

**THE ROLE OF FILMS IN THE TEACHING OF THE EFL
(ENGLISH AS A FOREIGN LANGUAGE)**

Rustamova Mohinur Xurshid qizi

The Second-Year-Student in the Faculty of Foreign Languages in Karshi State University

ABSTRACT

This article discusses the importance of films in learning English, their psychological, socio-cultural, pedagogical, paralinguistic and linguistic features in the formation of language skills. This article also provides recommendations on choosing the right film for language learning.

Keywords: Film, technical support, group-viewing, history, chronological order, EFL, visual image, sound, vocabulary, grammar, writing, culture, history, subtitle, student level, teaching process, assignments, questions .

INTRODUCTION

We know that various methods, tools, and visual aids are widely used in language learning. And these can be conducted in a group or individually, but the main goal is to understand another language, to use it in communication. Therefore, films with audiovisual and imaginative facilities are also one of the most important types of media in language learning. In today's digitized life, it is difficult to imagine classrooms without television sets, DVD players, loudspeakers and modems. Effectively using these tools and bringing a different atmosphere, era and situation to the classroom for a certain time is related to the skill of the pedagogue, the internal desire of the students to learn the language, and the availability of sufficient technical equipment. In addition, films provide information about people's lives, social environment, various characteristics, conflicts between them and the whole existence based on a certain problem, encourage students to look objectively, and form their critical thinking. Interestingly, Universities in several developed countries, such as Manchester and Oxford Brookes University, have included films as one of the main means of language learning. Lists of films on various social issues and step-by-step study of several hundred thousand years of history have been compiled and used in these universities. While Manchester University focuses on social issues in films, such as immigration, culture, economy, Oxford Brookes University has compiled films in chronological order of history.

a) At Manchester University:

- Class - Kes; Billy Elliot; The Queen.
- Immigration/Multicultural Britain - Dirty Pretty Things; East is East; This is England.
- Popular Culture - 24 Hour Party People; Control.

b) At Oxford Brookes University:

- 1940s - In Which We Serve.
- 1950s - I'm All Right Jack
- 1960s - 'New Wave' - Saturday Night and Sunday morning; If...; cut

- 1980s - My Beautiful Laundrette.
- 1990s - Trainspotting; Secrets and Lies.
- 2000s - Billy Elliot; The Queen.

In these two universities, group-viewing, seminars, discussions, exams are held after watching films. But of course they are provided with brief information about it, glossary, websites, books before the movie. As an assignment, 1000-2000 word reviews, essays or presentations, etc. are given by the teachers depending on the age of the students. In the example of these universities, we can see that students enjoy this type of media at the same time, and at the same time, the wide possibilities of the language, terminology, phraseology, semantic meanings, words and sentences in their own and figurative meanings, complete and incomplete sentences, sarcasm, vulgarisms, dialect words, and they absorb more than necessary information about the certain geographical places in the film, the general situation, actions, social-spiritual, financial conditions, culture and values of the people there. Isn't this the real purpose of language learning?!

I think it's natural that in this way, students will get information from the movie that even a few 1000 page books and novels can't give. In this way, language learners unknowingly form visual criticism in a short period of time and collect independent information about the original homeland of the studied language, its people, their history and geographical locations (cities, villages, regions). All in all, movies not only teach another language, but also the history, geography, economy, native language and literature, art and culture of the motherland of natives.

DISCUSSION

There are also some disadvantages in using films as an important tool for EFL in the classroom:

- **Visual image** - in this case, language learners cannot create an imaginary situation and appearance like in books, but they only watch the finished imaginary product of the filmmakers. For example, when we come across the word "school" while reading works, we can imagine in our mind its interior and exterior design, color, conditions and teachers-students, but in movies we see the ready-made icon of the word "school".

- **Sound** - it is difficult to imagine films without music, background noises, natural sounds (animals, birds, wind, rain, strangers) that change depending on the location. But a film with too much sound can confuse language learners or lead to a change in the outlook of the students about the people whose language is being studied.

- **Technical problems** - lack of modern TV sets during the lesson, problems with projectors and speakers make it difficult to watch movies.

Despite the above disadvantages, films have many advantages in language learning:

- **Dictionary**

The most desirable aspect of a language is vocabulary, and sufficient vocabulary gives a sense of freedom in communication. Language learners not only learn new words through movies, but

also learn how words are used in different situations and pronounced by natives, they also activate passive vocabulary. In such a situation, it is important that the teacher should ask the students to note down the new words while watching.

▪ Grammar

Language learners often want to stick to the rules and formulas in grammar books, therefore avoid communication, because they are afraid of making mistakes. But the fact that even native speakers in movies sometimes speak with tense confusions and grammatical errors, motivates language learners to just speak more and more. On the other hand, a new language learner skips a scene about the past events while watching a movie, and Past Simple, Past Perfect tense verbs are automatically embedded in the brain and later in the speech of students.

▪ Writing

One of the most difficult aspects for language learners is the correct spelling of words. Sometimes words that sound similar, but have different spellings and meanings (paronyms, homonyms, synonyms) confuse and make it difficult to understand the general meaning by students. For example, the word "sun" can be heard as "son", or the word "right" as "write". In such cases, the subtitles of the film teach the correct spelling of the word and the different word forms.

▪ Culture

It is known that it is important to study the history, origin, traditions and values of the language being studied. The entire culture of English-speaking countries is reflected in the film. As the language is learned for a certain purpose, if we don't know the history of the language, we may fail in many situations. Imagine this situation: if tourists come to our country, they do not ask about our level of language, but about our knowledge of history. Therefore, a properly selected film teaches the whole culture.

▪ Motivation

Scientists say that the film also gives a specific motivation, that is, the meaningfulness and entertainment of the film motivates to watch, while the language learner's understanding of another language is an internal motivation. That is why, we meet many people in life who have learned a language by watching thousands of movies.

Students also see the development of language in different areas through films:

• Linguistic area

- The order of construction of words in the sentence;
- Correct use of tenses;
- Increase accuracy, correctness, logicity, purity in speech;
- more use of connector speech in English.

• Pedagogical area

- Increasing interest in language learning;

- Avoiding boredom;
- Learning without rules;
- Enriching the lesson with debates and seminars.

• **Paralingual area**

- Understanding body language, facial expressions (understanding sarcastic laughter, regret, surprise and sarcasm on the face);
- Learning the etiquette of dressing;
- To study the norms of etiquette in relations between adults in a social environment.

• **Sociocultural area**

- Comparison and understanding of different culture, religion;
- Studying the life of native speakers;
- Not to be culture-shocked later.

Before using films in the course of the lesson, it is a responsible task for the teacher to choose them correctly. For this, it is recommended to pay attention to the following aspects:

1. Level of students

It is very important to consider the level of the students when choosing a movie. If the film is interesting, but challenging for the students to understand, language learning will be ineffective, they will just focus on the actions of the film. To prevent this, the teachers should conduct a survey of students which includes questions about genre, level, era and other aspects of incoming film.

2. Film duration

The duration of the film in language learning can be from 30 minutes to 2.5 hours. This should take into account the level of students and the pace of scene change.

3. Subtitle

Another good point of the movies is that they have subtitles. It allows students to learn new terms, phrases and words related to different fields, historical and archaic words. But when turning subtitles on or off, the level of students should be taken into account.

4. Teaching process

The reviewer should also consider the film worth discussing. A film should be preceded by information about its setting, period, and main issue, and other types of media related to it. After the film, the teacher should create a questionnaire about the experiences of the actors, places and new vocabulary, guided by the film. The system of questions can be:

- °What was the age, name, social status of the characters in the film?
- °Who is the main character in the film for you and why?
- °What would you do if you were the main character?
- °Which character would you be friends with?

- °Which part of the movie was your favorite and why?
- °Have you observed the people in the film in society?
- °What was the reason for the conflict in the film?
- °Have you ever been to a movie location? If so, which one exactly?
- °Write the new vocabulary you learned from the movie!
- °Do you like the level and genre of the film?
- °Write an essay, review, article or summary about the film!
- °How would you end the movie?

CONCLUSION

Since films have a wide range of advantages, they should be considered as the main material for language learning, because they provide linguistic, paralinguistic, cultural, historical, geographical, political and economic knowledge and give motivation for language learners as well. In particular, in educational institutions of Uzbekistan, films should be treated as the main teaching source, as they open a new way of language learning with a real-time atmosphere during classes.

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