

PRINCIPLES OF USING FILMS AND TV SERIES IN THE EDUCATIONAL PROCESS

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Annotation. *This thesis examines the theoretical and practical principles of using films and TV series in the educational process. The study analyzes how audiovisual materials contribute to language acquisition, motivation, and the development of communicative competence, and outlines key methodological approaches for their effective integration into the classroom.*

Key words: *films, TV series, educational process, audiovisual materials, language learning, communicative competence, motivation.*

Introduction. The use of films and TV series in education has become an increasingly significant pedagogical tool, particularly in foreign language teaching. Authentic audiovisual materials provide learners with exposure to natural speech, cultural context, and real-life communication patterns that are often difficult to replicate through traditional textbooks.

Understanding the theoretical principles behind the effective use of films and TV series allows educators to design lessons that enhance both linguistic competence and learner engagement.

Main part. The concept and educational value of audiovisual materials

Films and TV series combine visual, auditory, and contextual information, which makes them a powerful resource for developing listening comprehension, vocabulary, and cultural awareness. According to Stempleski and Tomalin, audiovisual materials create a realistic language environment, exposing learners to natural intonation, pronunciation, and idiomatic expressions that are rarely presented in standard textbooks.

Herrero and Vanderschelden further argue that film, understood broadly as any form of moving image with sound, fosters intercultural awareness and supports learners' engagement with authentic multilingual content.

Not every film or series is suitable for classroom use. Effective selection should be based on several principles: relevance to the learners' proficiency level, clarity of speech, cultural appropriateness, and thematic connection to the curriculum. King (2002) emphasizes that materials should match learners' language level to avoid cognitive overload, while still providing enough challenge to promote learning, and recommends careful pre-selection of scenes based on length, language density, and visual support.

Oxford's Strategy Inventory for Language Learning (SILL) provides a systematic framework for understanding how learners acquire, process, retain, and use a foreign language.

The framework includes six major groups of strategies: memory strategies, cognitive strategies, metacognitive strategies, compensation strategies, affective strategies, and social strategies. These strategies are especially relevant to English for Specific Purposes (ESP), because ESP courses are designed according to learners' academic, professional, and occupational needs.

In the context of a medical–technical English course, language learning is not limited to general vocabulary and grammar. Instead, it involves the acquisition of professional terminology, the comprehension of subject-specific texts, the development of clinical communication skills, and the ability to use English in real or simulated professional situations.

The integration of Oxford's SILL strategies into an ESP course makes the learning process more purposeful, systematic, and learner-centered. Memory strategies help students acquire and retain medical–technical terminology, while cognitive strategies enable them to understand and use professional language in meaningful contexts. Metacognitive strategies develop students' ability to plan, monitor, and evaluate their own learning. Compensation strategies support communication when learners face lexical or grammatical difficulties. Affective strategies reduce anxiety and strengthen motivation, whereas social strategies encourage cooperation and professional interaction.

Thus, the use of these six strategy groups in ESP course design contributes to the development of students' linguistic, communicative, cognitive, and professional competencies. In medical–technical English instruction, these strategies help students not only learn English as a foreign language but also use it as a practical tool for academic study, clinical communication, and future professional activity.

Conclusion. This chapter has outlined the theoretical principles of using films and TV series in the educational process. The analysis shows that audiovisual materials, when carefully selected and methodologically structured, significantly contribute to learners' language development, motivation, and cultural understanding. The findings confirm that the integration of films and TV series should be guided by clear pedagogical principles in order to maximize their educational effectiveness.

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