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DICTIONARIES IN TEACHING THE ENGLISH LANGUAGE

Introduction. Electronic dictionaries include much information and now they are easier to access and understand than ever before. Rapid evaluation of electronic dictionaries created huge dynamic in lexicography.

Electronic dictionaries become more attractive, they received popularity among EFL (English as a Foreign Language) learners of any level. Using electronic dictionaries in EFL classroom has become an alternative to others. As for English instructors, helping students with electronic dictionaries is one of the best ways to help them become independent, feel free language learners. Some approaches to this device usage in class will be discussed in this paper.

Main part. For language instructors and learners to participate in the digital world, they will need to use English and technology to meet their educational and personal needs. Electronic dictionaries are used in EFL classes and become useful and popular. Reading dictionaries, students can improve pronunciation, watch multi-media elements and use other options (hyperlinks, cross-references, etc.). Moreover electronic dictionaries have additional useful information and the fast search panel. This is not surprising that electronic dictionaries can be used as a tool in the same ways as paper dictionaries. Both learners and teachers must understand the advantages and liabilities of using electronic dictionaries [1]. E-dictionaries have the potential to be a useful instrument in English language classes, at the same time they can be seen as a not useful a tool in the English language classroom. One of the most important challenges that learners face during the process of foreign language learning is learning vocabulary. The use of dictionaries is a great help in vocabulary learning, and nowadays the development of electronic dictionaries is new and continuous. E-dictionaries make task very easy and help to students in learning new vocabulary, it is an interesting, fun, tool to use [2].

Since e-dictionaries have not been explored extensively in Azerbaijan, research about the use of them caught the researchers' attention. Because of phone ban at the university, students don't currently use portable mobile dictionaries during the lesson, but use computers. Some representatives of the older generation don't approach e-dictionary as an affordable learning device; they say: "It is better for us to soak a finger, list the dictionary eagerly and look for the word rather than using this devil's device".

Why are print dictionaries better than online dictionaries? As for American lexicographer A. B. Kipfer, there are 8 reasons for that:

1. While opening a dictionary two-pages stand in front us, we usually look for a word. It is usually the case that our eye wanders. Words are tantalizing, and a dictionary page holds so much information that it is easy to find something interesting there.

2. In a paper dictionary, the meanings of the words are not on separate lines as in an online dictionary. Finding the meaning of the words you are looking for is a great way of making the brain exercise.

3. If you know the alphabet by heart, you find the words very easily. It is another brain exercise — simply finding a word in an alphabetical book.

4. Less clutter and no ads. No pop-ups, no malware, no cookies. No advertisement, nobody sells you anything. No disturbing elements.

5. Much knowledge is held in your hands, in print: it is an amazing and exciting feeling. The nostalgia of a big, heavy, an old paper book is also comforting and uplifting.

6. In selecting a book, we use one dictionary not a few at a time as you would do due to many online hyperlinks, sites; it is possibly easier to work or find a word.

7. It is more effective to look for a word in a paper dictionary: we can open any page and see a word or definitions that we don't know.

8. Another useful side is to have a look around when doing a specific search, seeing words you have forgotten. One sees a word and feels confused, "what does that mean?", and it almost ensures you will think about that word and probably use it again [3].

Conclusion. On the other hand, we can say that there are many people who use e-dictionaries regularly even among representatives of older generation. Electronic dictionaries have *advantages* over paper dictionaries. It is difficult to carry a heavy paper dictionary, it is beneficial for student to have a small dictionary that they can carry in their pocket and have constant access to this important resource.

Besides, limited class time can be used more efficiently. Electronic dictionaries can allow students not only rapidly find necessary information about new words but also to quickly download the newest information about the vocabulary through online supplementary websites. Today Oxford, Cambridge press e-dictionaries, Google online dictionary, Polyglot, Prompt, Dilmanc, Intelsoft are popular and while using them you became a witness of various interesting functions of e-dictionaries' operators [4, p. 3]. Beside this, you can find terminology electronic dictionaries in any fields (chemistry, math, and physics, economic, etc.) on the Internet. For instance, the explanations of chemical elements are introduced by formula in Chemistry dictionary (www.chemistrydictionary.com). The cases of other vocabularies are similar to it, but they are updated day regularly.

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USING AUTHENTIC VIDEO FILMS IN THE EFL CLASSROOM

Introduction. Special attention is paid to using authentic materials in the methodology of foreign languages teaching. Authentic materials are texts, or videos, from original sources containing authentic grammar and language elements. Original videos are the main source of information about the foreign language in foreign language classes. Also they show the specific features of the country where the target language is spoken.

Authentic video materials have emotional, intellectual and educational means. The informative importance of videos arises from the fact that they show real life in a more diverse way than other media. Original videos offer a learner better opportunity to immerse in the target culture. This is the most useful channel to learn the information that native speakers tell about. Moreover, learning the English language by watching original movies, animated films, authentic series is very encouraging and challenging for students.

Main part. The video material recording is understood as any TV production of news, press releases, shows, advertising, series, movies used as didactic material with the possibility of multiple viewing in the classroom.

When using authentic films in ELT (English language teaching), “the principle of immersion in the sociocultural and linguistic environment of another country is implemented in the classroom, creating the illusion of introducing students to the natural language environment, modeling the communicative situation” [1, p. 88].

The learners are becoming more and more motivated in the process of using authentic video materials at the lesson. Students should get satisfaction from the video precisely due to the understanding of the foreign language but not only due to an exciting and breathtaking plot.

For the appropriate application of authentic films when teaching students foreign languages, it is necessary to organize appropriate work with them. Firstly, it is necessary to determine the learning goals and objectives (what we will achieve by showing a video). The second important step in such a work is the choice of video (why we want to show this film or video).

A lot of attention is paid to the problem of selecting video materials in domestic and foreign studies. After analyzing the publications of various authors on this topic, we would like to define the following criteria for video materials: the compliance of the language content of the video recordings with the level of students' language competence; the relevance of the topic of videos or authentic films; the compliance of the content of the video recordings with the educational goals and objectives, the interest of students; taking into account country-specific features; informational and artistic value.

There are a lot of algorithms for working with authentic films. E.g., it is necessary to watch them without paying attention to unfamiliar words in the first viewing. Pay attention to unfamiliar phrases, pronunciation and vocabulary while you watch the movie again. Then students can compose a short story about themselves with the words from the movie. In this case it will be easier for them to remember new lexical units.