

**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](http://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.

After watching the movie the teacher may invite students to share the summary of what they saw. For this reason they receive a plan for writing a review. Their reviews contain their reflections on the film, the characters, and their opinions about the movie. As a plan students may use the following questions: Did you enjoy the plot of the movie? What did you like best about the film? Who was your favorite character in the movie? Did you learn anything interesting from the film? Give your opinion about the video.

As the final task after watching the film, the teacher can offer learners to role-play a scene from the film. Students work in groups of four to seven people, distribute roles, they rehearse a scene from the film for several weeks. This assignment is a great task for homework. At the final lesson on the topic, the students present their group performances in the classroom.

When including authentic video materials, especially films in the EFL classroom, it is necessary to take into account their specific features such as a genre. To prepare for watching, a teacher needs to determine how much time he can devote to working with the movie. It is better not to watch the whole film in the classroom but to split it into episodes and work with each fragment. Showing the whole film or video can be done as the completion of work on it. Then the teacher should organize the further work with the movie, taking into account the goals and objectives which were set, the language features of the film as well as the theme of its fragments. Such exercises are divided into three categories: before viewing, while viewing, and for after viewing.

Let's consider how to use them in teaching listening comprehension. It is obvious that films are suitable for teaching pronunciation: they allow to see the articulation of sounds, to hear different patterns of native speakers' pronunciation from exemplary speakers to baby talk, they illustrate all speech patterns of the language.

"The use of authentic films in ELT allows the development of various aspects of the mental activity of students, first of all, attention and memory, which are very important in teaching listening. The intensity of attention affects the memory of learners. The use of different channels for perception of information such as hearing, vision, motor perception has a positive effect on the strength of imprinting linguistic and language materials" [2].

Visual series allow learners understand and capture better both factual data as well as purely linguistic aspects of speech in a certain contextual situation. Obviously, an authentic film is able to have a powerful emotional impact on students, serve as a good motivator and incentive in order to create additional motivation for further educational and creative process.

At present, authentic films and videos have become easily accessible. It's not difficult for teachers to find them on the Internet. A teacher can offer to watch such films as "Casper the Friendly Ghost", "Kung Fu Panda" or "The Jungle Book" for students who has Elementary English. Learners with Pre-Intermediate level may watch "The Lion King" or "Tangled". If students have Intermediate English, they can watch series "Friends", "Harry Potter", "Shrek".

When using films for English classes, "the following techniques can be used: viewing a set of scenes, i.e. viewing and expanding one episode, then the next episode, and so on; viewing specific scenes or one scene from the entire movie; watching the full movie" [3].

As noted above, the authentic films illustrate the features of the language as they are accepted by its speakers as well as natural social contexts. Authentic video materials should have the property of real communication, which always happens in specific situations between people.

**Conclusion.** Thus, it should be mentioned that the ultimate goal of learning a foreign language for a student is to acquire the skills and abilities of comprehension and understanding the foreign language by viewing. It will help him to participate in oral conversations later. However, since students do not have sufficient contacts with native speakers, this goal cannot be effectively achieved without the use of authentic films and videos including different materials for teaching listening comprehension, since these materials provide the development of the ability to understand foreign speech in the natural environment.

Authentic films can be useful for learning if the teacher offers students practical tasks in the EFL classroom. Movies and videos can be useful pedagogical tools when combined with appropriate learning sessions. The audiovisual support if provided in the films helps to create a meaningful educational atmosphere for students. It gives them a better idea of what's going on and encourage wider discussion after viewing the movie.

Therefore, video films are very important materials in the EFL classroom, e.g., authentic videos will introduce learners to the authentic pronunciation and native speaker speech patterns.

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