

by one of the most outstanding Grammarians of English Language acclaimed widely stated below:

It is probably a correct saying that there are very few inflexions in English grammar. It has grown up as an easy and simplified language.

We know that English speakers generally have freedom to devise new words or borrow word, and even add new innovative constructions. Indeed, we have the strong notion that where a language academy exists, there is usually a strong tradition for an insistent teaching of the rules. Thus, French usually follow some strict rules of grammar. On the other hand, flexibility characterizes use of English as per one's full-fledged autonomy. Therefore, this is the difference that a speaker of English avails himself of speaking English. It is comprehended from the above criticism that some grammars are written for mature scholars; some are for the immature schoolchildren; some are for foreign learners; some for native speakers; some have the aim of giving the history of every construction; some are concerned with the contemporary language, too. All these are written with a purpose which can bring results with positive value for the learners.

REFERENCE:

1. Постановление Президента Республики Узбекистан И.А.Каримова «О мерах по дальнейшему совершенствованию системы изучения иностранных языков» от 10 декабря 2012 года.

2. Brown, H. D. Teaching by principles: An attractive approach to language pedagogy. New York: Longman, 2001.

WAYS OF USING MOVIES AND VIDEOS FOR REAL COMMUNICATION

*Saiyra Habibnazarova,
Nukus State Pedagogical Institute
named after Ajiniyaz, Nukus, Uzbekistan*

The teaching of English as a foreign language or as a second language exists in all parts of the world. Since English has become an international language more importance is being laid on teaching and learning it effectively. Materials are designed to provide appropriate exposure to the learners and enrich the language learning experience. Exposure to natural language plays a vital part in the language acquisition process. Authentic materials that are derived from the culture of the target language give positive attitude towards language learning rather than those specially designed for language learning. However, in most of the classes students are taught using traditional materials and audio materials that do not prepare them to encounter real life situations. Authentic materials act as a vehicle in bringing the target culture nearer to them. It is worthwhile to know what authentic materials are. Using examples of language that are produced by native speakers for their own purposes and newspaper articles, advertisements, pop songs, strip cartoons are considered to be the authentic materials.

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-off address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. Authentic materials are sometimes called contextualized materials which we come across in daily life. Many scholars have defined the term authentic materials in different ways but every definition has one common characteristic that authentic materials have exposure to real language and its usage in its own community. Most of scholar announced their points about authentic materials, such as Jordan, Nunan, Herrington and Oliver, Harmer, Bacone&Finneman, Miller, Otte, Thanajaro, Berardo, Kim, Clark, Kilickaya, Martinez, Norton & Sprague, Mcknight and others. Above mentioned names of researchers defined the term authentic materials and divided several kinds of types or categorized. Besides, scholars argue that the use of authentic materials help students to bridge the gap between classroom knowledge and their capacity to participate in real-world events.

The use of authentic materials for English language teaching is a topic which has been discussed for many years by experts in the field and teaching professionals. Most teachers have their own

opinions about their use and practicality in the classroom. Most of them like the idea of using authentic materials but avoid using them due to the lack of knowledge of how to select an appropriate text (either written or audio), doubt about how they can be exploited and the belief that students may not find the material stimulating or may find it too difficult. Some less experienced teachers may, after an unsuccessful attempt at using material from an authentic source, decide that it is safer and less time consuming to stick to the prescribed course book.

There is no doubt that today English teachers have a lot of choices in terms of teaching materials. Choosing them we are to keep in mind that we should focus students' attention not only on vocabulary and grammar structures but prepare them for real communication where the knowledge of culture is sometimes crucial. Thus the use of authentic materials can help solve this problem. The majority of scholars define authentic materials as materials which are designed for native speakers; they are real texts, designed not for language students, but for the speakers of the language. Furthermore, the use of authentic materials is an important principle of communicative language learning and it contributes to the development of an individual learning style and learner autonomy, also it is effectively. In real life we come across some real situations, so that time using authentic materials is beneficial for us. Basically, authentic materials provide the following benefits:

- motivation to learning;
- authentic cultural information;
- real language presentation;
- creative approach to teaching

First of all, use of authentic materials is encouraged by many researchers because they are frequently up to date. They have a positive influence on learners; motivation, comprehension and satisfaction. They inspire students to learn language provide cultural information, give exposure to real language and allow a more creative approach to teaching. Scholars confirm that authentic materials contain language data and communication which improve students' communicative skills. They are also channels for communication that deliver messages and meaning to learners.

As we can see authentic auditory materials contains theme of our article. Movies or videos are a good example of authentic material that can be used in language teaching in order to make the learning process more entertaining, more enjoyable and possibly even somewhat easier. Movies are designed to appeal directly and fully to people's emotions. Also the aspect of entertainment is strongly present as far as films are concerned. Since the use of movies in language learning has to do with affective factors, it is very important for the teacher to be able to balance between getting the students to become involved in the films while also exploiting the language learning potential of the movies. Thus, using movies as authentic material requires an emphasis on the teaching approach, which should be content- and task based. In addition, also the teachers own attitude towards the films is an important factor in order to be able to treat the films as cultural items instead of mere sources of language input.

Finally, teachers should create a relaxed atmosphere in the language classroom by using movies or videos. This helps students or pupils when they have problem with the language. This positive atmosphere can reduce students' anxiety, encourages them to acquire the language and increases level of motivation. Learning the target language will be better and faster when students feel relaxed in the classroom. In short, using movies or videos is very useful and significant in the classroom to learning English language.

REFERENCE:

1. Gerhard, J. G. *Teaching English as a foreign or second language: A teacher self-development and methodology guide* (2nded.). 2006.
2. Guariento, W. & Morley, J. "Text and Task authenticity in the EFL Classroom". *ELT Journal*, 55(4), 347- 353. 2001. Web.
3. Herrington, J., & Oliver, R. *An instructional design framework for authentic learning environments*. 2000. Pp: 23-48.