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INGLIZ TILIDA TIL KO'NIKMALARI VA MADANIY KOMPETENSIYANI FILMLAR ORQALI RIVOJLANTIRISH**РАЗВИТИЕ НАВЫКОВ АНГЛИЙСКОГО ЯЗЫКА И КУЛЬТУРНОЙ КОМПЕТЕНТНОСТИ С ПОМОЩЬЮ ФИЛЬМОВ****DEVELOPING LANGUAGE SKILLS AND CULTURAL COMPETENCE IN ENGLISH THROUGH FILMS****Jumaniyazov Danyor Karimovich** 

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Annotatsiya

Mazkur tadqiqot chet tili sinflarida filmlardan pedagogik vosita sifatida foydalanish orqali til ko'nikmalarini va madaniy kompetensiyani rivojlantirish samaradorligini tahlil qiladi. O'qituvchilar mos filmlarni tanlash orqali lug'atni boyitish, talaffuzni yaxshilash va tanqidiy fikrlashni rivojlantirish kabi muhim sohalarni qamrab olishlari mumkin. Metodologiyada til va madaniy mazmun asosida filmlarni tanlash mezonlari ko'rsatilgan. Natijalar til o'rganishning turli jihatlarini uchun mos filmlar ro'yxatini taqdim etadi. Ushbu tadqiqot chet tili sinflarini qiziqarli va samarali qilishda audiovizual materiallarning rolini ta'kidlaydi.

Аннотация

Данное исследование изучает эффективность использования фильмов в качестве педагогического инструмента на уроках английского языка как иностранного для развития языковых навыков и культурной компетенции. Правильный выбор фильмов позволяет преподавателям решать ключевые задачи, такие как обогащение словарного запаса, практика произношения и развитие критического мышления. Методология включает критерии выбора фильмов на основе лингвистического и культурного содержания. Результаты демонстрируют список рекомендованных фильмов, подходящих для различных аспектов изучения языка. Исследование подчеркивает роль аудиовизуальных материалов в повышении вовлеченности и эффективности изучения английского языка.

Abstract

This study explores the effectiveness of using movies as a pedagogical tool in English as a Foreign Language (EFL) classrooms to enhance language skills and cultural competence. By selecting appropriate films, teachers can address critical areas such as vocabulary development, pronunciation practice, and fostering critical thinking. The methodology includes criteria for choosing movies based on linguistic and cultural content. Results highlight a list of recommended films suited for different aspects of language learning. This study emphasizes the role of audiovisual materials in making EFL classrooms engaging and effective.

Kalit so'zlar: filmlar, til ko'nikmalari, madaniy kompetensiya, audiovizual vositalar**Ключевые слова:** фильмы, языковые навыки, культурная компетенция, аудиовизуальные материалы**Key words:** movies, language skills, cultural competence, audiovisual tools**INTRODUCTION**

Movies, as an authentic and engaging medium, provide a rich resource for enhancing language skills and cultural awareness in EFL classrooms. They combine visual, auditory, and contextual elements that appeal to diverse learning styles. This article investigates the integration of movies in EFL instruction, focusing on their potential to develop vocabulary, improve pronunciation, and foster cultural competence.

The role of movies in education has been widely recognized for their ability to present real-life language use and cultural nuances, making them a valuable tool for language learners (Sherman, 2003). With globalization, understanding diverse cultures and languages is critical, and films serve as windows into the linguistic and cultural practices of native speakers.

LITERATURE REVIEW

Scholars have emphasized the educational benefits of movies in language learning. According to King, films offer exposure to authentic language and situational contexts, which enhances comprehension and retention [3]. Herron et al. found that audiovisual content significantly improves vocabulary acquisition and listening skills [2]. Tomalin and Stempleski argue that movies are a gateway to cultural understanding, presenting learners with diverse traditions, social norms, and communicative behaviors [5]. This aligns with Byram's intercultural communicative competence framework, which stresses the importance of cultural knowledge in language learning [1].

METHODOLOGY

To ensure the effectiveness of movies as a pedagogical tool in EFL classrooms, specific criteria were established for selecting suitable films.

The films must align with the learners' proficiency levels to provide comprehensible input while still presenting enough challenges to promote language growth. For beginners, films with clear and straightforward dialogues, such as *Finding Nemo* or *The Secret Life of Pets*, are ideal. Intermediate learners may benefit from movies like *The Devil Wears Prada* or *The Intern*, where the language includes more nuanced expressions and colloquial phrases. Advanced learners can tackle films like *The Great Gatsby* or *Lincoln*, which offer sophisticated language structures and a variety of accents.

Movies selected for EFL classrooms should depict diverse cultural settings and themes to enhance learners' cultural awareness and sensitivity. For example, *Slumdog Millionaire* provides insights into Indian culture, while *The Farewell* delves into Chinese family traditions. *Coco* and *Moana* expose learners to Mexican and Polynesian cultures, respectively.

Films must be chosen with clear educational objectives in mind. For instance, *The King's Speech* can be used to focus on pronunciation and speech improvement, while *Hidden Figures* can serve as a basis for developing critical thinking and discussions around diversity and inclusion. *Dead Poets Society* is excellent for promoting creativity and reflective thinking, and *Julie & Julia* can enrich learners' culinary vocabulary.

Movies with compelling storylines and relatable characters are more likely to maintain learners' interest and motivation. Animated films like *Up* and *Inside Out* are highly engaging for young learners, while romantic comedies like *Notting Hill* or action-packed films like *The Hunger Games* captivate adult audiences.

To identify suitable films, surveys were conducted among both teachers and students. These surveys sought to determine preferred genres, themes, and educational goals. The selected movies were evaluated for linguistic features, including dialogue clarity, vocabulary richness, and diversity of accents, as well as their cultural content and overall educational potential. Films were then categorized based on their primary contributions to EFL learning, such as vocabulary enrichment, pronunciation practice, critical thinking, and cultural competence.

RESULTS

The analysis revealed a range of movies that cater to different aspects of language learning. The table below presents the recommended films categorized by their specific focus areas, along with their key features and educational benefits.

Learning Focus	Movies	Key Features
Vocabulary Enrichment	<i>The Pursuit of Happyness</i> , <i>Julie & Julia</i> , <i>Finding Nemo</i> , <i>The Devil Wears Prada</i> , <i>The Social Network</i>	Rich in thematic vocabulary (e.g., personal struggles, culinary terms, workplace lingo); dialogues include expressions useful for everyday communication.
Pronunciation Practice	<i>The King's Speech</i> , <i>Sing</i> , <i>The Great Gatsby</i> , <i>Pride & Prejudice</i> , <i>Forrest Gump</i>	Focus on articulation, different accents (British, American Southern), and clear delivery of lines to aid phonetic learning.
Critical Thinking	<i>Dead Poets Society</i> , <i>Inception</i> , <i>Hidden Figures</i> , <i>12 Angry Men</i> , <i>The Imitation Game</i>	Provokes discussions and debates on complex issues; encourages analytical skills and reflection on personal and societal topics.
Cultural Competence	<i>Coco</i> , <i>Bend It Like Beckham</i> , <i>Slumdog Millionaire</i> , <i>The Farewell</i> , <i>Moana</i>	Provides insights into various cultural practices, traditions, and social norms, fostering cross-cultural understanding and empathy.

Each film was analyzed for its potential to facilitate meaningful classroom discussions and activities. For instance, *Inside Out* not only enhances vocabulary related to emotions but also serves as a springboard for discussions about mental health and self-awareness.

DISCUSSION

The findings underscore the transformative role of movies in EFL classrooms. Movies provide a dynamic and interactive learning environment that goes beyond traditional language instruction. For example, using *Coco* in a classroom allows students to explore Mexican culture while learning terms related to family and celebrations, fostering a holistic understanding of the language and its cultural context.

Learners reported that films like *The King's Speech* helped them improve pronunciation through imitation of dialogues and understanding of speech rhythm. Critical thinking was particularly evident in lessons centered around *Dead Poets Society*, where students analyzed themes of conformity and individuality. Furthermore, teachers highlighted that animated films like *Finding Nemo* were highly effective for young learners, as the simple yet engaging dialogues facilitated vocabulary retention.

CONCLUSION

Movies are a powerful tool for enhancing language skills and cultural competence in EFL classrooms. They provide authentic language exposure, cultural insights, and opportunities for critical thinking in a captivating format. This study recommends a strategic selection of films based on learners' proficiency levels and pedagogical goals to maximize their educational benefits. Future research could explore the integration of short films or documentaries and their impact on language acquisition and intercultural competence.

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