequently go back to a single student comment, pause the movie on a student drawing, or have a chat about a certain topic. This persistence is "immutable," according to Latour.

It is possible to record, edit, and reassemble video into an arrangement that is different from how it was initially presented. A video clip may be modified using a variety of computer applications to create short channel-clips, some of which can be removed, relocated, or copied. These possibilities have been made much better by the ability to digitize video. You may navigate between different points in a video instantly thanks to digital video, which has this benefit. Video can also be used in combination with other types of media, including text and images. As an illustration, curricular materials, student work, and instructor remarks may all be electronically connected to classroom footage. Such spaces are getting more and more popular and effective given recent technological advancements.

Putnam and Borko stated that in order for instructors to think about learning and instruction in new ways, they need participate in new forms of learning experiences. With video, there is the luxury of time; one does not need to react as quickly as they would in a real classroom. As a result, rather of taking action in response to a student's word or conduct captured on camera, reflection may be appropriate. At that point, the video may be paused so that you can spend some time considering your alternatives.

Little said that teachers' work is frequently carried out in solitude with limited access to the work of their colleagues. Teachers have access to a range of classrooms, teaching methodologies, curriculum, and classroom cultures through video. Videos may be used by teachers to examine how pupils process information and how they struggle with concepts in various circumstances. Teachers can analyze a tiny section of classroom practice for a long period using video.

The information recorded by a recording device may not be as comprehensive as live classroom observation depending on the resources at hand. You make this decision while acting as a viewer in the classroom. According to Berliner, qualified teachers and observers may notice a noticeable difference between viewing a classroom in person and virtually. For instance, while interacting with one group, that you may still be able to tell what is going on with

the remainder for the class, determine whether there has been an increase or decrease in noise and activity, and determine whether or not the students are still focused on the task at the moment or ready to move on to the next section of the lesson.

A lesson's video may or may not include contextual information that explains people's behavior and remarks. For instance, it doesn't reflect what occurred just today, a week, or an entire month before. It also conceals the general ambiance of the school and what the pupils are learning in other classrooms. A teacher in their own educational setting is likely to be far more aware of what is going on than is shown in a video, according to Lampert . Goldman-Segall asserted that the filming is a result of the videographer's perspective rather than focusing on the additional knowledge that the lecturer is most probably to hold.

CONCLUSION

The advantages of using video in the classroom outweigh the drawbacks, as it has been pointed out. Such a technology is useful in the classroom since it enables the instructor to run an engaging and productive session. Teachers may raise students' knowledge levels and acquire the desired outcomes from their pupils by using instructional films. There is obviously no purpose in consuming various resources when you are not in it, thus the instructor must be passionate about his students and his profession.

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