

The Use of Authentic Films in the Teaching of English Language in Upper Courses and Its Psychological Effects

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ABSTRACT:

It is possible forming the training process more efficiently and achieves higher training outcomes by using authentic films in the auditorium. Methodists believe that teaching a foreign language as a specialized language by using authentic films, instead of a foreign language environment, it creates great opportunities for students to become more familiar with the culture of their native speakers, the sociocultural space in which they live and use language as a means of real communication. Authentic materials in teaching business English are not only useful for students. Teachers also take advantage of authentic materials. It is suggested that authentic materials help teachers in planning and designing the educational curriculum. These materials are considered useful because they allow teachers to create an educational curriculum based on the needs of students. Authentic materials provide teachers with sources of contemporary languages such as English, German, French, and introduce students to real life outside the classroom. Through authentic materials, we understand the language of real-life beggars for real listeners.

Beside all these, the article shows that films should be widely used in the teaching of specialized language in the faculties of language. The films which presented to the students should be authentic and should be selected in the frame of their age, intellectual and knowledge levels of the students. The students' national-cultural affiliation, the socio-cultural context in which the training takes place must be taken into consideration when choosing films. Films should be neither too easy nor too difficult, both in terms of content and language. Working in this direction should be start from the initial stage of education, and should be carried out in a purposeful, systematic, step-by-step manner, following the principles of simple to complex.

Keywords: teaching, authentic material, foreign language, communicative approach, English language

Introduction. Authentic films are very useful for teaching. Thus, it stimulates the active participation of upper-year students of language faculties in the lesson, which helps to increase achievement. In addition, authentic films are also useful for teachers who teach English in a traditional way. Digital videos facilitate distance learning opportunities so that English language teachers in upper-level language schools can reach students anywhere in the world. Authentic movies are an important tool to learn English perfectly. Authentic films are also an invaluable resource for self-improvement. Videos, audios, and webinars help senior language students learn English independently. The best part is that this method of self-study creates a powerful effect on the brain, which is more effective than reading the same topic from a book.

What are the main differences between books and authentic films? The main advantage of authentic films is visuality. While reading the book, their descriptions and interpretations are added to the visuality of authentic films. How should I improve my note-taking skills? These are equally applicable to taking notes from someone else's oral presentation or written text as well as from authentic films:

- do not write every word;
- choose and record important words and phrases correctly;
- be an active listener / reader;
- use symbols and abbreviations;

- use colors;
- revise your notes as soon as possible;
- perform continuous activity;
- improve your writing.

How to effectively use authentic films in the audience?

Here are some ways to effectively use authentic films in the audience:

- in order not to distract the attention of the upper-year students of the language faculties, it should be planned to watch the authentic film part by part;
- videos aimed at the purpose of learning should be selected;
- use authentic films to eliminate misconceptions of upper-year students of language faculties when learning English;
- to increase the efficiency of learning, senior students of language faculties should be allowed to watch the authentic film on individual screens;
- must use YouTube and other search sites to find the best content, etc.

Which authentic films are more interesting for upper-year students of language faculties?

During the study, it was found that upper year students of language faculties enjoyed watching an authentic film about the experiences of native speakers in the audience. Authentic videos are of great interest to upper-year students of language faculties. The way of thinking of their native-speaking peers, their approach to new language learning methods, and their attitude are very interesting for students. Authentic video clips of 30-90 seconds are watched with interest, of course, it shows more effective results if you stop the video at certain parts and continue watching after discussions.

As we mentioned, authentic films and videos make it possible to organize teaching more effectively and qualitatively. An environment of mutual respect is created - activities are carried out in a team, each activity is supported, interaction, relationships are strengthened, self-confidence, respect, skills of analysis, synthesis, evaluation, critical attitude, creative approach and sense of humor are formed.

Summarizing the above data, we can note that the importance of using authentic films and video materials in teaching English in the upper courses of language faculties in the Azerbaijani audience is great. If the teacher who teaches English in the upper courses of language faculties correctly follows the rules of using authentic films, he achieves positive results.

If you pay attention to the dynamics, requirements, rules, interests and needs of working with video clips, short and full-length authentic films in the direction of simple to complex in the use of appropriate resources, the effectiveness of authentic films as an audiovisual tool in teaching, and the better acquisition of English by upper-year students of language faculties can be achieved.

Our research notes that the high demands placed on the quality of specialist training in the field of foreign language teaching led to the need to search for new, more effective methods and forms of optimizing the teaching of a foreign language as a specialty in pedagogical language universities. In the era of globalization, the problem of developing speech activity in English and formation of communication skills in the studied foreign language of senior students of language faculties learning English for professional purposes is of particular relevance.

Currently, one of the main goals of teaching in pedagogical language universities is to train highly qualified teachers who are literate and speak English at a level as close as possible to native speakers (Gak, V.G. 1969)

The fulfillment of this task is made very difficult by the fact that there is practically no English language environment and the artificiality of the conditions during teaching and learning. But researchers point out that despite all the complexity, this problem can be solved (Ur, P. 1991)

Intensification and optimization of the process of teaching a foreign language as a specialized language, efficient use of available resources can greatly help the development of speech abilities of upper-year students of language faculties in the context of formation of communication skills in the target language. One of these sources, as we mentioned, is authentic films. The problem of formation of communicative competence through the use of authentic films is of particular importance in the conditions where English has gained the status of the main language of communication at the global level. One of the main tasks of teaching English as a language of specialization at the University of Pedagogical Language is the formation of international and intercultural communication skills of senior students of language faculties. For this reason, the teaching process should be based on the example of both native speakers and people who use the language naturally, and students should be encouraged to actively communicate. (Stern, H.H, 1990)

Adequate communication involves mastering both verbal and non-verbal communication by language learners, as well as mastering both verbal and non-verbal codes of behavior of representatives of the language community. In our opinion, authentic films are one of the sources that allow to compensate in a certain way the lack of natural English-speaking environment. In the absence of practical contact with the culture of native speakers and the country where this language is used as a natural means of communication, authentic films that include visual examples of verbal and non-verbal behavior of native speakers are one of the most effective means of teaching English. In order to achieve the most significant effect in the teaching of this or that speech activity in the studied foreign language, it is necessary to build the language teaching process taking into account the characteristics of this speech activity (Sharan, S, 1980)

When talking about the formation of communicative competence - linguistic, discursive, sociocultural and strategic components - in the upper year students of language faculties who study English as a major language using authentic films, it should be noted that taking into account the mechanisms of the formation of such competences, purposeful, consistent, step-by-step work in this direction should be done.

It should be noted that the formation of communicative competence using authentic films, the problem of determining the formation mechanisms and characteristics of the components of communicative competence is one of the actual and insufficiently studied problems of foreign language teaching methodology. Very little attention is paid to the use of authentic films in the process of teaching English in the upper courses of language faculties specializing in English. In particular, this may be the result of insufficient auditor hours allocated for practical and theoretical lessons.

It should be noted with regret that the main part of the teaching process is traditionally devoted to working with textual materials. Although there are practically no special materials or tasks for the formation and development of relevant skills and competencies, the reflection of this concept can be found in the textbooks and teaching aids used in the process of teaching English as a specialty.

It should be noted that methodologists point to the methodological expediency of using authentic films in foreign language teaching in general, and especially in the process of speaking in the target language (Roell. 2010).

Speaking about the use of authentic films to form communication skills, it should be noted that these films contribute to the acquisition and activation of linguistic units, grammatical and intonation structures - language material. For this reason, it creates conditions for the formation of language skills in senior students of language faculties. The use of conversation models for the formation of discussion skills, the implementation of tasks that direct students to work in pairs and groups, and the creative use of source material in scientific debates and debates.

Favorable conditions for the formation of socio-cultural competence require assimilation of regional information, as well as familiarity with patterns of speech behavior (speech rules, facial expressions, gestures). Familiarity with the communication strategies used by authentic film heroes to realize their communicative intentions in the process of oral communication helps the formation of strategic competence. It should be noted that in the existing methodical studies, the difficulties related to the development and improvement of speech skills in the studied foreign language, the formation of communicative competence and the communication process of the upper year students of the language faculties are mainly related to the problem of using audience authentic films. It is noted in many studies that in teaching a foreign language in universities, it is necessary to define separate goals and

tasks for each, and to show the stages of communicative competence formation through the purposeful use of authentic films. Unfortunately, this process occurs spontaneously.

One of the factors that significantly complicates the opportunities for the senior students of language faculties to participate in the process of real speech communication is that in most cases they do not learn the behavioral - verbal and non-verbal - code, without which it is impossible to participate in the real communication process as an equal, proactive partner. Not mastering the verbal and non-verbal aspects of the code of conduct in the studied foreign language, English, makes the speech of senior language faculty students artificial. As a result, it deprives him of important, professionally important qualities such as adequacy and expressiveness. Thus, the problem of using original films in the process of teaching a foreign language as a specialty is directly related to the professionalization of students of a pedagogical language university (Sharp, 2006)

One of the problems to be solved is the selection of authentic film and video materials that can help the development of speaking skills and the formation of communicative competence in the studied language of upper-year students of language faculties with a major in English. In the era of globalization, it is essential that the authentic films and video materials used in the process of training qualified personnel in the field of English language teaching meeting the requirements for teachers teaching English in the upper courses of language faculties meet certain criteria.

As you know, the whole process of teaching English in the context of communicative-oriented learning should be based on the basic principles of the communicative approach. The basic principles of the communicative approach are the principle of communication, the principle of focusing on the needs and interests of upper-year students of language faculties, and the principle of interactivity. The principle of authenticity is one of the main criteria for films presented in the language of specialization to upper-year students of language faculties during English language teaching. We believe that the use of authentic films in the teaching process, rather than educational films created especially for upper-year English language students, is most consistent with the goals of teaching English as a major in the upper years of language faculties specializing in English. Authentic films and video materials, which contain examples of verbal and non-verbal behavior of characters in various situations, help to familiarize and further master the codes of behavior of people who speak this language naturally. The use of authentic films is also effective in terms of assimilation and subsequent activation of language material - the most common lexical units, grammatical and intonation structures. Observing the verbal and non-verbal behavior of this or that character in a certain situation where oral communication takes place, it is difficult to assess the opportunities acquired by senior students of language faculties. Mastering speech etiquette and speech formulas widely used by the heroes of authentic films also help to develop and perfect the speaking abilities of upper-year students of language faculties in the studied language.

CONCLUSION:

The advantages of authentic materials are countless. First and foremost, using authentic materials boosts learners' self-confidence because they see that they can handle it in real-life situations. When they get a chance to explore the real language, speaking skills become more natural. They are looking for these types of materials although textbooks or other tools are used as one of the main tools for teaching a foreign language. A third major issue that emerges when discussing the merits of authentic materials is that they create cultural awareness. We have to mention once again that the students are in contact with all the realities of the modern language and as a result, they are able to face all the questions in understanding. Authentic materials have not only positive effects but also negative effects.

The most common problem with authentic materials is their degree of difficulty. Many teachers argue that this type of materials should be intended only for students of a certain level, and students who are just starting to learn the language should not be included in this group. But we should consider this difficulty as the main drawback of authentic materials, because problems of this type can be solved with a little imagination.

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