THE IMPLEMENTING OF MOVIE ACTIVITIES TO DEVELOP PUPILS' COMMUNICATIVE COMPETENCE IN ENGLISH CLASSES AT ACADEMIC LYCEUMS

Akhmadalieva Khosiyatposhsho Abdukhayotovna,

Teacher, 1st year PhD student, Uzbek State University of World Languages

Abstract: This article reveals about creating English environment through movie activities in English classes that involves not only the language itself, but also social interaction, critical thinking and emotions that develop pupils' communicative competence at academic lyceums.

Key words: Movie activities, English classes, communicative competence, academic lyceum, verbal communication.

Nowadays, the English language is a principal means of communication around the globe that everyone makes attempt to acquire English to be equal the pace of life. In Uzbekistan, at all education establishments English is taught through using innovative pedagogical technologies. More specifically, at academic lyceums pupils learn English to get placed to International Universities and to be competitive, artful staff in the future. At academic lyceums, in traditional teaching, pupils are often introduced new grammatical structures and subsequently trained to practice them while the teacher is correcting their mistakes that lead mastering the forms theoretically without being able to use them actively in communication. This may result in mastering the forms theoretically without being able to use them actively in speaking. As scholars Maley and Duff continue: "Much language teaching is done through structures or so-called situations in the belief that once a sentence has been correctly formulated a use can always be found for it. First comes form, then meaning" [1]. They criticize this approach because it results in getting learners used to "making sentences fit into structural molds" which they illustrate with the following simile:

To use an analogy, such a learner is like an architect who designs a building before inspecting the site on which it is to be placed. There may be nothing structurally wrong with the design, but if the building is five stores high with a stone façade, and is intended to fill the gap between two steel-and-glass skyscrapers, the architect will clearly have to put in some overtime! For this reason, in modern teaching, most teachers eliminate traditional way of teaching, they are on a constant quest for variation to their repertoire in order to maintain pupils' interest in the classroom. Various activities have values that create real English atmosphere to improve pupils' communication skills, as well as, their self-esteem, language skills and other abilities to express themselves by using their own creativity, thus pupils' communicative competence is developed step by step.

One of the feasible communicative activities is movie activities that can develop pupils' social skills and make them attain more cultural knowledge in an interesting way through a movie context. Moreover, movie activities can bestow equally pupils' benefits that are required in real life. As scholars Neelands and Goodle consider movie "the direct experience that is shared when pupils imagine and behave as if they

were other than themselves in some other place at another time" [2]. Besides, in movie activities genuine communication in which the participants do not take turns in a regular pattern as "most ordinary conversations contain hesitations, interruptions, distractions, misunderstandings and even silences". Other important features of communication are emotional involvement: "a conversation could evoke the whole spectrum of feelings from violent anger to tenderest love in the speakers" and body language: "facial expressions, gestures, the positions of our limbs, and non/verbal sounds, which can be as eloquent as words" [3]. Movie activities can bring the opportunity to communicate naturally in the classroom that develop communicative competence because it provides the language learners with meaningful context for speaking and listening. It covers several components that create this context :

Setting - the physical surroundings, for example *restaurant, airport, station*. Pupils can communicate in real life circumstances due to implementation into practice in the classroom

Role and status - every pupil interchanges various roles during the day and the particular role undoubtedly influences the way they speak.

Mood, attitude and feeling – feelings have influence on language in almost all situations.

Shared knowledge – practically all conversations that pupils lead comprise to certain extent shared knowledge, something what both participants know and thus there is no need to say to each other.

All given components help to pupils interact each other freely in the classroom to improve their communication skills. In addition, using movie activities in teaching English is that movie brings fun to lessons, which increases pupils' motivation and makes learning more memorable. Harmer writes that "one of the teacher's main aims should be to help pupils to sustain their motivation" [4]. Pupils learn English easily and with interests.

As a result, movie activities allow the student to show his or her own feelings, personality and creativity, to be used in the language class depending on the communicative situation.

In conclusion, it is apparent that movie activities foster pupils' socialization, critical thinking, problem solving and improve oral communication skills, by exploring different language styles and registers, furthermore, shy pupils can "hide behind" another character still while using their personalities, so they are actively involved with these kind of activities, because this "personalization makes language more meaningful and memorable than drilling or mechanical repetition can. Pupils are encouraged to speak and have the chance to communicate, even with limited language, by using non-verbal communication.

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