DOI: 10.17117/na.2016.06.01.367

<http://ucom.ru/doc/na.2016.06.01.367.pdf>

Поступила (Received): 24.06.2016

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**Использование короткометражных фильмов для
продвижения творческого потенциала и коммуникации
в обучении иностранного языка**

**Rakhmanova S.M., Rakhimov A.A., Jabbarov I.A., Gayratova G.K.
Using short films to promote creativity and communication
in foreign language teaching**

Эта статья касается к инновационным обучающим методам иностранного языка и интерактивности в обучении иностранного языка, методам обучающихся английских использующих различных методов, особенностям надлежащих инструкций по классной комнате в обучении иностранного языка, требованиях для учебного плана. Способ организации действий классной комнаты, используя короткие видео в классе, чтобы продвинуть творческий потенциал и коммуникацию в обучении иностранного языка, проблемах и их преимуществах

Ключевые слова: методы, техника

This article concerns to the innovative teaching methods of foreign language and interactivity in foreign language teaching, methods of teaching English using different techniques, the characteristics of proper classroom instructions in foreign language teaching, requirements for curriculum. The way of classroom activities organization, using short videos in class to promote creativity and communication in foreign language teaching and the problems and advantages of them

Key words: method, technique

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Teaching aids provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more and more. In addition, it provides opportunities for private study and at the same time stimulate learners' interest and curiosity. Films can enhance the language learning process by designing a series of activities that can develop linguistic, cultural and intercultural skills, as well as developing the practices of New Media Literacies that students need for the 21st century. Films are useful tools for developing multi-literacies and multimodal analysis in the language classroom, because to incorporate visual literacy in teaching is becoming more central. In the 'new media age', characterized by rapidly changing forms of multimodal communication in the mass media, multimedia and internet, the importance of multi-literacies has been highlighted by pedagogical researchers and educational bodies. Teachers can bring video to their classes as a source of modern authentic English. It can be adapted for all levels of learners and has the potential to integrate all the language skills. Using short videos have the following benefits: It can – bring culture to a class – bring the English language world to the learner – show the language of daily conversational exchange – give access to the things, places, people, events and behavior – provide a vast, up-to-date linguistic resource of accents, vocabulary and grammar – appeal to both auditory and visual styles.

Therefore, students should be able to communicate confidently about:

- different film types – changing trends
- cinema within popular culture
- a good film they have seen their personal preferences between cinema and alternative ways of viewing films.

There are following tips of using videos for the novice teachers:

- Start small. Find one movie, song, or news source and incorporate it into your class. Expand once you are comfortable.
- Provide a clear link between what you want your students to learn and the media. Care must be taken provide the proper learning context.
- It takes time to integrate media effectively into a course. This is not edutainment; it is the conscious use of media to enable students to learn more.
- Use the subtitles feature for visual media. This is especially useful in focusing student attention on the words being said.
- Be prepared. Technology does not work 100% of the time so have a back-up plan. If the media equipment does not work, go to plan B and continue on with your class without missing a beat.
- Evaluate student understanding. Students respond to incentives. If you require them to write a reaction paper, take a quiz, or place questions on your exams that relate to the media content they will pay more attention and learn more in the process.
- Stay legal. View the copyright information on the cautions page.

Building on the foundation of traditional literacy, research skills, technical skills and critical analysis skills taught in the classroom, here is a list of the new media literacy skills needed for students in the 21st century to fully engage in today's participatory culture:

To prepare students for the challenges presented by our globalized, networked, culturally diverse world, educators should put into practice strategies and activities

that underpin the new media literacies involved in accessing, analyzing, interpreting, understanding and creating visual messages in a multimedia environment. Therefore, these experiences with technology need to be recognized by language teachers as valuable and powerful learning tools that should be incorporated into school-based practices. Due to the increasing importance of visual and media images, films have a great potential in the language classroom, as they bring 'together a large variety of modes'. Films are rich multimodal texts containing linguistic meaning, but they also contain other modes that are sometimes more difficult to illustrate or provide in the standard language lesson, such as the gestural component. Films are perfect vehicles for introducing students to different types of popular culture and engaging them with critical questions about the relationship between information and power, through the critical analysis of socio-political issues and intercultural relationships.

Short films are generally longer than one minute and shorter than 15 minutes

The versatility of its use allows incorporating film in different types of learning sessions in the classroom. For example:

- It is possible to screen complete films or short extracts of films (clips).
- Films can be used just for enjoyment, creating a positive atmosphere in the classroom, which can enhance motivation.

– Films can provide a stimulus for other activities, such as listening comprehension, debates on social issues, raising intercultural awareness, being used as a moving picture book or as a model of the spoken language. Learning languages through film can increase language learners' intercultural understanding, as well as helping them to become aware of the similarities and differences between cultures, such as everyday life, education, traditions, social customs, religious beliefs, and events of national importance. There are many other important dimensions to effective teaching. But adding the concept of creative teaching to our understanding of what it means to be an effective language teacher has benefits for teachers, for learners, as well as for schools. For learners, creative teaching helps learners develop their capacities for original ideas and for creative thinking. It also improves the quality of the experiences learners receive and can help learners develop increased levels of motivation and even self-esteem.

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