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THE ESSENTIAL INFLUENCE OF FILMS IN TEACHING INTEGRATED SKILLS

Мақола инглиз тилини ўқитиш жараёнида кинофильмлардан фойдаланишнинг зарурлиги хусусида сўз боради. Чунки бу усул талабаларнинг билиш ва интеграллашган фаолиятини шакллантиришга ёрдам беради. Бадиий фильмлар шу тил эгалари учун ишланади, шу боис фильмларда қўлланиладиган нутқ жараёни реал ҳаётга уйғун. Жонли инглиз тилини тушуниш уни ўрганишдаги асосий мақсадлардан бирidir.

В статье речь идёт о необходимости использования фильмов в процессе преподавания английского языка, так как они дают большие возможности для развития умений и навыков во всех видах интегрированной деятельности. Художественные фильмы создаются для носителей языка, поэтому в них говорят так же, как в реальной жизни за пределами класса. Понимание живого английского языка является одной из основных целей его изучения.

The article refers to necessity of using films in teaching English, as they give much opportunity to develop the students' ability and skills in all types of integrated activities. As the films are produced for a native speaker, it provides with examples of English used in 'real' situations outside the classroom, particularly interactive language. The understanding the language of real-life conversation is the main purpose of language learning.

Калит сўзлар: фильм қаҳрамони қиёфасини эслаб қолиш, қўллаб-қувватлаш, рақамли, рағбатлантириш, намойиш қилиш.

Ключевые слова: уловить образ героя фильма, способствовать, цифровой, поощрение, показ (демонстрация).

Key words: capture moving images, promote, digital, encouragement, display.

Nowadays the world becomes smaller and smaller, computer and the internet are spread in fast speed. The usage and development of high technology, like mobile means and computers allow people use them in easy way. The access of watching films, clips or other editing tools have changed our life. Of course it changed the way we teach and language learning.

Film – producers can post their films online and reach thousands of viewers such as language learners. Of course all teachers use grammar exercises, slide-show and tape recorders during the lesson, but How do you think what's the principles behind communicative language teaching? - to make students use the language in real life.

So, I mean time by time we should shift to authentic material, as video and advertisements and so on. The film contains the certain topic and it can promote the idea which we could hardly explain occasionally. It can also reveal the topic with real life evidences and facts, in which the learner will be exactly involved. So our main task we should help students to raise their awareness of authentic material and take the advantages of using them in language teaching. We, teachers usually use newspapers/magazines, novels, articles, advertisements, reports, instructions in real life as an authentic material. The material taken from real sources, which have not been specially created for teaching purposes, attracts more learners' attention rather than the texts in the textbook.

In my opinion, the films made for native speakers have much benefits of using as authentic material in the classroom, like; real life language, real life situations, students can assess themselves against real language. Nonetheless, authentic texts can increase students' motivation. Movies are extremely useful in language teaching because they are samples of real language and help to bring the 'real' world into the classroom. But the teachers should be careful in selecting them, taking into account the age and the culture of learners.

Possible criteria for the selection of authentic material:

1. Relevance (to syllabus, to learners' needs).
2. Interesting topics which will encourage learners to respond.
3. Cultural appropriateness (e.g. absence of any phrases or episodes that can be offensive, also whether the text is culturally accessible)
4. The level of difficulty of the language in relation to the ability of the target group.

So, I'm sure that they may motivate students and involve them in thinking about real problems and situations. Students can be deceived about the true nature of the language if they are always offered textbook texts. From time to time learners need to assess themselves against real language. Teachers may show any necessary part of the film during the class several times, so the students are able to obtain detailed awareness which is important in allowing them to engage critically.

As Chan and Herrero mentioned, as most short films can be watched several times a different focus or activity can be used for each viewing which may help to develop integrated skills. Another reason why films are particularly useful to use in

a single lesson is that they offer a complete story in a short time, which seizes learners' attention quickly. All students love creative stories in films. (1, 15)

During my teaching process I used too many films such as; Harry Potter, the Ron Clark's story, Pride and Prejudice, Bridget Jone's diary, Romeo and Juliet, The love is....., Four Feathers, Untouchables, Bad Weddings etc.

Language teachers often use films in their lessons, because learning from films is motivating and encouraging. Some of my colleagues often ask me: "What can film or video give our students? How they can help us?" It's about six years that I started to use English films as an authentic material in my lessons. And it helped me much, as the motivation – it is great! Encouragement – is Fantastic! The result – is super!

Once I was looking for some short films about marriages and engagement of different countries related to cultural issues related to curriculum. I found the film, it was precisely the film which I wanted to provide as an authentic material. It was "Bad Weddings", the most appropriate one to my lesson. Catholic parents see their life upside down, because their daughters decide to marry to young men from different nations and origin. It's a very enjoyable comedy, which reveals cultural issues and traditional attitude between family members.

We all would like to believe that most of us are above racism. Unfortunately sometimes we notice that racism has not disappeared, it is just better hidden. To watch film which exposes such deeply deep-rooted attitudes head-on, is quite something. "Bad Weddings" provided my students with sample dialogues of English used in 'real' situations outside the classroom, particularly interactive language – the language of real life conversation. It's maybe due to these films the students were shown natural expressions and the natural flow of speech.

Additionally, the film is for practicing listening, speaking and other language skills. The students may complete the activities as group discussions, roundtable-debates, maybe role plays, recreating conversations or summarizing. The following example activities will increase communicative skills of students. The tasks are based on the review of the book "Pride and Prejudice". This is one of students' lovely books for all times; of course it might be difficult to understand because of old English. It's a actually lovely story and absolutely worth to read.

Most of all, the conversation between Darcy and Elizabeth were both smart and charming. The characters were witty and well developed and the main idea was completely perfect. Here the learners may revise some film review vocabulary through pair or individual work discussions; they may write their own film review after analyzing a model, or answer the questions about the film.

Activity 1. Read the review of the film. Could the writer complete the questions?

1. What is the topic?
2. What genre is it about?
3. What is the book based on?
4. Where do the film events occur?
5. Who are the main heroes in the film?
6. Who plays the main character?
7. Who is your favourite character in the film? Why?

Film review

Pride and prejudice

Critical review by Stuart Wood

As I've stated, undoubtedly majority of women who read this review will know the story backwards and will send the author to point out all his errors.

The Bennets' family was reasonably prosperous, if slightly bad-mannered family living in **late 18th century England**.

Once the noble Mr. Bingley appears in the town with his close friend Mr. Darcy, the young ladies began to show the trait of being intensely emotional. While Mr. Bennet's eldest daughter Jane falls for the awkward Bingley, his second daughter confronts with the apparently unfriendly Mr. Darcy. Elizabeth was a confident, independent and a well-read lady. Could the verbal fencing between Elizabeth and Darcy be hiding their **true feelings**, and if it is, can it and the other sisters' **relationships** survive the rigid?

I like the attitude and relationships between characters in this film.

I think this is a **perfect film** for people who prefer traditions, art and romantic. It makes to think about life and about status of people in the society, **about** people' position those are poor.

★★★★★ You must watch it!

★★★★ Perfect !

★★★ Really good!

★ boring!

2. Follow the steps in order to write your own movie.

1. Think about the film you have seen recently.
2. Write down a note for each of the questions in Activity 1.

Use some of the words and phrases in bold. Write between 150 and 170 words.

In these lessons students read all reviews and vote to the films they like most. These activities I use with second year students, because they encourage them to take part in film debates, grow students' writing skills and teach them to use time planning before they start to write.

- Be sure that your students understand the questions and could explain the new words.
- Give your students time to discuss the questions and to make notes.
- Go around the classroom and ask your students questions about films they have chosen.
- Give each student a copy of the film review handout. Tell them to work in pairs.
- Be sure that your students understood that all the information has been included in the film review.
- Help your students to notice how the review was divided into 3 paragraphs.
- While students are doing activity 2, monitor them as they write in correct order of steps.
- Preferably students should choose a different film from the film they spoke about at the beginning of the lesson.
- display all the review on a classroom wall or, alternatively upload the review onto a shared document and get learners to vote on the most interesting film.

In conclusion we can surely suggest that the films can be used in wide range in our education system. Giving the students activities based on videos with subtitles or without, it doesn't matter; they get the advantage in practicing new vocabulary. Films have an essential role in teaching English as supplements to the language often found in course books; they confront learners with real language used for real purposes. If we don't make our lesson productive with different encouraging visual aids, nothing will change. That's why following curriculum and progressing the material we can achieve more. I'm sure that the improvement of teaching English depends on authenticity and enthusiasm we creat!

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