

ON THE USE OF FILMS TO STUDY ENGLISH

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Annotation

The development of methods of teaching English requires teachers to expand the range of methodological resources. Now, in addition to printed and audio materials, teachers can use English-language films, since today they have become available to a wide range of consumers and are essentially the most authentic material representing the language, speech behavior and culture of native speakers.

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Films can be used both in class and for independent work. As a rule, the use of films helps to maintain student motivation at a fairly high level, since watching a film / its scenes and doing exercises for them is much more interesting than traditional types of work that focus on correctness and are aimed at preparing for various exams and tests, and not on mastering a foreign language as a tool for communicating with its native speakers. One of the main disadvantages of standardized and traditional types of work is the lack of real meaning context. As a rule, as a result of using such types of work in English classes, students find it difficult to understand the main ideas in listening and reading based on authentic material.

When using the film in English classes, you can use the following techniques:

- viewing scenes in order, i.e. viewing one scene, then analyzing it and only after that viewing the next scene;
- viewing only certain scenes or using one scene from the entire film;
- watching the whole movie.

The choice of methods for using films, as a rule, depends on the learning objectives and the audience of students. As a rule, for weak groups of students, watching the entire film at once is undesirable, since students of this level may experience information overload. When using this approach, the teacher must determine in advance the purpose of using each passage intended for viewing [1], for example:

- organizing a discussion on a specific topic;
- ✓ listening;
- ✓ grammar;
- ✓ pronunciation;
- ✓ speech behavior;

- Facts of the culture of the country of the language being studied.

When watching a film as a whole, it seems advisable to use tasks related to the whole film, and not to its parts. When using this approach, an entire lesson, including watching a film and completing assignments for it, usually requires one to two hours, in contrast to classes that use excerpts of the film and related activities [2]. For example:

- with a picture, but without sound (or vice versa);
- pause or frame-by-frame viewing (pause/frame control);
- arbitrary sequence of fragments (for their subsequent ordering) (jumbled sequence);
- Viewing in small groups of different fragments or the same thing in different modes for subsequent restoration of the whole (split viewing).

This approach is best suited for advanced English language learners because it eliminates the hassle of constantly interrupting the viewing experience, allowing students to focus their attention on understanding the meaning of the film and its subtext. That is why, to watch in their entirety, you should choose films with meaning, and not purely entertaining ones, since it is important not only to pay attention to the form, but also to activate thinking, which allows films that raise questions that concern native speakers and those who study it [3]. In this case, the meaning put into the words is important, and the form is interesting in connection with the shades of meaning that it brings to the conveyed meanings. As a rule, watching an entire film gives students additional motivation to learn a foreign language, and also allows them to delve deeper into the depths of the language being studied and the modern speech behavior of its speakers. This approach to studying the English language and the speech behavior of its speakers not only contributes to the development of listening skills, but also develops students' interest in pragmatics, which, in turn, is an integral part of communicative competence.

When choosing a film to be used in English classes, you must be guided by the following criteria:

- the degree of comprehensibility of the film and the language used in it to a certain group of students;
- how suitable the plot of the film is for this audience;
- volume of language material;
- volume of speech-behavioral material;
- volume of regional studies material;
- ✓ balance of speech and visual material;
- ✓ availability of subtitles;
- how modern the film is; etc. The more of the above criteria are met, the less likely it is that watching a movie in an English class will result in a waste of time and irritation on the part of both the teacher and the students.

When using films in English classes, you should adhere to a three-phase work scheme:

- 1) before viewing (pre-viewing);
- 2) while viewing (while-viewing);
- 3) After viewing (post-viewing/follow-up). The importance of the first phase lies in the fact that it is preparatory in nature. The effectiveness of using films in English classes largely depends on the

teacher and his ability to familiarize students with the concept and characters of the selected film, thereby preparing them to watch the film. At this stage, you can use exercises for which students will need to guess, for example, about the content of the film, based on the cover of the DVD, etc.

While watching, you can work with the storyline and characters of the film you are using. At this stage of work, you can resort to various types of exercises, for example:

- viewing in small groups of different fragments or the same thing in different modes for subsequent restoration of the whole (split viewing);
- with a picture, but without sound (or vice versa);
- studying details;
- recording/transcribing;
- video dictation with filling in the blanks (video dictogloss).

Exercises of these types will help you better understand the film, as well as the idioms and slang presented in it (if any), used in various communication situations. This is very important because in real communication with a native speaker, as a rule, you can encounter an abundance of idiomatic expressions and, possibly, slang, ignorance and inability to use correctly which can reduce the effectiveness of communication.

At the final stage (after watching the film), you can use exercises such as:

- alternative choice (true / false);
- multiple choice;
- search for correspondences (matching);
- putting in the right order;
- gap filling;
- problem solving;
- role-play;
- Group discussion.

Within this stage, you can also include homework on the film you saw, using the following types of exercises:

- an essay with elements of description, reasoning, etc. (for example: Your favorite character);
- ✓ film review.

Thus, films represent very valuable authentic material that is often undervalued. When choosing a film, you should be guided by the above criteria. Provided that the film is correctly selected, suitable for a specific audience and consistent with the goals set by the teacher, it (the film) will not only contribute to students' mastery of the target language, but also acquaint them with the speech behavior of its native speakers. Films are also great for listening, because the language used in them closely matches real communication, when we see a native speaker speaking and have a more complete context, including its visual aspects, which allow us to compensate for possible problems with the audio side of communication. The film visually presents the pronunciation of native speakers, which makes it easier to understand the intonation and stress in an English sentence. Having mastered such knowledge, students will be able to better understand the true meaning of a statement, as well as construct their speech in a foreign language according to the models accepted among its speakers. Such skills will allow students to concentrate not only on form, but also on content. It is important to note that films are

also a visual illustration of all components of the speech behavior of native speakers of the target language, i.e. gestures, facial expressions, postures, distance between interlocutors, ways of expressing emotions in various communication situations, etc. All of the above factors of speech behavior of native speakers, in in turn; help students not only learn the foreign language itself, but also how the language is used in everyday life by its native speakers. Knowledge of the rules of speech behavior will help students use a foreign language in the process of communicating with native speakers more effectively.

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