**Использование фильмов и сериалов в процессе изучения английского языка**

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**Using movies and TV series in the process of learning English**

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**Аннотация**

Цель работы - определить возможность использования фильмов и сериалов в качестве средства совершенствования навыков владения английским языком и выбрать подходящие для этого фильмы и сериалы.

**Abstract**

The aim of the work is to determine the possibility of using films and TV series as a means of improving English language skills and to select suitable films and TV series for this purpose.

**Ключевые слова:** язык; сериалы; изучение; смотреть; словарный запас.

**Keywords: l**anguage; series; films; learning; watching; vocabulary.

**Introduction**

Relevance of the Research. In the modern world, the English language plays a key role in international communication, science, business, culture, and technology. Knowledge of English opens access to global knowledge, career opportunities, and cultural exchange. However, many people face difficulties in learning the language, especially due to the lack of language practice and opportunities to immerse themselves in a natural language environment.

One of the effective and accessible ways to solve this problem is the use of films and TV series in English. One of the main advantages of using films is the presence of an authentic context. Unlike educational texts, which are often artificially adapted for language learning, films offer natural communication situations. This allows learners to better understand how the language is used in everyday life and develop spontaneous speaking skills. Additionally, films help improve listening comprehension, as characters speak at different speeds, with different accents and intonations, preparing learners for real-life communication with native speakers.

This method not only helps improve listening skills, expand vocabulary, and familiarize oneself with modern conversational forms of the language but also allows immersion into the culture and mindset of native speakers. Films and TV series provide a unique opportunity to hear live speech, understand the context of word and phrase usage, and become acquainted with accents and dialects. Thus, this method becomes an important tool in learning English, especially for those who do not have the opportunity to communicate with native speakers or travel abroad.

*The aim of the work* was to determine the possibility of using films and TV series as a means of improving English language skills and to select suitable films and TV series for this purpose.

*The object* of the study is films and TV series in English.

*The subject* of the study is films and TV series as a tool for learning English.

The results of this research can be applied in English as a foreign language class and can also be useful for self-study of English.

*Structure of the Research.* The work consists of two chapters: theoretical and practical, as well as a list of references, including foreign and domestic publications, as well as internet resources.

Studying a foreign language through films is not only an engaging but also an extremely effective way of immersing oneself in a language environment. This approach allows not only for the improvement of language skills but also for a deeper understanding of the cultural, social, and linguistic characteristics of the country whose language is being studied. However, to achieve maximum results, it is important to consider many factors that influence the process of perception and assimilation of information.

One such factor is the study of linguistic and social aspects. Films represent a unique source of authentic language, which includes not only standard grammatical structures and vocabulary but also slang, idioms, dialects, and regional speech features. For example, film characters may speak with a Southern American accent, use youth slang, or professional jargon. This allows the viewer not only to expand their vocabulary but also to learn to distinguish the nuances of the language, which are often absent in textbooks. Additionally, films reflect social norms, traditions, and values of society, which helps to better understand the context in which certain expressions are used.

Another factor is the introduction of cultural context and the formation of an alternative worldview. Feature films are not only entertainment but also a powerful tool for shaping perceptions of the world. They reflect sociocultural priorities and features of life in different countries. For example, American films often create the image of the "American Dream," demonstrating values such as individualism, freedom of choice, and the pursuit of success. British films, on the other hand, may emphasize the importance of traditions, class differences, and the subtleties of humor. Thus, films become a "window" into another culture, allowing the viewer not only to study the language but also to understand the mentality and way of life of its native speakers.

The third factor is the emotional and cognitive engagement of the viewer. One of the key advantages of using films in education is their ability to evoke an emotional response. When we watch a film, we do not just passively perceive information but actively analyze the behavior of the characters, their facial expressions, gestures, tone of voice, and speech tempo. All of this helps to better understand the emotional coloring of dialogues and the context in which they are spoken. Moreover, films often touch on universal themes such as love, friendship, and the struggle for justice, making them relatable and understandable to viewers from different cultures. This contributes to a deeper memorization of language structures and phrases, as they are associated with specific emotions and experiences.

**Main techniques for using movies and TV series in foreign language learning.**

Movies can be used both in group classes and for self-study. In the learning process, they help maintain a high level of motivation, as they offer a more engaging and dynamic format compared to traditional exercises. For example, watching a movie can be combined with tasks such as:

1) Dialogue analysis — identifying key phrases, idioms, and slang expressions.

2) Role-playing — reenacting scenes from the movie to practice pronunciation and intonation.

3) Plot discussion — developing speaking skills by discussing characters, their motivations, and actions.

4) Subtitles and translation — working with subtitles helps improve listening and translation skills, as well as understanding how the same phrase can sound in different languages.

To effectively use movies in English language classes, it is important to approach the process methodically. The following techniques can be applied:

1) Step-by-step scene viewing: Watching one scene in sequence, analyzing it, and only then moving on to the next scene.

2) Working with a single scene: Watching one scene and completing tasks related to it.

3) Watching the entire movie: Watching the full movie while completing tasks that cover the entire material.

Additionally, the teacher needs to determine the purpose of using the movie as a learning material in advance. For example:

1) Conducting a discussion on a specific topic.

2) Developing listening skills.

3) Practicing grammatical structures.

4) Working on pronunciation.

5) Studying speech behavior.

6) Familiarizing with the culture of the target language country.

It is also necessary to consider the following parameters of a movie/TV series:

1) Movie/series with visuals but without sound: Watching the video without the audio track or listening to the audio without visuals to develop perception and interpretation skills.

2) Pause or frame-by-frame viewing: Stopping or viewing scenes step-by-step for detailed analysis and discussion.

3) Random sequence of fragments: Watching fragments in random order and then reconstructing the correct sequence.

4) Split viewing: Distributing different fragments or the same fragment in different modes among groups for subsequent discussion and reconstruction of the complete picture.

Criteria for Selecting a Movie as a Methodological Resource. When choosing a movie for use in the educational process, the following criteria should be considered:

1) Clarity of language: How accessible the language of the movie is for the specific group of learners.

2) Relevance of the plot: Whether the theme of the movie aligns with the interests and needs of the students.

3) Volume of linguistic material: The amount of new vocabulary and grammatical structures.

4) Volume of speech behavior material: The presence of examples of natural speech behavior by native speakers.

5) Volume of cultural material: Information about the culture, traditions, and realities of the target language country.

6) Balance of visual and verbal material: The ratio of visuals to dialogue to ensure the movie is both informative and engaging.

7) Availability of subtitles: The possibility of using subtitles to facilitate understanding.

8) Modernity of the movie: The relevance of the content and language used in the movie.

**Main challenges of using movies and TV series in the process of learning English.**

Despite the fact that the use of movies and TV series as a tool for learning English has gained significant popularity due to their accessibility and interactivity, this approach is associated with a number of problems that can hinder the effective acquisition of language skills. The following issues can be highlighted:

1) Lexical and grammatical complexity.

2) High speech rate.

3) Lack of context and explanations.

4) Cultural differences.

5) Passive perception.

6) Technical issues.

7) Selectivity of content.

**The survey**

The survey involved one hundred participants aged 14 to 20. The goal of the survey was to determine how interested modern youth is in this approach to language learning, as well as to assess its effectiveness and identify potential challenges.

Survey questions:

1) How much are you interested in improving your language skills?

2) How often do you watch movies and TV series in English?

3) What are your main goals when watching movies and TV series in English?

4) What is your opinion on using movies and TV series as a tool for learning English?

5) How effective do you think learning English through movies and TV series is?

The results of the sociological survey conducted confirm that most students see this method as having not only entertainment value but also educational potential. Students note that watching films and TV series helps them to better understand spoken language, to remember new words and expressions, and to become familiar with the culture of English-speaking countries. It also makes the language learning process more interesting and motivating, which is particularly important for maintaining long-term interest in learning.

**Practical recommendations for using movies and TV series in foreign language classes.**

In order to use films or TV series effectively in the foreign language classroom, it is recommended to follow a three-stage system:

1) Pre-viewing: familiarize students with the film's theme and characters. Use exercises to stimulate interest and preliminary discussion. Ask students to guess the plot of the film based on the cover or main scenes.

2) While watching: focus on the plot and characters. Use different types of exercises, such as split viewing of different fragments in small groups, watching with images but without sound, analyzing details and key moments, writing video dictation with gap filling.

3) Review / Follow-up: Use exercises to reinforce the material, such as true/false questions, multiple choice questions, matching exercises, sequencing (putting things in the right order), gap-filling exercises, problem solving tasks, role-playing activities, group discussions.

For creative homework, students can be asked to: Write an essay (for example: "Your favourite character"), write a film review.

In this way, films are a valuable authentic resource that, if chosen and used correctly, can not only help students learn a foreign language, but also introduce them to the linguistic behaviour of native speakers. This approach promotes the development of language skills, increases motivation and makes the learning process more engaging.

**Recommendations for learning English through movies and TV series: material selection.**

To learn English effectively from films and TV series, the following steps are necessary:

1)Choose appropriate materials;

2) Use subtitles;

3) Use the three-stage system (pre-viewing, while watching, review/follow-up);

4) Write and repeat new words;

5)Repeat phrases after the characters;

6)Practice regularly.

In addition to practical recommendations, a list of films and TV series has been compiled for learners at different levels of English proficiency (Pic. 1.):



**Pic. 1.** The list of films and TV series.

**Conclusion**

Having researched the aforementioned information, we have come to the conclusion that the use of films in language learning is a powerful tool that combines educational and entertaining elements. It not only helps to improve language skills, but also provides a deeper understanding of the culture, traditions and mindset of native speakers. Due to their emotional richness and authenticity, films make the learning process more engaging and effective, helping students not only to memorize new words and expressions, but also to use them in real-life communication situations. In this way, films become more than just a source of knowledge - they serve as a bridge between cultures, promoting mutual understanding and cultural exchange.

*Points we've made:*

1. We have analyzed the effectiveness of using films and TV series for learning English;

2. We have investigated the attitude of modern learners toward this method of learning;

3. We have developed recommendations for using films and TV series for language learning;

4. We have compiled a list of films and TV series suitable for different levels of English proficiency;

5. We have analyzed the research results and drawn conclusions about the practical benefits of the method.

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