

## Use of YouTube on lessons of practical course of German language as the first and second language at the pedagogical university

Olha V. Chorna<sup>1</sup>[0000-0003-4556-7134], Vita A. Hamaniuk<sup>1</sup>[0000-0002-3522-7673]  
and Aleksandr D. Uchitel<sup>2</sup>[0000-0002-9969-0149]

<sup>1</sup> Kryvyi Rih State Pedagogical University, 54, Gagarin Ave., Kryvyi Rih, 50086, Ukraine  
{tschornaja7, vitana65}@gmail.com

<sup>2</sup> Kryvyi Rih Metallurgical Institute of the National Metallurgical Academy of Ukraine,  
5, Stepana Tilhy Str., Kryvyi Rih, 50006, Ukraine  
o.d.uchitel@i.ua

**Abstract.** Integration of ICT significantly increases the possibilities of the educational process and extends the boundaries of the educational sphere as a whole. Publicly available resources, such as e-mail, blogs, forums, online applications, video hosting sites, can serve as the basis for building open learning and education. Informational educational technologies of learning foreign languages are in the focus of this study.

The article represents the results of theoretical analysis of content on the subject of its personal- and didactic-definite orientation, as well as some aspects of the practical use of commonly used YouTube video materials in the process of teaching German as the first or second foreign language in higher education, namely at the pedagogical university. Taking into account the practical experience of using the materials of several relevant thematic YouTube channels with a fairly wide constant audience, a concise didactic analysis of their product is presented and recommendations on converting video content into methodological material in the framework of practical course of German language by future teachers are offered.

Due to the suggested recommendations, the following tasks can be solved: enrichment of the vocabulary; semantization of phraseological units, constant figures of speech, cliché; development of pronunciation skills; expansion of linguistic competence; improving listening and speaking skills; increasing motivation to learn, etc.

**Keywords:** YouTube, video hosting, German language, foreign language competence.

### 1 Introduction

Information and communication technologies, which are gradually integrating into education, expand its boundaries and create additional opportunities for the educational process. The gradual development of open learning and education is based on the latest

information technologies and open resources, among which web services are particularly appealing in recent times, which allow you to download and view videos in your browser.

YouTube [32], as a video hosting, provides video hosting services, from amateur videos to professional video clips and videoblogs. Nowadays it is one of the most visited sites in the world of the Internet due to the simplicity and ease of use, the ability to communicate without time and territorial restrictions, sharing views in the comments on the videos.

Kedoo [31] created its own analytics panel that provides public information to track the work of leading channels on the YouTube.com platform. According to the March 2018 statistical data, dozens of most popular video categories include entertainment, music, people and blogs, movies and animation, computer games, education, humor, hobby and style, politics and news, sports. It should be noted that education occupied a rather high sixth place with 38.6 billion views and 2.9 billion regular users. This allows to enroll confidently video hosting to modern learning tools, in particular, of German language.

## 2 Types of video materials on YouTube

As of April 2, 2018, 72,466,260 videos were found in general request “learning German language”, that was formulated by four languages, namely: 2 860 – in Ukrainian, 13 400 – in Russian, 1,750,000 – in German and 70,700 000 – in English. You can find videos of different specializations on YouTube. Table 1 summarizes the information of the orientation of the authors of the numerous channels of video materials, which are offered to everybody, who is interested in learning German as a foreign language.

However, the issue about the effectiveness of the use of widely used video materials in the process of learning a foreign language, in particular German, in a universities, remains open-ended.

**Table 1.** Orientation of educational videos

<i>Personal-definite orientation</i>	
by age	– for children – for teenagers – for adults
by level of language proficiency	– for beginners – according to the levels of the European Language Education Recommendations
by line of work of users	– for pupils – for students – for professional purposes
<i>Didactic-definite orientation</i>	
by aim	– development of certain linguistic competence (lexical, grammatical) – preparation for the examination to confirm the level of language proficiency – everyday communication – communication in a professional environment

by the type of speech activity	<ul style="list-style-type: none"> <li>– lexical trainer</li> <li>– grammar trainer</li> <li>– trainer for improving pronunciation</li> <li>– listening and / or reading</li> </ul>
by means and forms of study	<ul style="list-style-type: none"> <li>– based upon real / educational videos</li> <li>– in the dialogues</li> <li>– by means of exercises</li> <li>– based upon stories</li> <li>– by films</li> <li>– “on the street”</li> <li>– with music</li> </ul>

### 3 Theoretical comprehension of YouTube-possibilities in education

Analysis of last researches and publications worldwide indicates an increase of the number of authors who devote their works to the problems of using YouTube in teaching foreign languages. The highest level of interest is shown in learning English as a foreign language. This is due to the status of this language in the modern world as lingua franca.

The subject covers a wide range of issues. In particular, Henriette Arndt, Robert Woore aim to compare the processes of forming the vocabulary of the second language as a result of interaction with two network media: written blog posts and video blogs. In this analysis the level of assimilation of various aspects of lexical knowledge (spelling, semantic and grammatical) was a subject [2]. In turn, Saudi Arabia scholars have experimentally demonstrated higher productivity of targeting vocabulary in a multimedia environment using video on YouTube compared to the traditional way of learning with images [18].

Antoro Sunu Dwi explores the use of ICTs, including YouTube, as key tools for creating training materials in order to support distance learning and language learning [1].

The experimental study of Iranian scholars Souzanzan Rozi and Bagheri Mohammad Sadegh is concerned with the problem of perceiving English as a foreign language in the context of expediency of ICTs use, in particular YouTube, during individual learning [27].

A group of Brazilian researchers [5], having analyzed the impact of some digital resources on the quality of teaching English at elementary school concluded that the latest ITs could make learning of foreign languages more contextualized, creative and motivated.

On the strength of the assertion, that life-satisfying learning is the best policy for learning English (especially by children), Lee Chien-I, Huang Ying-Chih and Lin Yi-Chun believe that the video is a good bearer of information that is the most suitable for language learning. First of all, it is a great opportunity to capture real life situations, and secondly, it is easy to access the necessary information through YouTube [25].

According to Cakir Cemal, due to the emergence of numerous open sources of information (YouTube, Facebook, Twitter, Internet newspapers and magazines) during the globalization period, we are able to observe the phenomenon called “Teaching English to the Speakers of Other Languages” (TESOL) as well as “Teaching English as a Language of Open Sources” (TELOS). TELOS can provide expected multimodal and multidimensional support for TESOL (especially in the context of learning English as a foreign language), enabling the acquisition of pragmatic skills (in particular semantic-syntactic skills), which can only be partially formed in traditional lessons, according to Cemal [4].

According to research [3], YouTube acts as a cognitive tool, which is able to promote raise of the level of critical thinking and cognitive ability of students in the process of learning English as a foreign language.

The analysis of experimental data [30] showed that the use of existing videos and creation of their own videos for the distribution through video hosting increases the motivation of students to learn foreign languages.

Multifunctionality and effectiveness of YouTube as a tool for learning foreign languages is thus evident.

The *purpose* of the submitted report is:

- the illustration of certain aspects of the practical use of commonly used sources of video material in the process of teaching German as the first or second foreign language at universities, namely at the pedagogical university;
- the representation of recommendations on the conversion of video hosting content to didactic material while learning Practical Course of German Language by future teachers.

## 4 Research results

The interest of the main German apologists, in particular of the Goethe-Institut [14] and DeutscheWelle (DW) [22], to the platform undeniably proves its availability and effectiveness in influencing the process of mastering foreign languages. In the legitimacy of the said, once again the activity of the German international public broadcaster DeutscheWelle convinces of worldwide popularization of German language and the creation and dissemination of the necessary free study programs for its successful completion. Several video playlists that can be used both during class work while learning language and in the process of individual studying, are presented on “Deutsch lernen mit der DW” channel. The differentiation of the levels of language proficiency from the “absolute beginner” to C1 / C2 allows the user independently organize his/her work according to the principle “from simple to more difficult”, and the teacher - quickly orientates in the selection of educational material for a particular audience. The length of the video increases gradually, in order not to overload the viewer and maximize the focus on the didactic material of each lesson or series. It is the series, because most of the educational videos are inherently films whose heroes live a particular part of their lives in the German-speaking environment. Heroes, as a

rule, are foreigners, and therefore “they look at Germany and German language” through the eyes of YouTube channel viewers.

In addition to the main theme, the mention should be made of the traditional separation in the structure of the speech activity of the four components: speaking and listening (these two types belong to oral speech), writing and reading (written speech). The exams for determining the level of language proficiency, including the “Goethe-Zertifikat”, consist of “Lesen” (reading), “Hören” (listening), “Schreiben” (writing) and “Sprechen” (speaking) (oral or individual exam) “Sprechen” (oral or individual exam). Such a division is quite logical, since mastering the native language takes place precisely in this natural scenario: from listening to speaking, reading, and, finally, writing. The practice of working with students, which learn German, shows, that audio competence is the most difficult to formulate. Although at first glance there may be an impression that listening is the easiest for children, without much visible effort, as opposed to writing. However, before starting to pronounce the first words and construct a coherent phrases and sentences, the child for several years is in an absolute linguistic environment where he/she can hear sounds and words of his/her native language, in fact, 24 hours a day. Learning the same foreign language often begins with reading and writing, and then speaking and listening. The perception of speech in real life rarely occurs without visual support, and therefore a significant percentage of information is transmitted by non-verbal means. Involving video materials for listening to music is much more effective than using audio tracks. When a video hero pick up a certain item, naming it at the same time, the need to accompany the introduction of a new lexical unit by the translation disappears. Contemplating certain actions with the subject and listening to the commentary of the heroes, the viewer learns the linguistic roots and grammatical structures.

Of course, it is impossible to make a training video to explain every linguistic phenomenon, so the effectiveness of this learning tool can be greatly enhanced by fixing the new material with additional exercises. Understanding this, the authors of the training series DW offer users to go to interactive tasks at the specified link to the official personal site of the television and radio company. Given the current tendency to reduce the audience load at universities of Ukraine and increase the amount of material for independent learning by the student, the use of educational films with exercise complexes can help to optimize their independent work.

YouTube, with its openness to everyone, can be used by teachers as a space for communication. The format of communication in the form of comments is ordinary for modern youth. Free expression of opinions in a foreign language (i.e. speaking) in classes is often hindered by the fear of a public demonstration of an error. Being in a position of assessment by a teacher places the latter in the eyes of the first as a controller, and not as an equal partner in communication.

Offering students the opportunity to discuss certain video materials in comments without mandatory identification of the person, the teacher uses the opportunity to remove excessive nervous tension of the audience and thus intensify the speech activity. Leading a live dialogue requires a quick reaction of the interlocutors, which is difficult to achieve, especially at the initial stage of language learning. In addition, the limited auditorium time does not allow thinking for too long. Pause reduces the dynamics of

conversation, thoughts do not find the personification in the right words, the conversation fails, and thus the ability to feel the language as a means of communication loses. A written discussion of a given topic gives an opportunity to think about a replica, to engage in a conversation in a convenient time, to comment on the previously stated statements more reasonably. The tasks performed during the comments may be verified by the teacher (sometimes by the owner of the channel or by other users). If you watch online video tutorials, you can also achieve momentary synchronous interactivity that brings the conversation as close as possible to the “live” one, but this format is more likely to be used for individual work at home, since for class usage this can be technically difficult and organizationally incompatible, with the same schedule.

On the other hand, the teacher's own comments (if necessary also incognito) can promote the unobtrusive orientation of the conversation to a certain didactically determined path, and the usage of correct or contextually relevant linguistic constructions, in response to mistaken or misused, will allow correction of errors without causing a psychological discomfort. Observation of the general course of the conversation may become a valuable source of information for revealing personal qualities, preferences, interests and the level of formation of the foreign language competence of its participants. Such a format of communication may become a kind of modernized Socratic dialogue. It will replace the control by monitoring of the quality of education with the subsequent full realization of all the advantages of the latter for the constant improvement of the educational process.

In addition, participants who are not members of a particular training group may be involved in the conversation, so to speak “strangers”. To distinguish them from others in the absence of the desire to register under their own names (at least for the reasons above), you can by agreeing to add a certain code word to the name of the subscriber. The presence of “strangers” opens up good opportunities for the search for “pen-friend”, because among them there are rarely happen to random people. Users from around the world are usually interested in learning German. Focusing on comments, you can choose a potentially interesting and useful for further private communication with the interlocutor. Not only students but also teachers can find for themselves like-minded colleagues in the hosting. Viewers often conduct didactic discussions and share reflections on problems and difficulties related to the learning of German language, especially difficult topics, stylistic nuances, etc.

The occasional cases of participation in commentary discussions on language video teaching media positively motivate those who are only German learners, to search for a tandem partner not only on educational channels. Having a certain passion or hobby and watching videos of relevant subjects in German, where the language ceases to be the subject of study and is used exclusively as a means of communication, one can turn to those, who are interested in the common theme of the language and to establish contacts on the appropriate language basis.

Encouraging students or pupils to review not only educational videos but also native speakers' and various video knowledge departments, you can somewhat make a transition to substantive-linguistic integrated learning in German – CLILIG. Participation in the conference organized by the Goethe-Institute in Kyiv in September, 2017 [6] has become the basis for understanding that learning with the help of the CLIL

method allows achieving higher levels of linguistic and substantive competence. The emergence of this methodology has become a response to the needs of the era of technical and digital technologies in specialists of different specialties, which, in addition to specialized knowledge, also speak foreign languages. The combination of professional knowledge, substantive-linguistic and general competences, which is the main goal of CLIL, has become a guarantee of a successful specialist's career. Numerous reports of conference participants from Germany, Italy, Lithuania and Hungary have revealed the specifics of the usage of the CLIL methodology in the process of learning and the experience of foreign colleagues in integrating foreign language learning with other subjects during school education. Substantially interesting learning motivates learning of German language and creates a linguistic basis, with the help of which it will be possible to build further education, in particular, in a higher school.

The wide theme range of YouTube videos allows you to organize CLIL-based learning not only at school but also in higher school. Implementations of the principle of inter-subject communications are subordinated to the program from all disciplines, regardless of the cycles they belong to. So it only remains to make established communications in foreign languages. We will speculate on the example of students learning German language within the specialty 014.02 Secondary education. Language and literature (German / English) with an additional specialty, accordingly (English / German) language. The main professional disciplines for them are Pedagogics, German and English languages. The vast majority of educational videos, where the German language is the subject of a study as a foreign language, is aimed to the English-speaking audience. They are often accompanied by English subtitles or by the translation of individual lexical units (for example [23]). The experience of using similar videos in the learning of Practical Course of German as a second foreign language shows a significant increase in students' interest in learning material, since they are able to orientate on "native" English. The latter in this case ceases to play the role of the direct object of study and becomes a means of learning, although indirectly it continues to study. The topics of practical classes in German and English are often coincided and studied in parallel, so the use of English-German video as a didactic material contributes to improving the quality of knowledge in both disciplines. It also serves as the development of translation skills. At the very least, practice shows that the quality of the implementation of the author's didactic game "Translator" is significantly increased (according to the rules of the game, one or more participants, performing the role of English speakers, and the other / others German speakers, must be understood on a specific topic, using the participant's help, who is playing the translator).

A narrowly-focused video may be useful while studying a wide range of topics within practical courses and linguistic studies.

As for Pedagogics and German language, it should be noted that it is not difficult to find videos on the YouTube of a particular topic (for example, the Christian Kießler [21] channel). However, the question arises – within which discipline is it more appropriate to use them? In our opinion, it is most appropriate to do this at classes on the methodology of teaching a foreign language, since this discipline is taught, as a rule, by a specialist in Pedagogics and the corresponding foreign language simultaneously.

Teacher of pedagogical disciplines who does not speak German can find the necessary material in collaboration with his colleagues, and offer students the opportunity to study individually in order to consolidate the knowledge gained during their class work in their native language.

The video format, which is offered by the “LearnGerman” channel, for example [13], allows you to achieve better results in one more direction of language work. This is a kind of educational activity, such as home or academic reading. Generally, the main goal of individual reading is to develop perceiving skills of written foreign language text, expanding vocabulary and deepening linguistic competence. The accompaniment of audio reproduction of the available for visual perception of the printed source contributes not only to the accompanying development of the above-mentioned listening skills, but also to the improvement of pronunciation. Comparison of the results of text work in two groups of students, one of which used only paper, and the other – audiovisual, showed that the pronunciation, and most importantly intonation, during the retelling of certain passages of the read (and listened) story in the second group significantly improved.

Returning to the institutions that promote German in the world, the Goethe-Institute should be reminded once more and noted that a significant number of its projects on YouTube and not only there is intended to prepare applicants for exams to confirm a certain level of language proficiency. In collaboration with the institute, there are also numerous printed guides from several German publishing houses, mostly accompanied by interactive exercises and audio materials. This logically updates the question of what is and is there in general the prevalence of video channels over “classical”, albeit modernized, learning tools. In our opinion, the advantage becomes more obvious, the higher level of language proficiency of the person who prepares for the exam is.

According to [15], having passed the “Goethe-Zertifikat” C1 / C2 exam, you confirm the ability to “understand a wide range of long, rather difficult texts, also capturing the hidden meaning, ... flexible use of language in public and professional life, ... easy understanding of almost everything, read or heard in German”. So, in order to confirm the C1 / C2 level it is not enough just to speak correctly and quickly on all well-known topics, but you must be aware of all topics, understand the current trends in the development of science and culture in the world and Germany in particular, and therefore be able to get the latest information about the country. Despite the fact that exam preparation tools are quite often updated, so that available information at the time of the exam may become somewhat obsolete. It’s possible to be informed if you read periodicals regularly, listen to radio or watch videos on television or YouTube channels. However, only special videos are accompanied by subtitles or full text, translations, explanations, and exercises that convert them from the usual source of information to the learning tool. The “LearnGerman” channel [24] offers, among other things, German daily news editions, and adapted by subtitles for foreigners videos, which are published several times a day.

The number of educational author channels of various content (from lexical / grammatical explanations and audio exercises to reading / listening to literary texts and preparation for language tests) is constantly increasing. Informal educational videos feature a relaxed atmosphere, relevance, and meta-language reflection opportunity,



gaining increasing popularity due to such characteristics. Interested in learning language may choose a teacher not only by the form of teaching didactic material (home videos in the format of communication *tete-a-tete* or recorded videos), but also by the personal authors' qualities. The latter, in fact, significantly contribute to the promotion of the language and its coverage by a broad audience. It is rarely when a university teacher may boast thousands of students from around the world who are eagerly awaiting each of his lectures, often defining its topic.

A brief didactical analysis of the general opportunities and practical experience of using the materials of several relevant in the thematic plan channels with a quite wide permanent audience is presented below.

The author of the "Slow German" channel, Anik Rubens, offers users of YouTube audio clips on a wide variety of topics (biographies of prominent German figures, national traditions and customs, domestic issues, social relationships, etc.), dictated at a slow tempo in order to ensure their better understanding. Each lesson is complemented by full written support of the sounded text. Using the *Urlaub* (Vacation) [26] material while studying the topic "Travelling" by the Practical Course of German Language (PCGL) program, in combination with self-developed exercises to control understanding showed that the tempo of teaching is optimal for students who speak German at the A2 level / B1, since the vast majority of them understood the general meaning of the heard information after the first listening, and some nuances – after the second or the third.

The "Deutschlernen durch Hören" channel also produces audio tutorials (educational dialogues on various themes, songs) and video materials. In particular, audio texts with control tasks are similar to those used during the "Telc" language exam passing, for example [7]. Doing a trial test on the YouTube platform allows you to feel the atmosphere of a real exam, to assess the difficulty of the task, and to determine the level of your own audio competence by using the correct answer key added to each video. The mentioned above materials may be used as control tasks while the Practical Course of German Language. At the initial stage of learning language, it was quite positive to use a study song which is composed of numerous language cliches typical to the situations "Acquaintance" and "At the cafe / restaurant" [10].

The real master of the visual-dramatic song, which does not leave anyone indifferent and awakens interest to learn language, is Uwe Kind, the author of the "Uwe Kind & LingoTech" channel, and Singling techniques. Thanks to the amusement, the extraordinariness and, at the same time, the noticeable efficiency of the latter is used by the students and teachers of the whole world in studying spoken foreign languages. In collaboration with composer Mark Schaffel, "LingoTech" was created – "it is a music that combines melody, rhythm, drama, movement and linguistic feedback, becoming a common experience that inspires young people to learn languages." LingoTech is based on the assumption that music simplifies the process of memorization, which allows students to improve foreign pronunciation and intonation [19]. It is a song, dance, drama and an interesting way of learning. Due to the understanding interest appears, music (melody) provides the duration of preservation in memory, the dance determines the interaction, and all together contributes to the success of learning. The fact that after the use of the song "Romanze im Perfekt" [20],

students easily memorized three main forms of the irregular Verbs mentioned therein and chanted it on breaks, is an irrefutable proof of the effectiveness of this methodology, the basis of which consists a mnemonic technology based on music and motor activity.

The author of the “Deutsch in Bildern” channel creates his own educational videos using the positive aspects of another mnemonic technique, namely, illustrative. In order to demonstrate the syntactic structure of the sentence and the relationship between its members, there was a train, in which the locomotive is as a Subject, numerous wagons replace the Object, and the Adverbial Modifier is associated with railways [28]. According to the laws of mnemonic, an interesting picture, which will appear before the inner sight in the future, at the right moment will help to find quickly the necessary grammatical material in the long-term memory. The channel is created for native speakers to help them learn German and Literature (as native), Physics, Mathematics and other subjects. For this reason, the tempo of the author’s speech is fast enough, which complicates the use of materials (in any case at the initial stage and for self-study). However, the expressiveness of graphic illustrations and the non-standard creative approach to the giving complex teaching material make the channel as a valuable source of positive experience for teachers.

Despite the enormous amount of educational YouTube channels, it is difficult sometimes to find “your own channel” – the one that offers comprehensive, competent answers to relevant issues regarding a wide variety of linguistic aspects and promotes the development of speech and meta-language competencies. Before advising a specific video or channel to students, you should critically treat content, format, and the author’s professionalism. Three next channels were created by YouTube bloggers who not only studied German as a specialty for a long time, but also have many years of experience in teaching it.

The “Deutsch mit Marija” channel may be useful, first of all, for those who are preparing to pass a language exam, in particular TELC. The author herself is one of the company’s examiners (telc GmbH) [29] and has a great practical experience in pre-test candidate training. A series of videos was created in the form of tips on how to avoid typical mistakes while passing the exam and to what features of each type of task should attention be paid to. At the following links [11], [12], for example, we find videos that provide specific recommendations for the successful doing the “Image Description” task. The description skills are necessary for productive communication in real life and are checked not only during the preparation of the above exam. The method of image description is successfully used in Practical classes of a foreign language. In particular, it is the basis for card games that are equally effective at the initial (for the acquisition of the new vocabulary), as well as at subsequent stages of language learning (deploying the speech situation, creating a story / dialogue with the help of the image). Among other things, the author explains what is the difference between doing the “Description” task at the level A1 / A2 and at higher levels, beginning with B / 1; what is the principle of the transfer, according to which the image should be described, in order to demonstrate a good level of language proficiency; how to make the best use of visual information to ensure a productive and informative process of communication; how to make a logical transition from the real image to the situations associated with it, etc.

That is why such videos should be used not only while preparing for language tests, but also at Practical Course of German Language as a means of improving communicative competences of students.

In the channel playlists, you can find videos that are dedicated to the enrichment of the vocabulary (Wortschatz). Some of them explain the meaning of constant figures of speech or cliché and contain recommendations on the practicability of using them in speech. Some of them highlight semantic and stylistic features of cognate verbs or nouns. Other video groups are aimed to help you learn grammar and expand your country studying competence. The description of different life situations, seemingly, is devoid of didactic loading, becomes a valuable source of information for those who learn the language in the absence of the possibility of constant communication with its native speakers, who are in modern realities of Germany or another German-speaking country.

Considering information given above, let us note that the author of the next channel has developed a unique method of flooding in a foreign environment. Peter Heinrich, a teacher of German language from Austria, has engaged all his family to create nominal YouTube channel [16]. Based on the fact that “most of those who learn German have little access to authentic everyday language and culture”, over 120 videos were made within the framework of the online family project (ONLINE-Gastfamilie), which show the actual everyday life of an ordinary German family: family holidays, traditions, travelling, problematic home situations, typical working days, etc. Video materials are accompanied by vocabulary, which shows the key communicative structures and reveals important cultural aspects. With a wide range of suggested topics, the training videos can be easily adapted to the tasks of the curriculum of Practical Course of German Language. However, the situation may be somewhat complicated by the fact that not all videos and teaching materials are available on YouTube, but there are more than enough to “catapult your German language from theoretical grammar to active understanding and speaking and make a leap into German culture” [17].

Among the positive achievements of the GermanSkills.com channel, it has to be noted the provided methodological recommendations for the development of pronunciation skills. The proposed exercises, for example [8], brought tangible results in the formation of the correct articulation of one of the most difficult sounds in German language for Ukrainian students, – pronounced in the French manner [r].

The practical application for materials, which appears within the framework of 30 Days Challenge, has also been found at Practical Course of German Language lessons. 30 TageChallenge is dedicated to the problems of learning German language: how to speak correctly and quickly, how to use multimedia to learn language, how to master different types of speech activity, how to avoid mistakes while learning new vocabulary, why there is a fear of speaking in foreign languages, etc. [9]. Students were asked to register as the project participant and to join a peculiar thirty-day marathon. Depending on the level of language proficiency, the participants received an e-mail daily task – the theme of the day from which they had to speak by recording an audio message. The predicted audio format of the answer helped many to overcome the fear of speaking aloud, and the ability to listen to the messages of other participants and discuss them contributed to the activation of speech skills. Several reports by the author

of the channel on the issues of challenge were offered for individual extra-audition listening to students who did not join the experiment, which caused an active reflection of the latter.

## 5 Conclusions and perspectives for further studies

We should note that the author's training channels on YouTube from professional vendors and amateurs can be used as additional teaching material in class and extracurricular for those students, who learn German language. There is obvious positive impact on: creating a dynamic learning environment; increasing the motivation of students' educational and cognitive activity by flooding into the linguistic environment through authentic video materials; optimization of individual work aimed at deepening or strengthening knowledge on specific educational topics, on condition of availability of professional monitoring and control. The use of information technologies creates additional opportunities for teachers, but requires a responsible approach to their use in order to achieve the goals and objectives provided by the curriculum. Integration of open sources of information into the educational process in universities requires careful selection of available material and its creative didactical revision (in particular, supplementation with the training activities agreed upon the purpose of concrete practical training). However, the question remains open of the probability of achieving a certain level of language proficiency solely on their basis. The latter requires a particular scientific research.

Content characteristics and some tips for using YouTube channels are summarized in Table 2.

**Table 2.** Content characteristics and some recommendations toward using YouTube channels

Channel / Level	Kind of educational material	Subject / additional information	Resource	Scope of use
Deutsche Welle / A1 – C1	video clips	casual situations, intercultural differences	interactive tasks, forum	classwork, homework
Learn German / A1 – C1	video clips	various subjects, news of culture and science	subtitles in English, full text, exercises, explanations	home reading
Slow German / A1 – B1	audio	everyday situations, social problems, country studies	full text, slow speech	classwork, homework, listening
Deutsch lernen durch hören / A1 – C1	training dialogs, video clips, songs	everyday topics, country studies	exam format, task, keys	classwork, homework
Deutsch mit Marija / A1 – C1	video clips	everyday topics, country studies	tasks, grammar- and vocabulary-training	classwork, homework

Expanding the boundaries of educational videos usage, which are represented as additional tools for teaching foreign languages provided in video hosting, on condition that they would be pre-adapted to the requirements of educational programs, has no doubt. Hence it seems expedient to master the methodical techniques of introducing them into the process of universities training of students of pedagogical specialties and encouraging the latter to create their own educational videos that are suitable for work in the audience and outside it.

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