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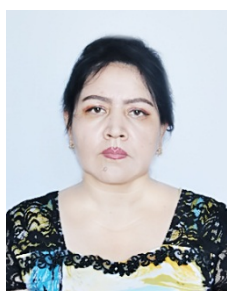
IMPLEMENTATION OF DOCUMENTARY FILM IN TEACHING RUSSIAN



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Abstract

Visual aids play active role in teaching Russian language because they enable students learning the language in better way, giving them opportunity to realize the topic much more as today's effective method. This paper highlights some ideas of scholars' for the use of visual aids (e.g., animation videos, documentary films), and an experiment carried out with the staff at the Department of Uzbek and Russian languages, Karshi Engineering-Economic institute as well as with the professor-teachers at the Department of Russian language and literature, Karshi State university, Karshi, Uzbekistan, in order to find out their attitudes according to the use of documentary films in Russian language classes. The findings are shown in the below-mentioned diagram.

Keywords: Russian language; documentary films; experiments; multi-media resources.

РУС ТИЛИ ДАРСЛАРИДА ХУЖЖАТЛИ ФИЛЬМНИ ТАДБИҚ ЭТИШ

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Аннотация

Рус тилини ўқитишда кўرғазмалар қўлланмалар самарали замонавий методлардан бири бўлиб, ўқувчиларга тилни мукамал ўрганишга, мавзунини чуқурроқ англашга ёрдам беради. Мақолада, олимларнинг кўрғазмалар қўлланмалардан фойдаланишига бўлган муносабатлари ҳақида айрим фикрлари келтирилган (масалан, анимацион видеороликлар, хужжатли фильмлар), ҳамда рус тили дарсларида хужжатли фильмлардан фойдаланишга бўлган муносабатларини ўрганишда Қарши муҳандислик-иқтисодиёт институтининг “Ўзбек ва рус тиллари” кафедрасида, ҳамда Қарши Давлат университетининг “Рус тили ва адабиёти” кафедрасидаги профессор-ўқитувчилар билан сўровнома ўтказилди, Қарши Ўзбекистон Олинган натижалар қуйидаги диаграммада келтирилган.

Калит сўзлар: рус тили; хужжатли фильм; эксперимент; мультимедия ресурслари.

ИСПОЛЬЗОВАНИЕ ДОКУМЕНТАЛЬНЫХ ФИЛЬМОВ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ

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Аннотация

Наглядные пособия играют важную роль в обучении русскому языку, так как они помогают учащимся лучше изучать язык, дают им возможность лучше осознать тему. В статье приводятся мнения преподавателей и ученых в отношении использования наглядных пособий (например, анимационных видеороликов, документальных фильмов), а также описывается эксперимент, проведенный преподавателями кафедры узбекского и русского языков Каршинского инженерно-экономического института и кафедры русского языка и литературы Каршинского государственного университета для выяснения их отношения к использованию документальных фильмов на занятиях по русскому языку. Полученные результаты показаны на диаграмме.

Ключевые слова: русский язык; документальный фильм; эксперимент; ресурсы мультимедиа.

Introduction. The emergence of information and communication technology (ICT) has made it possible for teachers and students to collaborate with each other in diverse ways (15, 48). Teacher and textbook have formed the basis of the education for a long time, consequently, with the help of the modern technology, the possibilities of teacher-education textbooks, as well as the combination of multi-media education in the classes ensuring the different resources.

The essential issue of the research is how to utilize and implement documentary films and what they give to the students, whether it reflects target needs of learners more than traditional method of teaching. Furthermore, to achieve the aim of the investigation, the mixed-method approach was used to collect the required data. We made experiments with sixteen Russian language teachers on the issues of how effective the documentary film is in Russian language classes. They were novice and senior teacher who were invited to be interviewed according to instruction of research method. Eight novice and senior Russian language teachers were from the Department of Uzbek and Russian language, Karshi Engineering-Economic institute, and eight Russian language teachers were from the Department of Russian language and Literature, Karshi State University. The analysis of the data indicated that the majority of the teachers had positive perceptions according to the use of visual aids, especially, documentary films which reflected target needs of learners. The result was showed in the below mentioned diagram.

1. **The Advantages of multi-media in L2 classes.** Multi-media tools are simple to use and practice, consequently, they are effective in increasing levels of students' motivation, and they make classes more efficient. Furthermore, the advantages of using audiovisual products in language teaching have been acknowledged in several studies. Theses how exposure to visual and aural elements in documentary films promotes learners extending vocabulary (11, 230; 17, 407; 19, 427), to learn certain pragmatic strategies in conversation, e.g., routines and to develop oral skills in general (7). However, more importantly, it also gives students the chance to “see the ‘language in use’ (8, 308). This allows them to see how paralinguistic elements are used indifferent contexts and cultures, thus also broadening their intercultural communication competence, and to listen to various accents, which is more difficult to pronounce because they are technical language. Additionally, in teaching contexts, subject oriented- documentary film has been described as “an authentic source material for non-native speakers in

target environment (11, 233). Even though some scholars defined it as “written-to-be-spoken-as-if not-written” but several recent studies have demonstrated the similarities between film language and spontaneous face-to-face conversation, in terms of authenticity and spontaneity (3, 17). Widdowson states that a situation can be understood as “an appropriate environment for a given piece of language as one of the forms of social interaction between learners which creates the context for authentic communication as ‘a scenario’ which learners can change according to their communication goals and needs (16, 56). We must give place to computer, projector, Russian films, Russian short films, Russian cartoons, a television with satellite antenna, video, ads and documentary films (10). When the instructor supports the course by multimedia tools, it is seen that, it is more effective, and the level of motivation of students increase. Moreover, the use of visual aids like pictures, videos and projectors encourage students to read texts with interest, which make it easier for them to understand technically complicated words (4). This proves the use of visual aids act as ‘vehicles’ that can be used to enrich and enhance the act of reading and consequently, the use of multimedia applications for language teaching and learning, it has been stated that the insertion of visual aids in teaching enables authentic communication between students and written contexts (18, 184). Besides, the insertion of animation of texts and graphics in the web-based multimedia as a tool to teach Russian language increases students’ interest in learning and watching documentary films.

In order to cope with the learning problem, visual aids such as graphics, illustrations, pictures, audio, and video can be used to serve as a helpful tool in facilitating students’ understanding of the literary concepts occurred in the texts (14, 14). The characteristics of the visual aids like sound, light and color can trigger and stimulate students’ understanding of the texts.

2. Utilization of Documentary films. Digital storytelling (DST) is an artful combination of personal voice, images, music, sound, and/or text, usually presented as a short video of 3–5 minutes (12, 25). It can take various forms, such as “artistic videos, documentaries, Claymation [a type of stop motion animation, which makes an object appear to move on its own], and screenplays” (15, 441). We teach Russian language to the first course students who study for bachelor’s degree, they learn Russian language as a second language according to the study program and curriculum. They are non-native speakers. In teaching languages, we mostly need technological aids. We could motivate students watching documentary

films, which give information about the topic. Additionally, one of the interesting and challenging documentary film we taught was about “Tretyakov Gallery” located in Moscow, Russia, which houses plenty of masterpieces, exhibitions of ancient and modern arts, as well as museums. “Tretyakov Gallery” gave learners much information about them. After demonstration of documentary film “visiting to Tretyakov Gallery”, students were very impressed, they felt as if they were in the Gallery and touched the objects by themselves, and those involved the students learning Russian language with pleasure. Besides, for self-learning purposes, students may watch video data on YouTube about “Tretyakov Gallery” on the internet web sites whereas they may watch and listen to it with subtitles in Russian, which allow them to comprehend the speech.

We cannot bring gallery in our language classes to show a student that is why, in presenting documentary film about galleries or museums; we need IT resources, which describe full text about the topic. Utilization of documentary films in teaching language, gave us effective result; students found this method more challenging and interesting to follow and acquired more knowledge than ever before. Hence, we decided to carry out experiments with teachers of Russian language in order to find out their beliefs, attitudes, and opinions according to effective use of documentary films in teaching Russian language and its reflection the target needs of learners. In such case, we used following method of research.

3. Methods of research. Without knowledge of research methodology, teachers will be handicapped in conducting program evaluation and improvement (6). We used a mix-method approach in which the researcher simultaneously collected both quantitative and qualitative data using a questionnaire and face-to face interview. Respondents consisted of eight Russian language teachers from the Department of Uzbek and Russian languages, Karshi Engineering-Economic institute, and eight Russian language teachers from the Department of Russian language and Literature, Karshi State University, Karshi, Uzbekistan. Furthermore, sixteen language teachers were invited to be interviewed. The interview was guided by a list of questions that were based upon the nine research questions. The first drafts of the questionnaire protocol were examined by two experts in the field of teaching Russian language to ensure the validity of the instruments. The respondents’ comments were also taken into account for its improvement. The respondents also had no difficulty to answer the interview questions because they

were clear and understandable. We would prefer open questionnaire for the aim of the research. The open questionnaire consisted of the following questions:

1. What gives you visual aids?

- a) enable students to speak and discuss;
- b) make students be bored;
- c) improving learners' reading skills;
- d) involving students only watching movie.

2. Why do you prefer teaching documentary film on topic in your classes?

- a) due to enhancing writing skills of learners;
- b) due to involving students learning the subject better;
- c) due to developing their comprehension in L2;
- d) due to engaging them watching and listening to documentary films.

3. Do your students gain something new from watching documentary films?

- a) yes, they acquire more vocabulary from documentary films than textbooks;
- b) yes, they may gain much information relevant specialty after having watched documentary films;
- c) yes, they may only be aware with the knowledge what they have learned from textbook;
- d) yes, they may perceive technical Russian language.

4. Do the Documentary films motivate students to be interested in subject matter?

- a) yes, they do;
- b) no, they do not;
- c) no, they only like watching documentary films;
- d) yes, documentary films really motivate my students learning subject matter in FL.

5. What is your purpose of using documentary films?

- a) my purpose is to convey new knowledge and experience to them;
- b) my purpose is to improve their speech in L2;
- c) my purpose is to achieve in students' comprehension of subject matter in L2;

d) my purpose is to show them language in use.

6. Does Documentary film on topic enable students do role-play activity?

- a) yes, it does;
- b) sometimes, it does;
- c) surely, it gives them instruction how to make role-play activity
- d) yes, it promotes our students perform as specialist in Russian language classes.

7. Do your students need documentary films and why?

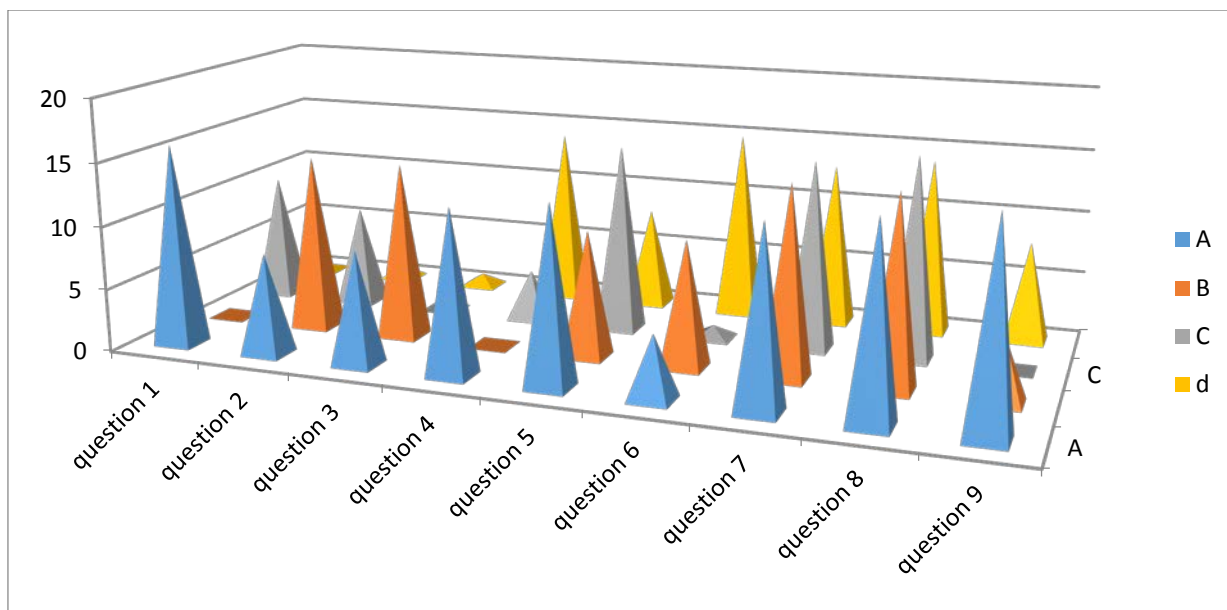
- a) yes, they do because it promotes them improving their speech in L2;
- b) yes, they do because it helps them enhancing comprehension of Russian language;
- c) yes, they do because it may give them knowledge, idea;
- d) yes, they do because it reflects the target needs of students.

8. What do you think what gives to your students documentary films?

- a) they give learners stimuli in learning the language;
- b) they enable them thinking creatively, discuss, express, exchange ideas with each other;
- c) they improve linguistic skills of learners;
- d) they allow learners understand and perceive Russian language better.

9. How do you consider; what kinds of activities are appropriate for description of demonstrated documentary films?

- a) role-play;
- b) brainstorming;
- c) adding statements;
- d) picture narrating.



4. Findings and discussion. This part discusses teachers’ perceptions, beliefs, and wishes according to the use of documentary films in Russian classes. As a result, analysis of collected data showed following.

In the data analysis, we calculate the data from the interview as percentage. According to the 1st question; (a) Enable students to speak and discuss (100%). If we analyze 2nd question; (b) Due to involving students learning the subject (90%). As we came into conclusion according to the 3rd question after interview, option (b) Yes, they may gain much information relevant specialty after having watched documentary films (95%). In the 4th question, option (d) yes, documentary films really motivate my students learning subject matter in FL (95%). According to the 5th question, option (a) my purpose is to achieve in students’ comprehension of subject matter in L2 (98%). In the 6th question, option (b) d. yes, it promotes our students perform as specialist in Russian language classes (98%). In the 7th question, three options (a, b, c) showed higher percentage (90% and 98%). In the 8th question, option (c) they improve linguistic skills of learners (100%). As we analyzed the 9th question according to the method research, we found out that option (a) was chosen by sixteen participants (100%) during the interview (a) role-play. In a study, it is observed that teachers are very pleased with using multimedia elements, and they think that this experience is interesting, motivating and contribute to their education (1, 9–18). Some advantages of multimedia elements are following.

1. It supports more effective training and practice on the subjects.
4. Students can gain up-to-date information according to the topic.

6. Creation of a digital story allows learners to collaborate and share their stories with each other. This can build and enhance students' collaboration skill.

7. Students can practice their Second language in integrated and creative ways.

8. Students use different resources, such as vocabulary, grammar, and non-linguistic resources to create meaning and think creatively of how these resources hang together to communicate the intended message/meaning.

9. Build students' self-confidence in speaking language through digital stories because they could record and edit their oral performance.

The more time a student devotes to the learning of a second language, the higher his/her level of proficiency will be (5, 26).

Conclusion. Today, the students have great opportunity for acquiring foreign languages through multi-media application in the classes of languages. Teachers mostly organize educational process with the use of electronic media in order to enable learners be interested in subject. Engaging students with digital stories as a product of digital storytelling (DST) is a time-consuming activity, but the DST project is rewarding as learners are actively involved in documenting/collecting, sorting out, creating, analyzing, and combining visual artifacts with written text (9, 494). A. N. Bogomolov (2, 32) stated that the virtual learning environment is a unified information training field, which enables the full realization of a complex of innovative individual-centered learning technologies aimed at remote pedagogical contact, providing a high degree of student's autonomy in choosing the trajectory of learning, self-control of the chosen path of learning and that encourages self-evaluation of educational achievement. Furthermore, findings showed that visual aids, especially, role of documentary films in teaching Russian language in the classes, improve students' linguistic skills as well as background knowledge of learners according to specialty. We may see the results, which are collected during the interview with the novice and senior teachers of Russian language in the above-mentioned diagram. We teach Russian language as a second language. This language is more demanding for employment of learners in the factories like: Lukeoil, Shurtan Oil and gas, Inter-Engineering, Chemical Complex, and others in the regions of Kashkadarya province.

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