



TEACHING A FOREIGN LANGUAGE THROUGH SHORT FILMS

Salaxova Dilnoza Sagdullaevna

Teacher, Uzbekistan State world languages university

Article history:		Abstract:
Received: 23 rd April 2023		The development of a human community is impossible without language as the most important means of communication. Effective audiovisual means of teaching Spanish, including Spain, include short films.
Accepted: 26 th May 2023		
Published: 28 th June 2023		
Keywords: audiovisual teaching aids, short films, advantages of use, selection criteria		

However, it is very difficult to master communicative competence in Spain without being in the country of the language being studied, so one of the productive ways to improve your knowledge of Spain is to watch a movie in Spain. The film gives the brightest emotional coloring to the process of learning spoken Spain. It is a natural, natural, living spoken language in its purest form. In addition, it makes sense to watch many films in the original just to raise your own cultural level. For example, thanks to the plot, you can find out the sights of the city in which the action takes place, learn the peculiarities of the traditions and holidays of the country of the language being studied, etc. This method is ideal for those who already know the language at a certain level and can communicate relatively freely with other people in it, but at the same time experience some discomfort or difficulties from the fact that it is sometimes difficult to insert the right phrase.

Internationalization of all spheres of public life, international relations of our country require knowledge of foreign languages, in particular, Spain, the language of international communication. That is why a trilingual education system is being introduced in Uzbekistan, along with Uzbek and Spain language teaching is also mandatory. The objective realities of today are developing in such a way that bilingualism in Uzbekistan is replaced by multilingualism. Due to the orientation of the school learning process to practical knowledge of Spain, the use of various information and teaching technologies in teaching attracts more and more attention of methodologists, therefore, theoretical search in the study of this process and the possibility of practical application of various means of teaching Spanish, including audio-visual, are relevant. Effective audiovisual means of teaching Spanish, including Spain, include short films.

In Uzbekistan and foreign methodological literature, great importance is attached to attracting video materials in Spanish classes. The use of short films in the digital age helps to bring the language learning process closer to real communication situations from the point of view of information perception, as it involves intensive use of visual and auditory visual aids, activates the mental activity of students, involves various areas of perception (hearing, vision, imagination, reaction). All this, in turn, helps to form the speech automatisms underlying language proficiency, and, accordingly, to memorize the learning material better. Short films in Spain language teaching can bring originality to an ordinary lesson, while helping students develop interest in the language and improve communication skills. The lesson becomes more interesting and motivates students, eliminates boundaries and opens horizons. But with classes lasting 45 minutes, it is difficult to view and analyze an entire film, so short films, excerpts from films are good tools for learning a language. Literature plays an important role in learning Spain, and we can compare watching movies with reading a literary work.

There are different genres of films, as well as different genres of literature. Films, as well as literature, evoke emotions and can interest the viewer and the reader, in our case, students of a foreign language. Short films are a kind of poetry in literature, poetry, where there is only the main information that needs to be conveyed to the reader and the viewer. The main difference between works of literature and films, and we can say an advantage, is the introduction of a certain variety, since watching a movie is not monotonous reading, learning grammar, but a useful form of entertainment, the brain does not reject information, on the contrary, it quickly perceives it with pleasure. There are a number of advantages in using short films in teaching a foreign language, which include, for example:

- Brevity. It gives you the opportunity to watch the film several times, analyze the speech and not lose interest in the learning process.
- Unusual plots and unexpected endings. Finales can make watching and learning a language an exciting process — they can be very different: exciting, humorous, ambiguous, or those where the viewer needs to think out a story, offer their own version, justify it, etc.
- A vivid video sequence. Due to time constraints, short films are usually filled with events, which keeps the viewer interested and can have a huge, sometimes shocking impression on him. A bright video sequence promotes maximum focus on incoming information.
- Spoken language. The heroes of the films speak a spoken foreign language, present it quite emotionally, use gestures, repeat some phrases several times. This allows students to easily memorize and master a new vocabulary. When watching movies, vocabulary and grammatical constructions are reinforced by visual context. Learning vocabulary in

context is one of the most important aspects in learning a foreign language. The traditional program involves the study of separate lists of words on different topics. With this approach, the problem of using the studied words arises. Learning Spain with the help of films will help not only to expand the vocabulary, but also to navigate the vocabulary, using new words in the appropriate context. In addition, if the film is shown in the original dubbing, students hear live speech, that is, exactly the speech that native speakers use in real life. This also contributes to the development of listening skills.

e) Correct intonation. Using an expanded vocabulary in the right context allows you to take the next step towards improving knowledge, namely, introducing colors and emotionality into speech in a foreign language. Movies come to the rescue here, because nonverbal information transmitted to the interlocutor is also important. Watching the characters, you can observe their voice, tone, intonation, gestures and facial expressions that accompany their speech.

f) Polyphony. Watching movies is characterized by diversity, i.e. several source formats are used — the student not only sees the picture and gestures, but also hears speech, can pronounce this speech himself. Information is perceived both visually and by ear. In real life, people choose films based on their tastes, this is the right decision, because if a film captures and its topic is interesting, then it will motivate the viewer to listen, watch and understand the characters. But in some cases, it is not entirely advisable to choose films based on personal preferences. If the film does not correspond to the level of proficiency in Spanish, contains various special terms or complex syntactic constructions, then it will be difficult for students to understand the dialogues and interest in watching may quickly disappear.

Undoubtedly, dialogues from Spain films are the most successful examples of Spain colloquial speech that can only be obtained for practical language learning, and the main advantages of dialogues from films as educational materials are as follows:

- the subject of dialogues from films is very diverse - they discuss almost everything that can be encountered in various life situations.

- the dialogues from the films use a very rich colloquial vocabulary: dialogues from the films will allow you to get acquainted with almost all the colloquial constructions and expressions that are necessary for the free perception of fluent Spain speech.

- the dialogues from the films use the natural everyday tempo of speech, which allows you to train in the perception of this tempo and learn to perceive such speech at the level of natural automatic guesses.

- dialogues for films are usually written by talented authors, and are, in fact, small works of art. They are very interesting to study, which is important for motivating further Spain classes. dialogues are voiced by talented actors who convey valuable nonverbal information in their voice that is not in the text.

Therefore, if you want to make short films an addition to traditional classes, you need to pay due attention to the criteria when choosing a film for foreign language learners. Let's focus here on the most important criteria that the teacher needs to take into account: The film should be of good quality, the pictures of the film should be clear, bright and pleasant to watch. It is necessary to take into account the age category and age interests of students — as you know, adults and children watch different films. If cartoons and animated series are interesting for children of junior and middle grades, then the range of choice is expanding for older schoolchildren and students. It is recommended to choose films also depending on the amount of knowledge and speech skills, i.e. when choosing a movie, it is important to take into account the level of its linguistic complexity. The film should correspond to the current level of knowledge of students, or be slightly ahead of it. The plot of the film plays an important role.

A short film should have an interesting, vivid storyline, carry a moral message and contribute to the viewer's interest. Many films are remembered for their catch phrases, which are used by viewers in everyday life in various circumstances. Interest in the film will be increased due to the fact that the student will try to memorize these phrases in order to then show off his knowledge of the language in a suitable communicative situation. The genre of the film should contribute to the motivation of students. It is recommended to choose films that evoke emotions and do not allow you to lose interest. Short films can be both artistic and educational. The subject of films is currently quite wide. You can choose films as an addition to a certain topic of a traditional lesson or on an actual topic in the existing conditions, whether it's politics, relationships, humor, travel, everyday life, and so on. If the level of language proficiency is not high, it may be necessary to have subtitles, but they should be presented in Spain in a more simplified version. Subtitles are especially effective if students want to understand not only the dialogues and speech of the characters, but also to understand the constructions of sentences or various speech turns. The audiovisual teaching method is part of the communicative approach and aims to actively use a foreign language.

The use of modern audiovisual technologies increases the level of visibility, provides greater freedom in working with students: this method allows you to cover both the entire group of students as a whole, and to work individually, for example, when performing certain training tasks. Taking into account the above-mentioned advantages of using films in teaching Spanish, as well as the criteria for choosing a short film, an excerpt from a film, an educational film will contribute to the most effective achievement of the goals set by the teacher. In addition, the training format is becoming more modern, closer to students, which strengthens the motivational side of classes.

In conclusion, it should be noted that this method of improving the skills of communicative competence in the field of Spain is especially productive, because it creates increased motivation, which, in turn, provides training in audio perception, improving vocabulary and developing skills of understanding and composing sentences in Spain, as well as the opportunity to start confidently communicating with native speakers.

REFERENCES:

1. Barmenkova, O.I. Video employment in the system of teaching foreign speech / O. I. Barmenkova // Foreign languages at school. - 1999. – No. 3. – pp. 20-25.
2. Zhoglina G.G. Development of communicative competence skills based on the use of authentic video documents: Dis. Candidate of Pedagogical Sciences. – Pyatigorsk, 1998, p.2.
3. Azimov E. G., Shchukin A. N. A new dictionary of methodological terms and concepts (theory and practice of language teaching). — Moscow: Publishing House IKAR, 2009. — p. 22.
4. Ergashev I., Farxodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – Т. 7. – №. 2. – С. 477.
5. Асқарова Ў. М. Педагогикадан амалий машқлар ва масалалар //Ўқув қўлланма.–Т.“Меҳнат. – 2005.
6. Ibodulla E. SOCIO-PEDAGOGIC FOUNDATIONS OF THE FORMATION OF YOUTH POLITICAL CULTURE //The XX International Scientific and Practical Conference «Ways of distance learning development in current conditions», May 22–24, Munich, Germany. 432 p. – С. 311.
7. Thaler E. (ed.). Short Films in Language Teaching. – Narr Francke Attempto Verlag, 2017. – Т. 2.
8. Mantei J., Kervin L. Using short films in the classroom as a stimulus for digital text creation //The Reading Teacher. – 2017. – Т. 70. – №. 4. – С. 485-489.