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USING AUTHENTIC PROFESSIONALLY ORIENTED VIDEO MATERIALS IN FRENCH LANGUAGE TEACHING TO THE FUTURE PHILOSOPHY STUDENTS

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This article provides a methodological overview of authentic online YouTube resources, compiled by the authors based on their own teaching experience to Philosophy students (033 specialty) studying at Odesa National University. The video materials (42 positions, i.e., a thematic group of videos describing great philosophers' biographies) act as a necessary satellite source and are intended both to initiate a discussion in the classroom and to finish the studying of the topic independently. The authors carried out the classification as well as defined pre-viewing, viewing and post-viewing tasks.

Keywords: teaching French; innovative teaching technologies; authentic professionally oriented videos; YouTube; pre-viewing tasks; viewing tasks and post-viewing tasks; classification of video materials; duration of general visualization.

ВИКОРИСТАННЯ АВТЕНТИЧНИХ ПРОФЕСІЙНО ОРІЄНТОВАНИХ ВІДЕОМАТЕРІАЛІВ У НАВЧАННІ ФРАНЦУЗЬКОЇ МОВИ МАЙБУТНІХ ФІЛОСОФІВ

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Статтю присвячено використанню франкомовних автентичних відеоматеріалів відеохостингу YouTube під час навчання французької мови здобувачів вищої освіти за спеціальністю 033 «Філософія». Наведено короткий методичний огляд автентичних онлайн-ресурсів відеохостингу YouTube, складений авторами на основі власного багаторічного досвіду викладання в Одеському національному університеті імені І. І. Мечникова. Рекомендовано до використання відеоматеріали (42 позиції), що виступають як необхідне джерело-сателіт з навчання французької мови майбутніх філософів. Розкрито значення такого типу навчальних матеріалів задля вдосконалення професійно орієнтованих тематичних комунікативних навичок та визначено їхню призначеність як для ініціювання, побудови та розвитку обговорення в аудиторії, так і для завершення самостійного вивчення теми. Представлено тематичну групу автентичних відео, що описують біографії великих філософів. Запропоновано класифікацію відеоматеріалів на основі фактору тривалості загальної візуалізації з урахуванням зростання ступеня складності мовних та мовленнєвих функцій. Системно розглянуто супроводжувальні відеоролики завдання та проведено їхню класифікацію (предоглядові, приоглядові та післяоглядові); уперше виділено дві групи приоглядових завдань та відзначено незакріпленість їхнього статусу. Підкреслено ефективність комплексного використання автентичних франкофонних професійно спрямованих відеоматеріалів. Перспективою подальшого дослідження в цьому напрямі вважаємо створення навчального сайту з інтерактивними завданнями для рекомендованих у статті автентичних відеоматеріалів. Крім того, найдоцільнішим буде подальший лінгводидактичний опис навчальних професійно орієнтованих французьких сайтів.

Ключові слова: навчання французької мови; інноваційні технології навчання; автентичні професійно орієнтовані відеоматеріали; відеохостинг YouTube; предоглядові завдання; приоглядові завдання та післяоглядові завдання; класифікація відеоматеріалів; фактор тривалості загальної візуалізації.

Contemporary teaching of French for the University purposes, taking into account students' future specialty, is reaching a new level due to the active introduction of information and communication technologies. A special role in these new conditions is played by the introduction of authentic professionally oriented video materials, which makes it possible to diversify the classroom and extracurricular, as well as group, independent and individual work of students; to make their learning process more positive, vivid, interesting, and often more effective. Below is a brief methodological overview of YouTube online resources, compiled by the authors on the basis of their own long-term experience of teaching Philosophy students at I.I. Mechnikov Odesa National University.

A lot of studies have been devoted to the use of video materials in teaching a foreign (French) language [2; 4; 19; 20; 24; 43; 47], but in the domestic methodology, no attention has been paid yet to the use of authentic professionally oriented video materials for future philosophers, which determines the relevance of our article. We believe that it is impossible to achieve the highest degree of professional familiarization with the French-speaking philosophy without the use of authentic video materials. There are works by R. A. Burke [7], J. Golden [18], devoted to the peculiarities of using YouTube in teaching English. Among foreign French-speaking researchers mention should be made of Mathilde Hutin's article "Les chaînes YouTube culturelles et scientifiques francophones", which reveals the educational value of YouTube video hosting [20].

This article, created with the support of the General Delegation of French and the Languages of France as well as the Ministry of Culture of France, has taken an inventory of the French-language cultural and scientific YouTube channels. The document lists French-language cultural and academic YouTube channels with potential educational use, categorized into 19 different specialized research areas: *Lettres et littérature*; *Langue française*, *langues*

et linguistique; Histoire; Géographie et géopolitique; Société et éducation civique; Philosophie et esprit critique; Economie; Mathématiques; Physique-chimie et astronomie; Biologie, médecine et paléontologie; Technologie et informatique; Arts et histoire de l'art; Musique; Audio-visuel, cinéma et jeu vidéo; Sport; Culture générale; Psychologie; Méthodologie; Youtube pour les plus jeunes. Let's pay attention to the heading "Philosophie et esprit critique", which includes 23 channels: *Aldreius; Comptoir du futur; Curiosity Catalyst; Cyrus North; Damastès; Dany Caligula; DeBunker des Etoiles; Defakator; Esprit Critique; Horizon Gull; Hygiène Mentale; Instant sceptique; La tronche en biais; Monsieur Phi; Mr Sam / Samuel Buisseret; Mycélium; Parle-moi de philo; Penseur sauvage; Politikon; Scientia Huasca; Spline LND; Temps Mort; Un monde riant.* The presentation of each channel consists in specifying its interactive name with a hyperlink, keywords and its description in the video hosting. The article also contains a demo playlist [20].

Note that the content of the channels presented in the article varies from scientific and educational to easier popular science. It is sometimes difficult to draw a line between them. Hence, questions arise about the positioning of creators: do they consider themselves educators or amateurs? Do they recognize their content as scientific material? How is information processed? Are cited sources mentioned in the description? [20, p. 2–3]. It should be noted that in all analyzed channels, the video built in the form of one or several internal structural blocks, is combined with augmented text support, image demonstration, musical accompaniment, etc.

Mathilde Hutin identifies four types of channels: video blog (*vlog*); informational videos (*vidéos de sensibilisation*); popularization (popular science) videos (*vidéos de vulgarisation*); educational videos (*vidéos d'enseignement*), each of which has its own characteristics, since it conveys the same factual information with varying degrees of confidence:

1. Video blog – a channel that presents a relatively spontaneous story based on the personal experience (*d'expérience personnelle*) of the author;
2. Informational videos – channels that help to increase the general level of knowledge in a particular area, touching upon important topics and focusing on the pressing issues of contemporary science;
3. Popularizing (popular science) videos – channels, the creators of which, as a rule, cite their sources as an example;
4. Training videos – channels built like a training course [20, p. 3].

Thus, the YouTube service contains various French-language informational, educational, popularizing (popular science) and training channels, which often offer users monothematic authentic texts – videos that, being professionally oriented, communicatively oriented and possessing linguistic and cultural value, most efficiently meet communicative and professional needs of the students.

The purpose of the article is to implement the methodological analysis of French-language online YouTube resources in teaching French to Philosophy students (033 specialty) studying at the Faculty of History and Philosophy of I. I. Mechnikov Odesa National University.

When selecting authentic Francophone video materials for educational use, we gave preference to YouTube video hosting, since all the videos presented on it are free, authentic, easy and accessible to use, which ensures efficiency in working with the resources and

contributes to the complete immersion of students into the process of learning French. The peculiarity of the offered video materials, presented by episodes that are not related in content, is that all of them, being authentic, are not focused on direct language teaching. Corresponding to the conditions of real communication, they contain cognitive, professionally oriented information that shows the peculiarities of the functioning of the language at different levels. The recommended video materials act as a necessary satellite source for teaching French to the future philosophers and are intended both to initiate and build a discussion in the classroom and to complete the topic under study independently. The versatility of video materials lies in the fact that they can be used both as a source of information and as a means of communication.

The selected authentic video materials, corresponding to the subject and program of the Philosophy Department, do not need additional methodological processing (for example, reducing the duration of their demonstration), however, they require serious methodological support, which will be discussed later. The videos selected by us in accordance with the program and scientific interests of the future philosophers, contribute to the expansion of linguistic, cultural and background knowledge, as well as an increase in active and passive vocabulary, etc. Most of the selected videos are accompanied by subtitles, since, following N. Yu. Antonovich, R. G. Romanovich and G. G. Denisova, we believe that “subtitles can help the process of learning a foreign language, giving the key to a huge amount of authentic language material” [3].

Students have the opportunity, while watching a video, to improve their phonetic skills, to train auditory and visual memory. It is exactly then that conditions are created for simultaneous visual and auditory perception, when the sounding information is presented in the form of reference words on the screen, providing a relationship between sound and text, which contributes to the formation of visual associations in memory for better understanding and memorization of new vocabulary and is methodologically and psychologically justified. Professionally oriented video materials are very convenient; thus if you have difficulties in understanding the sounding speech, you can return to the desired fragment and watch it again.

Thanks to contemporary informational, communicative and digital technologies, the material is presented in an accessible, captivating digital form, often with the use of pictures, text, graphics, animation, musical accompaniment with different speech rates and personal variants of the intonation design of the statement; in some cases, it is possible to observe person’s behavior, facial expressions or gestures. A distinctive feature of the proposed videos that cannot replace a course, topic etc., is that there is no presenter-announcer who plays the role of a teacher explaining the rules of French as a foreign language. All the innovative changes in the language are reflected in the fluent speech of the participants or creators of these videos – native speakers. And although the video material has a professional focus and is full of special terminology, it contains numerous examples of colloquial vocabulary on everyday topics.

One should be aware of using authentic video materials and do not forget that their systematic implementation within the learning process in the absence of a French-speaking environment and active contact with native speakers should be clearly methodologically justified. Our proposed classification of authentic professionally oriented YouTube video materials (when teaching French to future philosophers) is based on the duration of general visualization, taking into account the increasing degree of complexity of speech functions. In

addition, we believe that when selecting authentic videos for educational use, preference should be given to short ones: from 30 seconds to 5–10 minutes, since it is revealed that 4–5 minutes of video demonstration can provide hard work for a group for an entire hour. This is due to such specific features of video materials as the density and richness of information. Due to this feature, it is more rational to use a short excerpt for an intensive study, rather than a longer video episode – for an extensive one [1, p. 62].

Emphasizing the duration as the main factor in the selection of thematic videos on YouTube, made it possible to methodically distinguish between:

1. Professionally oriented video materials up to 9 minutes long, which makes it possible to present them twice in class with a full, detailed understanding of what was viewed. As practice has shown, the greatest interest among students is caused by videos up to 3 minutes long. Let's move on to the characteristics of the videos that make up this group.

<https://www.1jour1actu.com/> offers short animated videos (up to two minutes) with fun explanatory commentary based on questions asked by children on a variety of topics. The main goal is to help the child build his/her own reasoning to form his/her own opinion. As you know, in France, a bachelor's degree exam is passed in philosophy, which usually consists of writing a several pages essay to answer the questions that a person can ask himself, other people and the world around him. For example, in 2019, among the asked questions were such ones: “*Est-il possible d'échapper au temps?*” (Is it possible to overcome time?); “*À quoi bon expliquer une oeuvre d'art?*” (What's the point in explaining a work of art?); “*La morale est-elle la meilleure des politiques?*” (Is morality the best policy?); “*Le travail divise-t-il les hommes?*” (Are people divided by work?); “*Les lois peuvent-elles faire notre bonheur?*” (Can laws make us happy?), etc.

This site is presented on the YouTube channel “1 jour, 1 question”, which has 310 thousand subscribers. So, the use of the following video was effective in the educational process: “*C'est quoi, la philosophie?*” (1 min 42) (This video is dedicated to World Philosophy Day and explains what philosophy is, reveals its role in solving such social issues as human life and place in the world, violence, happiness or death...) [12].

The “*Objectif BAC Hachette*” YouTube channel, which has over 9,000 subscribers, features two videos on how to compose a text: “*Philosophie – Le plan du texte à étudier – Réussir l'explication de texte*” (2 min 28) [40] and “*Philosophie – La rédaction de l'introduction – Réussir l'explication de texte*” [38] (2 min 42). It is planned to demonstrate these videos and analyze them while preparing students for participation in the annual student conference at I. I. Mechnikov Odesa National University, where students present their scientific reports in French.

Videos posted on the channel “*Parle-Moi de Philo*” titled “*A quoi ça sert la Philo?*” (3 min 29) [6], “*C'est quoi un philosophe?*” (2 min 47) [14] and “*C'est quoi le bonheur?*” (3 min 03) [13] have linguodidactic potential. The latter video contains an excerpt from the song “*Il est où le bonheur*” by the French singer Christophe Maé. Attention is drawn to the videos presented on Simon Delannoy's channel: “*Le bonheur est-il une illusion?*” (4 min 01) [27], “*Le bonheur dépend-il de nous?*” (3 min 36) [26] and “*Bonheur et réseaux sociaux?*” (5 min 17) [11]. For independent viewing, mention should be made of such playlists as “*Le Bonheur*”, “*La Liberté*”, “*La justice*”, “*Le désir*” from the same author's Youtube channel.

Posted on Amélie Vioux's channel “*Amélie – bacdefrançais*”, which has 68.8 thousand subscribers, the video “*Les commentaires: le conte philosophique*” (4 min 10)

[28] defines this genre of the French philosophy, explains the reasons for the spread of *contes philosophiques* in the 18th century, and gives the examples (*Candide ou l'Optimisme*, *Zadig ou la Destinée*, *Micromégas*, *L'ingénu*) as well as analyzes their names.



Fig. 1. Screen. Description of the structure of le conte philosophique

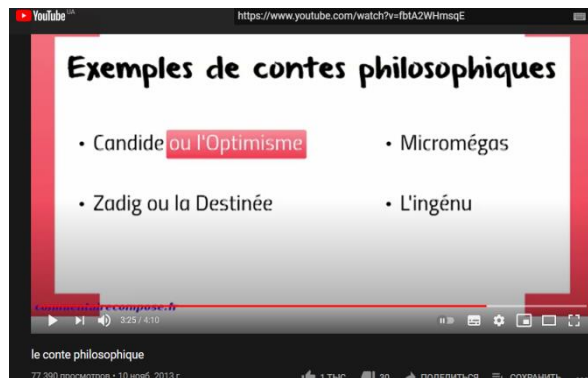


Fig. 2. Screen. Examples of le conte philosophique

2. Professionally oriented video materials lasting 10–20 minutes are recommended to be watched completely once during the lesson. In this case, we are talking about understanding the main content of the text (theme, main idea, basic facts) and its development. Further, it is possible to view selectively pre-arranged video fragments, aimed at understanding individual, specific, selective facts as well as necessary and related information. Let's describe the videos that make up this group.

On the training channel of the Aristotle Institute for Scientific Research (Institut Aristotélicien d'Etudes Scientifiques) MOOC PHILO there is a video "Introduction – Qu'est-ce que la Philosophie – 2ème Partie" (11 min 58) [35], revealing the connection and interaction between philosophy and other sciences.



Fig. 3. Screen. Communication and interaction between philosophy and other sciences

The YouTube channel “*Sociologie de l'intégration*”, which has about 10 thousand subscribers, features a video “*Qu'est-ce que la philosophie?*” (12 min 35) [50], revealing the relationship between philosophy and other sciences that make up human knowledge. Directed by Jim Gabaret and Céline Marty, the channel aims to popularize main classical and contemporary philosophical studies as well as the humanities and social sciences; the channel is addressed to all those interested in philosophy. Our attention was drawn by the video “*La philosophie peut-elle changer le monde*” (17 min 29) [25], which examines what influence philosophers can have on the socio-political organization, customs and vision of their contemporaries' world; whether they should interact with the oligarchs in order to gain some transformative power; what is the role of the intellectuals in contemporary media and political space. The authors refer to the greatest philosophers' opinions (Sartre, Beauvoir, Nizan, Bourdieu, Marx, Nietzsche, etc.).



Fig. 4. Screen. Who do you think changed the world in philosophy?

A special thematic group is made up of authentic videos describing the life and era of great philosophers. As pre-viewing tasks, students should activate their basic knowledge, having invited them to tell the information they know about this scientist's biography, discuss his works and the characteristic features of the era. Post-viewing tasks should be structured with an emphasis on obtaining some new information.

The channel “*Tes grands auteurs en petits morceaux*”, which has 5.38 thousand subscribers, features colourful videos of famous authors' biographies and excerpts from their works addressed to the French-speaking students. When learning French as a foreign language, future philosophers should watch such videos as: “*Biographie de François-Marie Arouet dit Voltaire (sous titres français)*” (7 min 05) [9], “*Jean-Paul Sartre Sa vie – Biographie (sous titres français)*” (8 min 22) [22], “*Simone de Beauvoir. Sa vie – Biographie*” (9 min 19) [45], “*Albert Camus Sa vie – Biographie (sous titres français)*” (9 min 35) [5], “*Biographie de Charles-Louis de Secondat de Montesquieu (sous titres français)*” (10 min 12) [8]; “*François Rabelais Sa vie – Biographie vie (sous titres français)*” (10 min 12) [17].

The “*Pour la petite Préhistoire*” channel features the video “*Socrate, Platon et*

Aristote” (8 min 02) [46]. Amélie Vioux’s channel “*Amélie – bacdefrançais*”, described above features the video “*Les philosophes des lumières*” (9 min 10) [30]. The original video “*TV5MONDE: entretien avec le philosophe et sociologue Edgar Morin*” (10 min 41) [49] has been shown on TV5MONDE channel, which has over 616 thousand subscribers. The video “*Les philosophes des Lumières*” (25 min 57) [31] has been uploaded to Loic Cattiaux’s channel, dedicated to the French high school students.

3. For independent work outside the classroom, videos of more than 30 minutes are highly recommended: “*Les philosophes des Lumières. Montesquieu, Diderot, Voltaire, Rousseau sont les principaux philosophes du 18e siècle, le Siècle des Lumières*” (30 min 25) [29], “*Jean Paul Sartre un philosophe actuel*” (57 min 38) [23], “*Michel Onfray, Philosophe ... Les rencontres*” (59 min 48) [33], “*Montaigne philosophe*” (59 min 20) [34], “*Blaise Pascal*” (1623–1662): *Philosophe français – Une vie, une œuvre*” (1 h 02 min) [10], “*Jean-Jacques Rousseau (1712–1778) ou le rêve des origines – Une vie, une œuvre*” (1 h 23 min 26) [21], “*René Descartes (1596 –1650) et la révolution cartésienne – Une vie, une œuvre*” (1 h 23 min 57) [44], “*Voltaire Le Philosophe Ignorant (audio et texte français)*” (1 h 52 min 33) [52].

Let us emphasize that working with authentic video material should not be limited to just watching it. It is traditionally recognized that the process of submitting video material can be conditionally divided into three stages (preparation for viewing, actually viewing and perception as well as discussion of what was seen), each of which corresponds to a certain type of task. Accordingly, authentic French-language professionally oriented YouTube videos are accompanied by pre-viewing (1), viewing (2) and post-viewing (3) tasks, built according to the same type of structure. All types of exercises can be offered both to one student and to the whole group. Each video, along with the tasks, is designed for 2–4 hours of lessons both under teacher’s direct supervision and for independent work.

The first tasks, having activated and systematized students’ basic knowledge, motivate them to watch the video material as well as aim them to be included into the work, introducing them to the philosophical concepts necessary to understand the authentic video material: *Read the title of the video; translate it. What thoughts do you have on the content? Predict video content by title. What, in your opinion, will the video be about?* For example, before watching authentic videos describing great philosophers’ life and era, you can invite students to tell the information they have already known about this scholar’s biography, discuss his works, some characteristic features of his era, etc. Since the use of authentic materials for educational purposes is characterized by repeated viewing and the probable use of various modes (a pause in order to anticipate the development of the problem, forecasting), in our opinion, the viewing tasks should be divided into two groups: 1) recommended when you first watch the video; 2) recommended when re-watching the video.

When viewed for the first time, the video assignment system guides you to get a general idea (*Watch the video. Submit its content briefly. Did this video arouse your interest? Explain the reasons*). Both the first and the second video viewing can be accompanied by the pauses; at the same time, the viewing exercises during the first video viewing are aimed at predicting and anticipating the development of the situation. During the second video viewing, students with a high level of language competence are advised to make notes in order to perform viewing exercises, with the help of which the understanding of the content is

checked by choosing the correct answer (from several presented) to the posed questions, the correspondence/inconsistency of statements or images with the content of the video text is determined. Note that students with a low level of language proficiency can be offered to complete these types of tasks after the second video viewing. In this case, these exercises are considered post-viewing ones.

Post-viewing tasks, aimed at developing a prepared speech with an emphasis on obtaining new information, contribute greatly to building a conversation around the text and discussing the problems raised in it and related to its main topic. The following tasks are possible: *Answer the questions after watching the video; restore the logical sequence of the video text presentation; adjust the video plan; make a video plan (for stronger groups); highlight the main and essential; supplement and restore sentences (information omissions are possible both at the beginning of the statement, as well as at its end or middle part); agree or disagree with a reasoned author; comment on the described events; describe in detail the moment of the video that caused emotions; retell the text according to the plan using new vocabulary.* After completing such tasks, it is worth analyzing and comparing the facts of French and Ukrainian culture in accordance with the information that appears in the video. If necessary, you can return to the desired fragment and watch it again.

The final creative tasks aimed at the development of oral or written speech in order to improve students' communicative competencies complete the work on the video material. It is recommended to invite students to write an essay using the new vocabulary on the revised video, find additional information that expands the one presented in the video, propose the development (add, complete) the content of the plot, make a dialogue on this topic / with the actor etc.

Within the framework of this study, based on the duration, we have compiled a list (42 positions) of the classification of video materials that can be used in teaching French as a foreign language using the YouTube service for the Philosophy students. We have also presented a systematic description of the tasks that accompany these videos (pre-viewing, viewing and post-viewing). For the first time we have singled out two main groups of pre-viewing tasks and have also noted that the status of the latter has not been fixed yet.

Summing up all the above said, we can draw the following conclusions: authentic professional video materials have great potential and contribute greatly to the creation of real professionally oriented language communication in the audience. The tasks accompanying the video material viewing contribute to the fact that students actively begin to start discussions with each other; compare and analyze the cultural characteristics of other people with their own. The systematic and methodically correctly organized use of authentic video materials in foreign language lessons contributes to the formation of intercultural communicative competence of students in senior classes of secondary schools. In addition, mention should be made of the effectiveness of integrated use of authentic Francophone professionally oriented video materials and accompanying pre-viewing, viewing and post-viewing tasks for solving various linguodidactic problems in the formation of future philosophers' linguistic, cultural and cognitive competence. This provides both an increase in student motivation and implementation of the principle of individualization while teaching a foreign language.

We consider a creation of a training site with interactive tasks for the authentic videos listed in the article as a prospect for further research. In addition, linguodidactically educational and professionally oriented French sites should be described:

<https://la-philosophie.com/fac-philosophie/>;
<https://www.franceinter.fr/theme/philosophie/>;
<https://www.les-philosophes.fr/>;
<https://www.philomag.com/>;
<https://www.espacefrancais.com/histoire-de-la-philosophie/>;
<http://www.cosmovisions.com/philoFranceChrono.htm>;
<https://www.franceculture.fr/philosophie/>;
<https://la-philosophie.com/films-philosophiques>.

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