

THE ROLE OF MODERN SONGS AND MOVIES IN RAISING MOTIVATION FOR LEARNING FOREIGN LANGUAGES

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The article deals with the peculiarities of using modern songs and movies in a foreign language classroom. It also gives the analysis of the stages and the possible exercises of this kind of activity, provides the main objectives of this activity in studying foreign languages. The article emphasizes the importance of using these techniques to increase the student's motivation, considering possible challenges faced by teachers and students as well as psychological and methodological solutions to these problems for better foreign language acquisition. The article also points out that due to the application of multimedia technologies, like songs and movies, the possibilities of modern methods of learning foreign language are considerably broadened and diversified. The content of lessons is enriched, the rate of realization is high, and a teacher gets the possibility to use educational time more effectively, to invent the original methods of teaching and increase the volume of educational material for students' mastering and usage. This allows mastering language material, language skills and abilities more effective and quicker. The article also emphasizes the important place of motivation in modern education as the key to obtaining high results in the study of foreign languages.

Key words: education; foreign language; motivation; difficulties; song; analysis; movie.

Introduction. In the modern world the study of a foreign language became not just a hobby, but also a necessity. To get a good job you have to learn a foreign language. To learn it can be difficult. Sometimes a challenge. Learning languages is a very complicated and multi-functional process.

One of the many existing ways and means worked out practically for improving the teaching results is the use of information technologies in the educational process. The learning information technology can be defined as the totality of forms of a teacher and a learner interaction during the educational process. The use of information technology at all stages of pedagogical development allows not only to reduce the time of mastering the material, increase the depth and strength of knowledge and the level of development of students, it also relieves stress, individualizes and differentiates the learning process, stimulates cognitive activity and independence, develops creative abilities, instills the skills of research activity and forms cognitive and developmental motives.

One of the strongest motivations for learning the language is the first result. Nothing can motivate better than having a positive result. Gradually, the progress will become more visible and further training will transform into pure fun. After all, with each new lesson, the process of learning is faster, and hence learning the language will develop much more efficiently.

The most effective methods of raising learning motivation are as follows: integrated lessons, gaming technology, the formation of cognitive motivation through communication, showing the consequences of actions, the formation of a sense of duty, responsibility, career guidance, learning with computer support. We can also mention the use of training programs: tutorials, the object-oriented environment that attracts students to participate in the management of educational process (scientific research projects), the evaluation activity as a technique for the formation of social motivation, and others. Watching movies and listening to songs, faithfully fulfilling the recommendation of the teacher will certainly lead to such positive results.

The aim of the article is to give the analysis of the stages and the possible exercises of the activities, connected with song-listening and movie-watching, to provide the main objectives of these activities in studying foreign languages. The article is aimed to stress the importance of using these techniques to increase the students' motivation, considering possible challenges faced by teachers and students as well as psychological and methodological solutions to these problems for better foreign language acquisition.

The first thing that every teacher uses is the visual aid as the means of increasing interest and one of the methods of formation of motivation. Each visual aid performs its functions as the means of understanding, illustration of thought, for the development of observation and better material memorizing.

Together with the visual aid, high results are provided by technology for conducting interactive lessons using multimedia technology training. The important moment here is to master information and communication technologies as a necessary condition for the transition to the system of life learning processes.

Motivation is the process of stimulating students to implement effective activities aimed at achieving the learning goals. Motivation is necessary for the effective implementation of decisions and scheduled tasks. Motivation is something that every human has inside. If the person is motivated, the satisfaction from the learning process will definitely lead to a qualitative result. In other words, motivation is responsible for:

- why people decide to do something,
- how long they are willing to sustain the activity,
- how hard they are going to pursue it [1].

Song listening

Memorizing is a process closely linked to emotions, which, in turn, are caused by the information we receive through the senses. A song evokes emotions and promotes retention of new information. Listening to the sounds and melody of speech can be a useful activity for a student. Even without understanding the meaning of the song, the student grasps the rhythmic and melodic foundations of language. The next, higher and more conscious stage of song perception gives an opportunity to discuss peculiarities of the language and analyze its structure.

Because people listen to music for fun, it provides an opportunity to avoid routine in the classroom. The monotony is tiresome for both children and adults; music gives the opportunity to study the same rules and exercises, practice the usage of language constructions, and memorize material with the guarantee of using long-term memory. That means the person masters the means of language organization (stress, rhythm, intonation, etc.), which can be difficult for the students' perception, automatically.

After learning the song, the student will remember its rhythmic structure, grammar, and lexical material. The songs also contain information about cultural and historical aspects of the target language. Traditional songs with authentic texts have proved their worth for many generations.

While song-listening, analyzing and performing, students are involved in a group activity. Cooperation between group members helps to overcome stressful situations and barriers in communication, which do not allow students to learn the language effectively. In addition, customs and traditions of all people from ancient times were kept and communicated through ballads, songs, and poetry. The song was a familiar form of communication and education; teachers in many countries have expanded the use of songs in the teaching of almost all subjects. Famous songs to learn historical facts and dates, rules and formulas of mathematics, grammar and vocabulary of English and other languages are known. This is especially true for studying grammar because this activity is connected with the structure and building of speech patterns. The use of music in the study of grammar has many advantages compared to traditional methods. This activity can be used as thematic material for integrated lessons aimed at mastering grammar rules, lexical material and learning the rules of writing or the traditions of the target language culture.

As the songs are used for a variety of purposes and objectives, they are selected in accordance with the purpose of training, analyzing the potential of grammatical material on which they are based, or thematic vocabulary. For the so-called complex lessons that develop creative and communicative abilities of students, the best songs are those with a certain plot. The general requirements for all types of activities with songs appear in the process of their choosing from the point of view of suitability to study the foreign language: they must not be too complicated to understand traditional grammatical constructions [2]. If you are lucky enough, your group of students will have similar music preferences. In that case, you have a great opportunity to choose the song in a group discussion with the students. By doing so, you can be sure, that it will be interesting to learn for every student in the group, which is also the key point in raising language-learning motivation.

Depending on the goals of the lesson, songs can be used at different stages of a lesson, namely:

- for warming up at the initial stage of the lesson;
- at the stages of learning new and practicing previous lexical and grammatical material;
- at any stage, to stimulate the development of speaking skills;
- in the middle or at the end of the lesson as a kind of relaxation.

Basically, the technique of working with a song can be divided into three main stages similar to all listening activities:

1. Pre-listening.
2. While-listening.
3. After-listening.

During each stage of the work with a foreign language song, the teacher conducts a number of tasks. During the first stage, the teacher logically combines the song with the previous phase of the lesson, describes its summary information, the nature, content, and sometimes even the story of its creation.

The second stage is the main and the most important. The purpose of the second phase is to attract students to a careful listening in order to complete tasks. There are many types of activities that are used at this stage of listening to the songs. It should be noted that the instructions for the assignment have to be short and clear. For example:

1. Listen and put the words in lines in the correct order.

The teacher offers the student the lyrics, in which words in lines are placed randomly, and students have to arrange them correctly to receive a proper lyrics line.

2. Listen and put the lines in the correct order.

Very similar to the above-mentioned activity, but instead of words, students have to arrange lines in order.

3. Match the beginnings with the endings.

Students have to find the correct endings for the song lines in column B, matching the beginnings in column A.

4. Fill in the gaps.

In this type of exercise, depending on its aim, letters, words or phrases can be omitted in the song lyrics.

There are plenty of other activities and exercises: correct the mistake, put the verb in brackets in right grammar or tense form, circle the correct word or phrase, etc.

At the final stage of working with a foreign-language song, the teacher can give such common tasks as reading the lyrics expressively, discussing the song in groups or singing the song together in chorus.

One of the most important things to mention is the song choice. It is better to choose a song after group discussion. In that case, students' likes and music preferences will be taken into account, which also adds significantly to raising the motivation while working with the particular song.

Movie watching

The study of any foreign language is based on four basic activities: reading, writing, speaking and listening. The last is probably the most difficult, because to recognize foreign speech quickly and easily is one of the most important stages of language learning. It is possible to have a large vocabulary and good speaking and reading skills, but have difficulties in recognizing familiar words in a stream of speech (not to mention unknown ones). There are many ways to "train your ears": communication with native speakers, listening to songs and many others. The most effective and affordable at the same time is watching movies. According to some estimates, the correct approach to the viewing of foreign films provides prompt recognition of almost 80% of the flow of foreign language speech in everyday life.

One of the reasons for watching films during a foreign language lesson is giving students the opportunity to learn about the habits, traditions, peculiarities of people's behavior in countries whose language is being studied. Although most feature films show imaginary heroes who live and act in a fictional world, they are a copy of real life and reflect part of the culture of the people. The speech of the characters points directly to their feelings; language structures are used in situations very similar to reality. Students face the social and cultural environment in the film, and the language of everyday communication. It helps to enrich the horizons of students and to shape their speech etiquette. They learn to choose speech clichés suitable in particular situations, contexts, and relationships. This approach promotes interest in language learning, and at the same time motivates students.

We have identified the following benefits of studying English with movies:

- when watching the film, auditory, visual, emotional (and if students will pronounce the text with the actors) memories are employed in the process;
- movies allow you to improve pronunciation, widen your vocabulary;
- movies develop the perception of colloquial speech;
- learning is often an unconscious form, which is aimed at obtaining an aesthetic pleasure and widening the cultural conception of the world.

The important issue is watching the film with subtitles or without them. It should be noted that the researchers did not have a clear opinion on this. Some think that the subtitles distract the recipient from listening, and it switches to reading; appearing and disappearing text in the low screen can distract the recipient from the movie itself. The other group of researchers points out that subtitled movies can be used effectively in language learning.

It is much better to watch movies with the original soundtrack. Dubbed version will never compare to the original. Besides, it is just nice to hear the real voices of actors. When viewing a foreign film in the original, students not only learn the language but also are acquainted with the culture of the country of studied language, which is important because language is an integral part of it. However, like any activity in language learning, movies have to be watched "correctly" [4].

Depending on the level of language proficiency, the teacher must choose a movie or TV series. TV series are considered to be the best choice for study in class as they consist of short episodes. The teacher can also "slice up the film into five or six episodes and do it over several lessons" [3]. Choosing a movie using

group discussion with the students is offered for the same reasons as choosing a song. Students should choose what they want to watch, not to lose motivation in this rather difficult form of language activity.

Scheme of work with a movie is the same as with a song and consists of three main stages: pre-watching, while-watching, and after-watching.

The first group of exercises is pre-watching. Let us examine their aims and types on the example of watching the first episode of the first season of «Friends» TV series. The watching has been conducted at the Faculty of Welding, NTUU «Igor Sikorsky Kyiv Polytechnic Institute», in a group of second year students.

Before watching the movie, students were offered such exercises:

Answer the following questions:

1. When you were a child, did you have a best friend?
2. What do you think is the most important quality for a friend to have?
3. What do you like to do with your friends?

Read the information about the celebrities who acted in "Friends" (on cards).

Quiz: Guess who?

- After college, her brother's good friend inspired her to pursue her dream. She began studying with improvisational instructors. She has a degree in biology. _____
- He's a good singles category and doubles competition tennis player. He grew up in Ottawa, Canada. His father was an actor. _____
- He was born in a small town but then he left to be an actor in New York, where he had some commercial work. _____

Try to guess if the following statements are true or false:

1. Monica's going on a date with her colleague. T/F
2. Chandler always sees unbelievable and weird dreams. T/F
3. Ross got divorced because his wife disappeared with a new boyfriend. T/F
4. Rachel ran away from her husband-to-be. T/F

The purpose of this stage is to motivate students to study the plot dealing with possible difficulties of perception of the text and prepare students for successful fulfillment of subsequent tasks.

While-watching stage included the following activities:

Match the names of the characters with the right picture.

Fill in the blanks with the names of the characters who said the following:

1. _____ Come on, Daddy, listen! All my life, everyone always told me, "You're a shoe! You're a shoe! You're a shoe!" I stopped and said, "What if I don't wanna be a shoe? What if I want to be a purse? Or a hat?"

2. _____ Doorbells and sleigh bells, and something with mittens, La la la something and noodles with string.

Answer the following questions:

- Who did Monica go on a date with?
- Does Chandler's mom call him a lot?
- Why did Ross get divorced?

Arrange the following events in the chronological order:

Rachel cuts her credit cards. _____

Monica goes on a date with Paul. _____

Rachel finds a job. _____

The goal of the next phase is to support further development of language, speech and social and cultural competence of students with regard to their real possibilities of foreign language communication, students' understanding of the film content and the intensification of the students mental activity. The movie should be accompanied by active learning activities of the students. Students can also make some notes, which will be needed in the performance of tasks during the after-watching stage. Exercises of the while-watching stage provide an opportunity to deepen understanding of the film and to verify that understanding.

After-watching activities were as follows:

Grammar issues: I wish ... sentences

Examples from the movie:

Ross: Phobes, wanna help?

Phoebe: I wish I could, but I don't want to.

Remake the sentences using "I wish..." structure.

- Ross doesn't want to be divorced.
- Ross wishes he wasn't divorced.

- Rachel wants to have lots of money.
- Monica doesn't want her boyfriend to lie.

Fill in the blanks with the following words:

to figure out, to turn out = to understand, to become clear

to move out = to leave the place you used to live in

to take smth well = to accept the news well

- Chandler: Finally, I _____ I'd better answer it (freaked out, figured out). And it _____ it's my mom (got, turned out). Which is very weird 'cause she never calls.
- Ross: Carol _____ today. (spoiled, moved out)
- Monica: I told mom and dad last night. They seemed _____ it well (to freak out, to take).

Substitute "thing".

Substitute "thing" is used when we don't know exactly how to describe or call something.

E.g. - Did he ask you out on a date?

- Kind of. He didn't call it a date. He said it would be just a drink thing.

E.g. Rachel: Wish me luck.

Monica: What for?

Rachel: I'm gonna go get one of those job things.

E.g. Monica: Independence. Taking control of your life. The whole "hat" thing.

The purpose of the last stage is the creation of a situational basis for further development of communicative competence. The situational framework is based on the content of the movie, the plot characteristics, and peculiarities of the characters. This stage involves exercises aimed at developing productive skills of oral speech. After-watching tasks allow students to check their understanding of what they have just watched using new words and phrases. These tasks are a very important part of the learning process because students need to use their abilities for critical thinking, to generalize and to present their own ideas and insights. It is also possible to give the students some exercises as a homework. Depending on the level of students, the tasks are performed orally or in a written form.

Conclusion

In modern conditions of society development, the issues of formation of communicative skills of a foreign language are very important. It is expedient to develop special guidelines, which must include the tasks on listening, speaking and writing for using authentic video in foreign language classroom in higher educational institutions. To achieve the success the scheme of work with a movie as well as with a song should consist of three main stages: pre-watching, while-watching, and after-watching. It is advisable to choose the TV series, developing exercises to each separate episode. Students have to be attracted to the choice of songs or movies, which are scheduled for processing. This helps to improve motivation while encouraging and stimulating the students with a low level of interest.

The effectiveness of using movies and songs not only depends on how well their place in the education system is defined but also on how efficiently the structure of lessons is organized and how learning opportunities of songs and movies coincide with the objectives of the study. The use of such materials affects students in a certain way: managing attention, influencing memory capacity; emotionally affecting students and enhancing their motivation to learn, contributes to the intensification of the educational process and creates favorable conditions for the formation of communicative competence of students.

Using movies and songs in learning a foreign language is an important means of improving a foreign language for students with any level of proficiency. They provide an opportunity to learn the language and to get aesthetic pleasure, thereby contributing to the incredible growth of motivation among students.

The opportunity to enjoy the artwork in the original (books, songs, movies, plays and the like) is valuable since we know that when translating from foreign language translators interpret each work in their own way. Watching movies in the original allows not only to assess the staginess of the movie and its plot but also to enjoy the game of actors, which is completely lost when dubbed.

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О. В. Овадюк. Роль сучасних пісень та фільмів у підвищенні мотивації до вивчення іноземних мов

Стаття розглядає особливості використання сучасних пісень та фільмів на заняттях іноземної мови. Надає аналіз стадій та можливих вправ цього виду роботи, окреслює основні завдання цієї діяльності у вивченні іноземних мов, а також робить наголос на особливому значенні використання цих методів роботи для підвищення вмотивованості студентів, розглядає можливі проблеми з якими стикаються викладачі та студенти та психологічні та методичні шляхи вирішення цих проблем для подальшого кращого опанування іноземної мови. Стаття також підкреслює, що завдяки застосуванню мультимедійних технологій, а саме роботі з піснями та фільмами можливості сучасних методів вивчення іноземної мови значно розширюються. Вміст занять стає багатше, темп роботи прискорюється, і викладач отримує можливість використовувати учбовий час ефективніше, щоб створити оригінальні методи навчання і збільшити об'єм освітнього матеріалу для засвоєння і використання студентами. Стаття також робить наголос на важливому місці мотивації в сучасній освіті, як запоруці отримання високих позитивних результатів у вивченні іноземних мов.

Ключові слова: освіта; іноземна мова; мотивація; труднощі; пісня; аналіз; фільм.

О. В. Овадюк. Роль современных песен и фильмов в повышении мотивации к изучению иностранного языка

Статья рассматривает особенности использования современных песен и фильмов на занятиях по иностранному языку. Предоставляет анализ стадий и возможных упражнений этого вида работы, отмечает основные задачи этой деятельности в изучении иностранных языков, а также делает акцент на особом значении использования этих методик работы для повышения мотивации студентов, рассматривает возможные проблемы, с которыми сталкиваются преподаватели и студенты и психологические и методические пути решения этих проблем для дальнейшего лучшего овладения иностранным языком. Статья также подчеркивает, что благодаря применению мультимедийных технологий, а именно работе с песнями и фильмами, возможности современных методов изучения иностранного языка значительно расширяются и становятся разнообразнее. Содержимое занятий становится богаче, темп работы ускоряется, и преподаватель получает возможность использовать учебное время более эффективно, чтобы создать оригинальные методы обучения и увеличить объем образовательного материала для усвоения и использования студентами. Статья также делает акцент на важности мотивации в современном образовании, как залого получения высоких положительных результатов в изучении иностранных языков.

Ключевые слова: образование; иностранный язык; мотивация; трудности; песня; анализ; фильм.