

The importance of using movies in teaching and learning the English language in ESL classroom

PhD, docent Rustamova Adash Eshankulovna,
Samarkand State Institute of Foreign Languages
Student, Sharifova Diyora Sharofjon qizi,
Samarkand State Institute of foreign Languages

Abstract: Nowadays, due to the fact that we are living in the era of technology, teachers are required to use interactive and innovative methods in the classroom. Movie or film is one of the crucial part in the teaching process so that it can improve learners English skills. English films can help students to enhance their listening and speaking competences, their creativity and social backgrounds. This article describes the importance of films that are used as a teacher aid in order to teach the English language for ESL learners.

Key words: technology, films, language instruction, classroom interaction, vocabulary, subtitles, creative space

In our daily lives, a language plays a crucial function as a tool for communication. People are required to learn various languages in this day and age. Children typically learn languages far more quickly than adults do, and they also maintain their new talent for a very long time. More and more parents are looking to employ private tutors and nannies to educate their kids to speak another language as the society becomes more globally connected (June 19, 2018 by Dispatch). So, English is becoming a significant language that should be mastered. In today's world technology use is now seen as an essential requirement in contemporary schools and colleges for learning foreign languages. Due to their role in fostering student engagement and promoting effective language learning outcomes, educational technology tools are very appealing to language instructors. It has become an integral aspect of learning both inside and outside of the classroom (Mohammad Reza Ahmadi, 2018) Technology is essential for the subject of education since teachers can do so many things, like playing English-language videos, songs, movies, and even live theater performances. The world today uses technology on a daily basis. David Crystal (2015) argues that new technologies function to facilitate new pursuits by developing new styles of the English language.

The fact that there is no one teaching strategy that is always effective and that a diversity of technical and methodological resources are required in the classroom is becoming more and more obvious to EFL teachers and academics. It is now commonly believed that audiovisual content with its rich context is an effective educational tool recognized to have an impact on viewers' motivation, attention, and emotions, which in turn helps with auditory processing (Baltova, 1994).

Colors, movements and sounds are all present in films. They are only as valuable as their instructor makes them. Films should not be utilized for enjoyment in the classroom. They should be utilized for educational reasons, among other things. Films are highly beneficial because they introduce pupils to new ideas; they give realistic experiences; and they increase students' knowledge and comprehension. By using films, the teacher should teach in accordance with the procedures. 1) A teacher preview of the film and a brief introduction to the film; 2) Presenting the pupils the film; 3) Follow-up activities such as group discussions on the film's subject and connecting the issue to prior knowledge;

The use of films in language instruction: For many years, language instructors have used movies in their classes. They are used as an interactive methods during the lessons. Videos and movies can inspire. They assist in motivating students and sustaining their interest and focus throughout the course. Students will become bored and stressed out in a classroom if the teacher constantly talks and does nothing to engage them. With the use of videos and movies, teachers can speak less and encourage their pupils to participate more in class discussions.

Films have an advantage and may be utilized as an excellent teaching aid while teaching English. It functions as a solution assistance for a teacher to shine a light on students since visual effect is more strong than reading and listening to a lecture. Films are regarded as a universal power of communication in which the learner can acquire the four components of learning skills, namely, listening, speaking, reading, and writing. Learners may acquire various things through films, including pronunciation, vocabulary, spelling, accent, intonation, body language, and so on. Since English is the second language in Uzbekistan, many students are eager to study it and enhance their vocabulary. Some pupils, on the other hand, are bored and find English difficult to master. They find it odd that the new vocabulary includes not only the word and its meaning, but also how to pronounce it. It is determined by the technique, material, or state of the pupils themselves. The English movie will then present students with some experiences while they are studying English. The English movie will also provide some important instruction and make it easier for them to remember the lessons.

Films and television or video programs, if based on good storytelling or intriguing themes, can also give some entertaining listening. There is a lot of visual reinforcement for the spoken word, and films are connected with joyful entertainment in the students' thoughts. One advantage of using movies is that it offers a supply of real and interesting language. Students can see English in "actual" settings from the world of film, especially interactive language, which is the language of everyday discussion. Students are exposed to authentic speech patterns and facial expressions through movies. Maybe only movies and television can give students this real-life language input if they don't live in an English-speaking environment.

Hanson (2005) has provided examples where film clips are used to help ESL students learn English. It may be even more intriguing for students to meet with individuals in a film studies degree to analyze the relevance of the language or scene, as well as the usage of lighting and characters. This is the sort of interactive practice that may provide insight and perspective that goes beyond the foundations of language acquisition and provides language students a more exciting aim than merely "learning the words". Besides that, other examples of entertainments throughout media and communication popular films and beloved cartoons can all be topics of interaction with students learning English as a second language.

Teaching via subtitles: For students who are component readers of either English or their native language, subtitled movies offer a fun and relatively painless way to build vocabulary. Viewers can either read the subtitles in English as they listen in their native language, or vice a versa. In this manner, they might pick up 20 or 30 new words from a single movie without even being aware of having done so. However, this technique does not always work perfectly for beginners. Subtitling is distracting. When you can understand the language of the subtitles it is very difficult to concentrate on the spoken English even if the latter is your native language.

Cultural dimension: A movie, without subtitles, is a wonderful way to supplement the process of "cultural dimension" and give students another view of American life, even though the viewers' comprehension may be only partial. Movies are often a large part of the immigrant community experience, but they must be used properly in order to take advantage of their magnificent teaching potential. Many American film classics can be used to teach English; in portraying historical or current events, they go a long way in illuminating culture and society. The majority of students enjoy watching movies; they are a wonderful motivational toll, and generally speaking, film companies go to great lengths to make them historically accurate as far as content, costume and details are concerned. Seen from the point of view of "thinking in English", movies serve to engross students completely in the thinking process of American culture- they bring about a sense of immediate "cultural dimension". A student watching watching a movie is actively placed in the world of the story, and that is precisely why films are invaluable tools for teaching these subjects.

Movies served as a creative space: In many ways, films are the ideal instrument to support the real-life scenarios teachers have students act out in classroom settings. The use of movie is not only for teaching, but students can also learn the language by making short stories or films themselves. Teachers may enjoy creating their own stories first to show the process before directing

students to produce their own. The process of story writing may maximize on students' creativity as they begin to study and create their own tales, as they learn to use diverse resources to gather information, such as the library and the Internet. Empowering students to create stories or tales may motivate them and feel confident about learning the language. Because students who have difficulties in learning the language may benefit by making creative short stories or films. While teaching the language teacher should use various ways in order to interact pupils to the lesson. So, cooperative learning is one of the effective ways of learning the subject. Teacher can divide pupils into groups or into pairs and give topics to each group. As mentioned above instructor show the video to the learners which has made by pupils or teachers and then students may create their own. Group working can develop critical thinking and social skills of each learners. Some of the students' digital videos functioned as a creative process for them to make their concerns more evident and explain their everyday struggles in nuanced ways. In this regard, many students believe that the movie is more effective than other kinds of communication in presenting her thoughts. The creation and distribution of the students' digital films via YouTube and numerous local films helps kids to be heard and understood in new ways. Filmmaking depicts how students used filmmaking in school to communicate and reflect on their thoughts, feelings, anxieties, and emotions.

Despite the fact that our educational system has been reluctant to accept movies, more and more instructors are utilizing films in the classroom to encourage and engage pupils. Film can also motivate disgruntled pupils to participate more in class and boost their self-esteem. Films assist learners in becoming more involved in the learning process because they can acquire a lot more information from the individuals' facial expressions in the films, which captures the attention their curiosity and engages them into what is being taught. As a consequence, it is still another reason why films should be used in the classroom.

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