

## AUTHENTIC FILMS AS A TOOL FOR THE DEVELOPMENT OF SOCIOCULTURAL COMPETENCE

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*The article is devoted to the problem of foreign language teaching with the help of authentic films and TV series. Some effective ways of using such tools are discussed in the article.*

Foreign language skills, communication skills, interaction skills and successful communication process are the most important components of competences in various fields of human activity. For successful communication and socialization, a person should easily find a common language with others. At the same time, as it has already been stated, languages should be studied in integrity with the world and culture of the people speaking these languages [1].

For effective communication, it is not enough to be able to produce, create and understand foreign language speech, as communication (verbal and written) is not just a verbal process. Communicative success depends on such factors as etiquette, knowledge of non-verbal forms of expressing thoughts, communication, culture and much more.

Hence, it seems important to include the sociocultural component in the content of FLT from the initial stage of its study, so that all components (knowledge, speech material, situations, themes, skills and abilities) contribute to the formation of intercultural competence and ensure the development of communication between the linguistic and sociocultural components. Moreover, studying the culture of other countries will help not only to know the history and traditions of the countries, but also to realize the value of students' own culture.

To learn a foreign language and intercultural communication, students are recommended to use such a tool as watching authentic films online. According to N.V. Baryshnikova and G.G. Zhoglina, videos in the target language can introduce students to culture, as well as attach them to it, because "authentic videos provide a combination of language and sociocultural codes inherent in situations of real foreign language communication" [2, p. 14]. Foreign-language films clearly demonstrate foreign-language culture, develop motivation for learning and for communication activity.

Authentic materials include those that are produced by native speakers. These materials are used in the educational process in a non-adapted form. Such materials are designed for a communicative approach.

Video materials allow students to perceive information visually and by ear, which indicates one of the main principles of training – the principle of visualization. Imitation of the language environment, reproduction of the speech situation visually and by ear increases the effectiveness of the learning process.

Films allow one to study the phenomena and characteristics of a foreign country, receiving information about various cultural aspects of the country. In addition, the supply of useful information is unobtrusive. Feature films provide opportunities for analyzing culture-specific element and behaviour of people.

Authentic materials help students develop language skills and promote the development of intercultural competence. They expand vocabulary, knowledge of grammatical structures, develop writing and speaking skills, knowledge of phraseological units and idioms and the ability to work with them, develop contextual guess skills, etc [3].

For school students there are a lot of sources to improve their English skills which can be easily found in the Internet. There are some websites given below which provide plenty of films in English (some of them are free, some of them are not):

- Netflix (it is a streaming service that allows the members to watch a wide variety of TV-shows, movies, documentaries, etc. The main advantage of this resource is an opportunity to add English or Russian subtitles to the video);
- Amediateka (it is a Russian streaming service which provides a great number of American and British video-materials with subtitles);
- LeLang (it is a Russian website for English-learners, which provides films and TV-series free. Russian and English subtitles or double subtitles are available);
- English-with-fun (the main advantage of this Internet resource is a possibility to translate subtitles while watching the film and to add them into online dictionary).

In foreign language classes in high school, one can use various video materials: feature films and documentaries, interviews, cartoons, commercials, fragments of news and broadcasts.

However, for films to produce results, their selection and work with them must be built correctly. The correct choice of the film, setting goals and objectives, as well as considering the language and country features of the film are important.

Using resources such as authentic films allows one to solve the following didactic problems:

1) expansion of the vocabulary; development of listening skills and their improvement; development of language competence, as watching authentic films makes it possible to hear the intonation of native speakers, their pronunciation, as well as live speech (idioms, phrasal verbs, etc.);

2) development of linguistic and regional competence;

3) development of sociocultural competence.

Work with authentic films is based on the same principle as work with the text. Three main stages are distinguished: pretext (pre-review), text (review) and post-text (post-review).

Based on this, the following types of tasks can be formulated:

1) preview tasks that help prepare the teacher for viewing, improve the perception of the film;

2) tasks that should be performed in the process of watching the film (help to correctly perceive the film at the linguistic and cultural level);

3) post-review tasks [4].

If it is possible to play the film in parts, the student can analyze the fragment in detail and disassemble it, which contributes to the development of analysis and synthesis. Among other things, when watching films, all four types of communicative activities are involved: speaking and listening, reading and writing [5].

To show how these three stages work, we can consider one of the most popular TV series 'Friends', which shows us some special features of American lifestyle and culture. To begin with, the teacher should choose the episode, which goes with the topic being studied. For example, if we study American holidays, we can suggest that the students should watch the episode about Halloween (season 8, episode 6).

As for the preview stage, the teacher may start with questions about the TV series. After the feedback, it is possible to start a conversation about the holiday, its history and peculiarities (Do you like to watch TV series? What is your favourite one? Do you know 'Friends'? Today we will watch the episode called 'The One with the Halloween Party'. When is this holiday held? What do people usually do on Halloween? Do you know the history of it?)

Then, it is important to pay attention to the new vocabulary, which may cause some difficulties during watching (the teacher should prepare it in advance). The students can guess the definition in English or in Russian or it may be given by the teacher. In this episode, we can pay attention to the following words, phrases and phrasal verbs: *in a row, no way, to hit on someone, to fit into, to be in style, fall line, to whine, satellite, exclusively, to get a crush on someone, to be out of something, to be maxed out, equally*. Also, the students may make up sentences using new vocabulary. It helps remember the vocabulary and make it active.

After these tasks, the students watch the episode. While watching they have to complete some tasks too. For example, they can answer the questions (Who throws the Halloween party? Which different costumes can you find at the party? Which costume is Ross wearing? Why does Chandler get upset with Ross? Who has a twin sister? When Ross and Chandler fight, who wins? Is the result fair? What happens to Phoebe in the end?), overlook and arrange scattered sentences in the correct order (Phoebe tells Ursula's fiancée everything about her; Rachel is out of sweets, so she gives a girl some money; Monica, Rachel, Phoebe, Joey and Ross discuss the coming Halloween Party in the café; Ross and Chandler have a fight; Phoebe meets her sister, Ursula, in the street and invites her to the party) or other types of activities.

As the post-view task, any types of written or oral activities may be given to the students. Essays as well as dialogues help students acquire new information and vocabulary (for example, the students may write an essay about Halloween and how they would like to celebrate it, what costumes they would choose, etc.).

As we can see, there are plenty of activities which may be given to the students. However, it is important to understand that using authentic films or TV series requires preparation from the teacher, because only carefully selected tasks help students improve their knowledge in terms of vocabulary, grammar, listening and speaking skills, cross-cultural competence and so on.

Thus, the use of Internet resources, authentic books, videos and journalistic articles helps expand the sociocultural content of teaching foreign languages, allows the teacher to choose the material that meets curriculum requirements, the language level of students, their interests.

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