

## SOCIAL ADVERTISING VIDEOS IN AUDIOVISUAL TEACHING METHOD IN FOREIGN LANGUAGE CLASSES

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### Summary

The process of learning a foreign language, as a rule, requires the use of various methods and means of working with linguistic material, depending on technological capabilities and basic didactic and pedagogical models. The development of cognitive didactics led to the emergence of a new concept of teaching a foreign language, based on taking into account the way students process linguistic material through immersion in the linguistic and cultural environment. Students, like all globalized modern society, are characterized by a great interest to the information space. In the period of social transformations of the world, in the time of the latest technologies and globalization, foreign language teachers can use the social advertising as the universal and rather harmonious sphere of mass media and information space to provide information material from a foreign language, because in addition to the large text content, such videos are a powerful factor, which influence on students even with some elements of manipulating them. Linguistic features of advertising texts undoubtedly play an important role in the use of foreign language concepts in social advertising videos, as they are aimed at drawing attention to current issues of society, moral values, and actualization of social problems. The text of social advertising itself creates a mood and image, forms the impression of the listener, observer or listener and further understanding of this information, which contains social advertising. Linguistic features of social advertising texts on a subconscious level affect the recipient, who must make the correct conclusion after watching a video of social advertising.

**Key words:** audiovisual teaching method, social advertising videos, audiovisual and textual factors of influence.

DOI <https://doi.org/10.23856/6305>

### 1. Introduction

Today, in the era of the latest technologies and globalization, information in any form is the indispensable means of influence that society needs. At a time when students of higher educational institutions are interested in social transformations, news of politics, culture, in the period of development of show business, new types of art, styles of music, mass media are extremely influential. Social advertising is universal, always present and inseparable from the sphere of mass media and information space in general as a global weapon of influence and manipulation, a product of creativity and a response to society's requests. In addition, the importance of researching the use of social advertising videos in foreign language classes from a linguistic point of view show that the text is an effective way to make a social advertising video an effective means of influence, attract maximum attention, interest in structure, semantic content and achieve the ultimate goal of perception and the recipient's understanding of the entire message.

Social advertising, which returns society's attention to the initial axioms of a dignified existence, universal human values, issues of culture, health and a conscious attitude towards oneself and others is especially relevant at the current stage of human development. Social advertising educates a conscious, civilized society in the modern information space, that is why **the relevance** of using social advertising videos in foreign language classes lies in the two-tiered dimension of such video materials: social advertising video texts are authentic linguistic material, analyzing which, students acquire practical skills and skills, but on the other hand, while working with video texts of social advertising, students subconsciously perceive the information presented in the video, which appeals to useful habits, safety rules, universal human values, etc. We had the opportunity to investigate the specifics of the influence of the texts of Turkish social advertising videos on students, which are learning Turkish as a foreign language, taking into account the basic principles of writing texts, focusing primarily on the quantitative percentage of vocabulary remembered by students from specific social advertising video material. The **purpose of our study** was to determine the main methods of using social advertising videos in Turkish language classes and their impact on the development of students' skills in practical translation of audiovisual texts and the skills to build and implement an effective strategy for self-development and self-improvement, both in personal and professional life through perception, awareness and discussion of processed videos of social advertising.

**The tasks that were set to achieve** the set goal are as follows:

- to single out social advertising videos and describe their features in accordance with the thematic content of the Turkish language classes;
- to investigate the structure of the text of the selected social advertisement and the linguistic-stylistic features of the elements of the advertising text, which may subconsciously influence the student;
- to determine the peculiarities of the construction and effectiveness of the described video texts, methods and techniques of the audiovisual teaching method in general, special cases of combining teaching methods when using social advertising videos in Turkish language classes.

**The object of the research** is advertising video texts of social advertising thematically aimed at solving society's problems.

**The subject of the study** is the linguistic-stylistic features of the video texts of social advertising in Turkey, during the use of which there is an increased reaction of the students of education.

Social advertising videos distributed by social services on Turkish television and social advertising in popular social networks were used as **the source of material selection**.

To achieve the goal, were used such methods as descriptive, which allowed to solve the task with clarification of the main theoretical issues; comparative – for comparing the text of advertisements, determining the structural varieties of video texts of social advertisements; component analysis – for description and classification of video texts of social advertising according to the criteria of structural construction, methods of creation and effectiveness.

## 2. Theoretical background

Learning a language is a complex process in which teachers should use the latest technologies as often as possible to apply scientific knowledge in performing practical tasks that directly shape the student's communication skills during learning. The latest technologies

cannot be separated from society, because they have a social origin and arise from the needs of society. If educators want students to be technologically equipped, all changes and their professional training must be carried out within the curriculum, in our case, teaching Turkish as a foreign language. Audiovisual materials are used to stimulate and facilitate foreign language learning, and media include many styles of visual presentation to engage students in language learning. That is, all audio-visual materials make a positive contribution to language learning if they are used at the right time and in the right place, and provide communication with native speakers through audio and visual means.

Communicative competence enables a person to carry out information activities, that is, to receive, analyze, transmit information and receive a response. The use of video materials of social advertising promotes the implementation of a person-oriented approach in education, ensures individualization and differentiation of education, taking into account the level of students, their abilities and inclinations.

The use of video materials in Turkish language classes contributes to the realization of the requirement of communication technology to present the process of mastering the language by understanding the living culture of Turkey, individualizing learning and developing the motivation of students' speech activity. Another advantage of video materials is their emotional impact on students, so special attention should be paid to the process of forming a personal attitude to the materials used in the educational process. This is the main goal of the person-centered learning paradigm. Successful achievement of this goal is possible, firstly, with regular showing of video materials, and secondly, with their methodically organized demonstration. The use of videos in Turkish language classes helps to develop different activities of students, as well as their attention and memory. During the viewing of video materials, an atmosphere of joint informative activity prevails in the audience, which contributes to the growth of concentration of attention. The use of different channels of information perception has a positive effect on the longevity of language material storage. Psychological features of the influence of video materials on students contribute to the activation of the educational process and create favorable conditions for the formation of communicative competence. In our opinion, social advertising videos are an important group of video materials that can be used in foreign language classes. Social advertising videos are interpretive and clear, their visuals demonstrate sound judgment and enhance the understanding of the video text, heighten auditory acuity and illustrate the target language being used.

Paying attention to the fact that advertising is not just an informational message, but a product of high creativity and a response to society's request, it can be argued that social advertising is actually a type of communication aimed at drawing attention to current issues of society and its moral values, as well as actualizing the problems of society. Its purpose is the humanization of society, the formation of its moral values; its mission is to change the behavioral model of society (*Aktuğlu, 2006, p. 11*).

Aktuğlu I. compares social advertising to a large magnifying glass. Even more so – with a telescope that separates individual fragments and details from our consciousness and enlarges them to magical dimensions. And quite often, looking through such a telescope, we lose our sense of proportion, and the offered goods and services begin to seem like a necessary part of our lives (*Aktuğlu, 2006, p. 12*).

Turkish social advertising is the subject of research by the following scientists: Aktuğlu İ., Akyol Ş., Özdemir H., Yılmaz E.G.

The tasks of social advertising are building the country's image, solving social problems of society, solving economic problems, achieving more harmonious relations in society,

solving social problems, such as: popularizing a healthy lifestyle, fighting poverty, violence, crime, environmental pollution; involvement in participation in public organizations, charitable actions, etc.

Taking into account Turkey, we can talk about a number of social problems that have developed historically, as the country has experienced a difficult path of its development and formation on the world political arena. We are sure that social advertising videos that can be used to improve foreign language communication skills of students can contain extralinguistic elements that will make students think about social issues.

### 3. Methodology

The use of video materials in Turkish language classes contributes to the realization of the requirement of communication technology to present the process of mastering the language by understanding the living culture of Turkey, individualizing learning and developing the motivation of students' speech activity. Another advantage of video materials is their emotional impact on students, so special attention should be paid to the process of forming a personal attitude to the materials used in the educational process. This is the main goal of the person-centered learning paradigm. Successful achievement of this goal is possible, firstly, with regular showing of video materials, and secondly, with their methodically organized demonstration. The use of videos in Turkish language classes helps to develop different activities of students, as well as their attention and memory. During the viewing of video materials, an atmosphere of joint informative activity prevails in the audience, which contributes to the growth of concentration of attention. The use of different channels of information perception has a positive effect on the longevity of language material storage. Psychological features of the influence of video materials on students contribute to the activation of the educational process and create favorable conditions for the formation of communicative competence. The teacher determines whether it is necessary to constantly include the video material in the educational process, or to use separate episodes, taking into account the relevance of the video material to the communicative situation included in the program of the subject related to the study of the Turkish language. The amount and nature of information should correspond to the amount and quality of information that a student, learning the Turkish language, is able to receive at the specified moment. The effectiveness of the use of video material in the educational process depends on the exact definition of its position in the educational system, on the coordination of the educational opportunities of the video material with educational problems, on the rationality of the work organization, and on the functional features of the video.

A survey conducted among students studying the Turkish language showed that the use of social advertising videos in Turkish language classes has a positive effect on the memorization of unfamiliar vocabulary due to the emotionality of the text presented for viewing. An experiment was conducted during several classes of the Turkish language with students who have a basic level of knowledge of the Turkish language: during the class, the students were offered educational materials related to various social problems in the form of ordinary texts, dialogues, audio recordings and videos of social advertising, before each class a dictionary with potentially unknown vocabulary for students was developed. In order to control the study of unknown vocabulary, a small vocabulary dictation was conducted in the next lesson, the results of which were quite surprising, because unknown vocabulary from a social advertising video was better remembered by students, as evidenced by the test results. After an experiment using

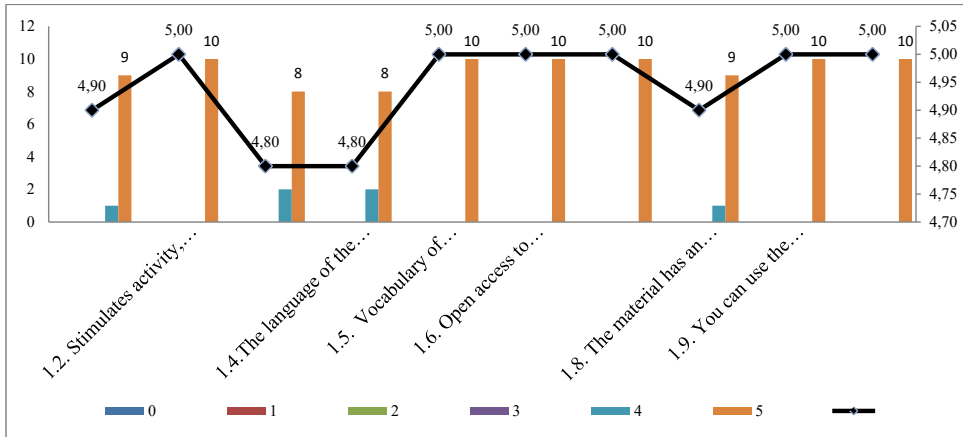
social advertising videos in Turkish language classes, we conducted a survey among students regarding the best text material used in the class that had an unknown vocabulary context that promotes better memorization of new words. The following table shows the results.

Videos of social advertising	0	1	2	3	4	5	The average score
	Can't rate	Don't agree at all	Mostly don't agree	Partially agree	Mostly agree	Completely agree	
1.1. Attracts students' attention more than other educational materials	0	0	0	0	1	9	4,90
1.2. Stimulates activity, creativity and independent work of students	0	0	0	0	0	10	5,00
1.3. The text of the educational material is modern and interesting	0	0	0	0	2	8	4,80
1.4. The language of the material is understandable and clear	0	0	0	0	2	8	4,80
1.5. Vocabulary of educational material is well remembered	0	0	0	0	0	10	5,00
1.6. Open access to educational material	0	0	0	0	0	10	5,00
1.7. The educational material encourages student reflection	0	0	0	0	0	10	5,00
1.8. The material has an acceptable volume	0	0	0	0	1	9	4,90
1.9. You can use the material without the teacher's comments	0	0	0	0	0	10	5,00
1.10. Can be used as homework	0	0	0	0	0	10	5,00

**Fig. 1. Results of a student survey on the effectiveness of using social advertising video materials**

#### 4. Analysis of social advertising videos used for research

The inequality of social relations, the lower status of women in determining the state and family system is still considered one of the urgent problems of Turkish society. Turkish society, like most societies in the world, developed according to the pattern of male dominance, which gave rise to manifestations of sexism at all levels of its functioning. Adhering to the tradition that "a man is the head of everything, therefore a woman must obey a man", it was quite often possible to observe cruel manifestations of violence against women in Turkish families.



**Fig. 2. Schematic figure of the results of a student survey on the effectiveness of using social advertising video materials**

Moreover, according to the General Administrative Office of Turkey, in the hinterlands of Turkish villages, where the majority of the Turkish population does not have a high-quality education, there are egregious cases of honor killings of women. This kind of violence against women is completely unjustified and illegal, it embarrasses not only the world community, but also the entire Turkish population, which is characterized by its post-industrial and modernity. Social advertising helps to solve this primary problem.

Today, hundreds of brochures, posters, audio and video recordings are distributed by such associations as: Ministry of Family Affairs and Social Policy (Aile ve Sosyal Politikalar Bakanlığı), Family Support and Protection Center (Aile Koruma ve destek merkezi), Association for family and cultural society (Kültür Toplum ve Aile Derneği), Violence Monitoring and Prevention Center (Şiddet Önleme ve İzleme merkezi). For example, an advertisement that was released on the eve of International Women’s Day with the support of Finansbank with the slogan «Anladıkça anlıyoruz» «We will along after we’ll understand» became very popular.



From a linguistic point of view, this slogan is a simple statement of fact, but looking deeper, on a subconscious level, observers of this advertisement see in this text a solution to the problem of women’s discrimination, because in any case, as this social advertisement says «we’ll get along». The advertisement presented to the audience with the support of the Filli Boya company is also very popular to this day, the main text of which is based on the slogan «Bu topraklarda kadının hakkı var!» «Women also have rights on this earth!».



This ad makes a statement that should apply to everyone, with which it is impossible to disagree and which communicates a well-known truth in a favorable interpretation for the advertising message. This headline-slogan states something that the recipient already knows, but needs to repeat to himself through the ad copy.

Turkish social advertising, which calls on men to respect women in a large-scale sense, unites individuals, in this case, the beautiful half of humanity, consumers in society, helps them feel part of one whole, after all, is one of the levers of public opinion formation, and the most expressive executor of these her tasks.

Social advertising aims to improve social attitudes in society, draw attention to important topics, or, on the contrary, warn people against certain actions. Therefore, social advertising does not necessarily carry a positive charge; very often flashy, terrible advertising is used, which scares, but at the same time warns and is quite effective. Such advertisements are usually produced by the Turkish Drug Addiction and Substance Monitoring Center (Türkiye Uyuşturucu ve Uyuşturucu Bağımlılığı İzleme merkezi). After reviewing dozens of advertisements of this union, we came to the conclusion that Turkish society really suffers from such a terrible problem as drug addiction. According to the data of the Main Administrative Office of Turkey, there is a large number of people who have drug addiction. Moreover, it would seem impossible, but drug addiction has affected even children. There have been recorded cases of drug use among students of lower grades.

One of the rather influential advertisements of the Turkish Center for Monitoring Narcotic Addiction and Narcotic Substances is an advertisement, which cries «Mutluluğunuzu, sülüğünüzü, gereğini ve hayatınızı nışım ile yok etmeyin» «Don't kill your happiness, freedom, future and your life with drugs» while showing the horrific life story of a young man who got addicted to drugs.



From a linguistic point of view, this slogan is a warning, it immediately demonstrates the possible consequences of the actions of the target audience, and also with its implication warns against starting the use of narcotic substances that can completely ruin a person's life.

The problem of drug addiction concerns the entire Turkish community, so social advertising is a weapon in the fight against drug addiction in Turkish society. Another prominent example of influential anti-drug advertising is the slogan posters distributed by Türkiye Kamusal Yönetim derneği (Corporate Governance Association of Turkey). The union uses such slogans as: «Kendini sevebilen, kendine inanan ve önem veren insandır» «A person who is truly able to love himself is a person who believes in himself and values himself»; «Ölümün denemesi olmaz!» «You can't back from death».



The text of these slogans provides an interpretation, a list of specific ways to implement the idea of the entire advertisement, while the title has already set up the recipient and intrigued him with the possible, and most importantly, the desired result. Thus, we have an inverted

structure, when the statement of the problem is moved to the background (or completely eliminated, it is understood from the context). The advertising text as a whole in this case completely depends on the wording of the title. Often in such constructions are used grammar forms of obligation, which motivate and call for certain actions or, on the contrary, warn against undesirable actions.

Türkiye Cumhuriyeti Sağlık Bakanlığı (Turkey's Ministry of Health) distributes a large number of solid advertisements related to bad habits in Turkey. Thus, last year 2015, with the support of the Ministry of Health of Turkey, an action took place on the central channels of Turkish television, which included a series of social advertisements broadcast with the slogan «Sigara Pişmanlıktır» «Smoking: Repentance».



In our opinion. it is a slogan-idiom, one of the ways of using well-known statements and fixed expressions. This is done by replacing certain elements, asserting values, appealing to known associations, calculated on the presence of background knowledge in the recipient and subsequent easy memorization of the phrase in the title. Under this slogan, the Ministry of Health of Turkey released a series of advertisements in which real people who suffered from the bad habit of smoking took part. Each of them briefly told their sad story about how smoking literally destroyed their lives, because some of them are already forever confined to a wheelchair or to an oxygen tank.

Another rather important and, in our opinion, urgent social problem in Turkey is the problem of car accidents. Based on the official data of the Main Police Directorate of Turkey, it can be stated that car accidents are also one of the social problems of Turkish society. About 168,000 accidents occurred in the country in 2015, resulting in the deaths of car passengers. To combat this problem, the Turkish General Police Department released a series of advertisements warning drivers about speeding, drunk driving, drowsy driving, etc. Our attention was drawn to the slogan «Emniyet kemerini tak, hayatta kal» «Fasten your seat belt, go on living».



In our opinion. such a title-slogan can be considered combined. The peculiarity of such headings is the combination of two basic writing techniques at once, namely, an assertion and its consequence. In this case, the headline acquires greater semantic independence and is not only a preamble to understanding the main text of further advertising, but a self-sufficient logically complete statement.

Based on the developed theoretical material, we determined that the text of social advertising videos is a rather relevant subject of scientific research, as they are determined by the needs of modern Turkish society. On the basis of the developed practical material, we can claim that the linguistic aspects of social advertising in Turkey widely influence the understanding and analysis of advertising by the recipient in general. Our study, which examines the



educational aspect of Turkish social advertising, demonstrates the positive impact of such video products on foreign language learners.

## 5. The role of a teacher

Obviously, the practical structure of using video in the classroom is quite convenient; the teacher can enter the process whenever he wants, he can stop, start and rewind to repeat the recording when necessary. In addition, the student can focus on the language in detail and interpret what is said, repeat suggested phrases or sentences, predict the answer, etc. The learner can also focus in detail on the visual cues for the proposed meaning, even without fully understanding the language, one can guess what the video is about with the help of the visual cues.

In order to organize effective viewing of video material, attention should be paid to preliminary preparation for watching the video, correct formulation of the educational task based on the video material, correct perception of information by students and control of understanding of the presented material. Preliminary preparation for viewing video material involves informing students about its title; you are invited to express your assumptions about the main content and possible characters; new lexical material must be introduced to understand the content of the video, the introduction of lexical material must precede the demonstration of each part of the video material; special attention is paid to the various artistic means and proper names used in the video material (*Kumar & Vigil, 2011, p. 148*).

Control and understanding of the presented material is an integral part of the educational process, which should also be present during the use of video materials in Turkish language classes. The teacher can offer such educational tasks as: choose the correct answer from the proposed ones, arrange the phrases according to the plot of the film, divide the film into logical parts and choose a title for each of them, connect the following statements with the characters of the film, connect the following events with a place that appears in the video material, name the participants in the following dialogues, choose one correct option to continue the phrase, etc.

In order to develop speaking skills, you can stimulate communicative activity with the help of various tasks. You should start with the usual discussion of the dynamics of the plot, the features of the appearance of heroes, characters and actions. You can use the following types of tasks: describe the place and time of the action, remember the names of the main characters of the film, describe the appearance of the main characters of the film, express your opinion about the characters, restore the chronology of events, share general impressions about the video material, formulate the problems raised by the authors, etc. Next, we proceed to the discussion of the problem (*Fauzi, Damayanti & Ilahi, 2017, p. 49*).

The teacher should stimulate students' oral statements not only about the content of the video material, but also about its problems and ideas. Take, for example, the translation of a short social advertising film in a Turkish language class. The following types of questions and tasks can facilitate its discussion. How do you characterize the action time? What do you know about the setting? What associations does this scene evoke? What emotions do the characters of the film evoke? Why? Which character from the film's heroes is closest to you? If you were in the place of the characters of the film, what would you do in this situation? Predict the next sequence of events. What problem do you consider the most important? If you were a director, how would you illustrate such a problem in your film? To solve each task, students must know not only the general content of the video film, but also remember the details, as well as be able to evaluate the events, give a description of the characters, using the words and expressions used in the film (*Fauzi, Damayanti & Ilahi, 2017, p. 51*).

Video used in the classroom should be interpretive and clear. Visuals should demonstrate sound judgment and enhance understanding, heighten auditory acuity, and illustrate the target language being used. Teachers, when showing video materials in Turkish language classes, should avoid the use of distracting factors, oversaturated and unclear stimuli. Visual aspects are not effective in the learning process when the visual image is too small, when the video does not play well or the picture is far from the text illustration, when the material contains irrelevant subtitles, when the video is overloaded with information related or unrelated to the picture and when the picture has no aesthetic meaning. A visual cue can be accompanied by a written cue to focus attention on the subject, character, or event being fleshed out. If the video clip is to be used in the audience to improve listening comprehension, it should be shown in segments rather than as a whole. These segments should be separated to use macro and micro listening skills from the audio component of the video. There is little, if any, empirical evidence to suggest that videos shown as a whole improve students' understanding of the material presented, as visualization may help to understand the script or the overall plot of the video, but it may impair understanding of individual messages offered in the video as well. In fact, constant visual stimuli can impair the auditory component. According to our observations, when watching the video that was offered during the Turkish language class, the attention span of the students decreased somewhat. The first signs of distraction in the group appeared after the first minute, and by the end of four minutes distraction had spread to a third of the students in the audience. In the video condition, a few more students were distracted after six minutes, most students still lost concentration after ten minutes, and about a third of them continued watching until the end.

Despite the above-mentioned shortcomings, we believe that the use of video of the social advertising materials in Turkish language classes is a rather important auxiliary tool for the teacher, which allows you to immerse yourself in the language environment and improve the communication skills of students. Video materials help students become active in class. Frequent opportunities to pause, interpret, discuss and replay allow learners to be fully involved in the learning process, so watching videos in Turkish language classes is a great alternative to traditional lectures and note-taking.

As in many Turkish language teaching situations, the teacher plays a key role in using video as a teaching aid. In order to create a successful language learning environment, the teacher must actively interact with students, as he is the controller, evaluator, organizer, prompter, moderator and participant in the learning process. It is also important to prepare the teacher to present video materials in class. In order to ensure students' correct understanding of certain language aspects used in the video material, it is advisable to prepare an overview of possible unfamiliar vocabulary, as well as grammatical constructions encountered. After watching the video, it is necessary to make a mandatory analysis of the studied material, namely: to determine the percentage of understanding of the text of the video, the teacher can offer to perform various written tasks related to it, a collective discussion in the audience or a concise retelling is possible.

## 6. Conclusions

The main source of the emergence of social advertising is social life, which is full of conflict situations and opposition at the level of social groups and therefore urgently needs creative stimuli and processes. All over the world, social advertising is an important component of the worldview and moral health of society. It is not easy to single out social advertising among

various types and subtypes of commercial and political advertising. Its goals and objectives were often mixed with the goals and objectives of other types of advertising, as well as journalism. Unlike commercial advertising, the information contained in social advertising is not new. On the contrary, the more the addressee of social advertising is aware of the topic of the social message, the more acutely he reacts to it, the more effective the campaign is. Social advertising is characterized by such criteria of psychological effectiveness as memorability, attractiveness, informativeness, that is why to improve the communication skills of students studying a foreign language, the use of social advertising as one of the types of audiovisual materials for learning is not only a way to once again attract the attention of students to the urgent needs of society, but also to help them remember text content, in particular, previously unknown vocabulary in an interesting format. The emotional component of advertising influence determines the emotional attitude to the object of advertising information: whether the subject relates to it with sympathy, antipathy, neutral or contradictory, this is what subconsciously affects the students of education and such educational material is easier to remember.

The study of linguistic and thematic aspects of advertising activities involves the analysis of those aspects of it that cause a person to have an emotionally colored attitude to advertising and to the product itself, which ultimately shapes the behavior of society, which is why the successful choice of the title of social advertising directly affects its further perception.

The text in Turkish social advertising videos attracts the attention of the consumer of advertising, a wide audience, thanks to it the entire verbal series is well remembered, its main idea is precisely the problem that the author highlights. Authors of advertising headlines influence the consumer with the help of linguistic techniques. Very often in the advertising text you can find a rhythmic construction of the text, sometimes the authors of the advertising texts resort to the use of idioms, they make the headline brighter, more emotional, more expressive. Often, ad creators use a question in the headline, and a question always requires a correct answer.

Currently, both in Turkey and around the world, a lot of attention is paid to the question of the place and role of social advertising in the life of society. The need to solve social problems in countries increases the significance of this type of advertising and sets the task of its further development. Creative social advertising is designed to promote a highly moral way of life and call people to kindness and care. The thematic orientation of Turkey's social advertising raises such issues as: bad habits, homelessness, traffic accidents, domestic violence, women's rights, environmental protection and others, which are directly relevant topics for discussion in a foreign language in Turkish language classes.

Possessing a high potential in the formation of social values, modern Turkish social advertising is diverse both technically and creatively. Such diversity is explained by the desire of social advertising to influence the human consciousness. That is why, in the process of its creation, the methods of the linguistic approach are actively used, which are based on the general principles of psychology, the work of consciousness and subconsciousness, the peculiarities of visual, auditory, and associative perception of the environment by a person.

As in many Turkish language teaching situations, the teacher plays a key role in using video as a teaching aid. In order to create a successful language learning environment, the teacher must actively interact with students, as he is the controller, evaluator, organizer, prompter, moderator and participant in the learning process. It is also important to prepare the teacher to present video materials in class. In order to ensure students' correct understanding of certain language aspects used in the video material, it is advisable to prepare an overview of possible unfamiliar vocabulary, as well as grammatical constructions encountered. After watching the video, it is necessary to make a mandatory analysis of the studied material, namely:

to determine the percentage of understanding of the text of the video, the teacher can offer to perform various written tasks related to it, a collective discussion in the audience or a concise retelling is possible.

The results of the research can be used in the teaching of the Turkish language, the methodology of teaching the Turkish language as a foreign language, the practice of translation and other disciplines. This topic has not been studied in detail in the field of world Turkology and needs further research.

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