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ХУДОЖЕСТВЕННЫЕ ФИЛЬМЫ КАК СРЕДСТВО ПОВЫШЕНИЯ МЕЖКУЛЬТУРНОЙ ОСВЕДОМЛЁННОСТИ СТУДЕНТОВ

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Аннотация. Рассматриваются художественные фильмы как средство повышения межкультурной коммуникации студентов. Проанализированы возможности включения в учебный процесс просмотров кинофильмов с целью расширения культурной осведомлённости студентов. Проведён обзор фильма и отбор моментов, ярко отражающих быт американского культурного социума на примере киноленты «Невидимая сторона». Кроме того, были рассмотрены фрагменты из отечественного фильма «Арман» или же «Свидание с сыном», что позволило нам проникнуться культурной самобытностью кыргызского народа. Практическая значимость введения обучения культуры стран изучаемого языка – стремление наладить межкультурное общение. Причиной выбора данной тематики статьи послужила необходимость расширения кругозора студентов для того, чтобы у них был доступ к знаниям, касающимся культурных ценностей определённого общества. Также особое внимание уделяется подготовке преподавателя к занятию, ведь, как мы знаем, обучать – значит, вдвойне учиться.

Ключевые слова: культура; художественные фильмы; межкультурная осведомлённость; межкультурная коммуникация; ценности.

КӨРКӨМ ТАСМАЛАРДЫН СТУДЕНТТЕРДИН МАДАНИЯТТАР АРАЛЫК АҢ-СЕЗИМИН ЖОГОРУЛАТУУ КАРАЖАТЫ КАТАРЫ КОЛДОНУЛУШУ

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Аннотация. Макалада студенттердин маданияттар аралык байланышын жогорулатуу каражаты катары көркөм тасмалар каралат. Студенттердин маданий аң-сезимин кеңейтүү максатында окуу процессине кинофильмдерди көрүүнү киргизүү мүмкүнчүлүктөрү талданды. «Көрүнбөгөн тарап» тасмасынын мисалында америкалык маданий социумдун жашоосун чагылдырган учурлар тандалып алынды жана фильмге сереп салынды. Мындан тышкары, ата мекендик «Арман» же «Уулум менен жолугушуу» тасмасынан үзүндүлөр каралып, кыргыз элинин маданий өзгөчөлүгүн түшүнүүгө шарт түзүлдү. Тил үйрөнүп жаткан өлкөлөрдүн маданиятын окутуунун практикалык мааниси-маданияттар аралык байланышты түзүүгө умтулуу болуп эсептелет. Макала үчүн бул теманы тандап алуунун себеби, студенттердин белгилүү бир коомдун маданий баалуулуктарына тиешелүү билимге ээ болушу үчүн көз карашын кеңейтүү зарылчылыгы болду. Ошондой эле мугалимдин сабакка даярдануусуна өзгөчө көңүл бурулат, анткени, биз билгендей, окутуу эки эсе үйрөнүү дегенди билдирет.

Түйүндүү сөздөр: маданият; көркөм фильмдер; маданияттар аралык аң-сезим; маданияттар аралык байланыш; баалуулуктар.

FEATURE FILMS AS MEANS OF PROMOTING STUDENTS' INTERCULTURAL AWARENESS

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Abstract. The article deals with the analysis of feature films as means of promoting students' intercultural awareness. It is analyzed the possibilities of introducing the process of watching movies in order to expand the cultural awareness of students. It is reviewed the film and selected moments that vividly reflect the life of the American cultural society on the example of the film "The Invisible Side". Fragments from the film "Arman" or "A Date with my Son" were also reviewed, which allowed us to feel the cultural self-experience of the Kyrgyz people. The practical significance of the introduction of teaching culture of the countries of the studied language lies in the desire to establish intercultural

communication. The reason for choosing this topic of the article was the need to broaden the horizons of students in order for them to have access to knowledge about the cultural values of certain societies. Also, special attention is paid to teacher's preparation for the lesson, because as we know, teaching means learning twice.

Keywords: culture; feature films; intercultural awareness; intercultural communication; values.

Introduction. The relevance of the scientific article consists of necessity to increase intercultural awareness of students in order to enrich knowledge about cultural values, norms in foreign language speaking countries. With the assistance of feature films students will be able to overview the illustration of patterns of culturally significant behavior and communication [1]. Also, an important fact is that our world is in the process of everlasting development and change. We are on the verge of globalization, which means that the world is getting more interconnected, in consequences of exchanging goods, knowledge, information, and cultural values. That's why it's necessary to learn other countries' cultures to be able to have an appropriate cultural dialogue, and to avoid conflict situations [2].

The aim of the article

The aim of the article is to analyze feature films as means of promoting students' intercultural awareness.

Scholarly papers review

To achieve success in interaction with native speakers, students should know the standardized norms of intercultural awareness. It means understanding not only your own, but other people's cultures, emphasizing the similarities and differences between them [3]. Awareness of all these features is not only entertaining and interesting, but it might be really helpful for the pursuit of job opportunities, for creating good relationships with other people, and for being able to share your own ideas and views on particular situations without fear to be rude or insult someone's feelings. Knowing some aspects of target culture helps to avoid conflicts or find a solution and try to smooth things over in clash situations [4].

There are a lot of ways to increase the intercultural awareness. One of them is watching films that show examples of people's cultural self-experience. Films are powerful tools and have a lot of benefits, they are not only helpful in developing language skills, but also promote the expansion of knowledge about target culture [5]. As Ellen Summerfield states in *Crossing Cultures through Film*

(1993), «film helps to create a unique environment for cross-cultural learning because it speaks to our emotions as well as our intellect. Learning about stereotypes, ethnocentrism, discrimination, and acculturation in the abstract can be flat and uninspiring. But if we *experience* intercultural contact with our eyes and ears, we begin to understand it» [6].

«Films are cultural documents and allow students to explore different elements of another culture, such as its products, e.g., literature, folklore, art, music and artefacts; patterns of behavior, e.g., customs, habits, dress, food and leisure activities; and ideas, e.g., beliefs, values, institutions» [7].

Methods

How to prepare for the lesson? The first and the most important step is preparing materials. Teacher must watch the chosen film from the start till the end. Then select significant parts of the film, where the cultural identity is clearly visible. Prepare tasks and questions to encourage discussion. Ask questions to see how students understand the shown part of the film, what feelings it gives, how a student would act in some specific moments of the place if they were the character of the film. These kinds of questions help to understand the student's thoughts and feelings about the culture of the country whose language we are studying. This will give an impetus to a teacher; in which direction he should move and which points should be explained in more detail and what the work should be based on.

How to start a lesson? Tell what we are going to do, what film we are going to watch. Ask students if they know the film, if they have ever watched it. If they had, ask them to talk about that film. If they had not, then before showing a fragment, teacher should give a short description of the film to let students have an opportunity to perceive the main idea of the whole film.

Film review

The uniqueness of the country, its history, heritage, values, as well as elements of the cultural components in intercultural communication can be transmitted to students through foreign films. For

instance, let us consider the movie «The Invisible Side» [8]. There are several interesting moments showing the life of Americans, such as 1. American Football, 2. Ghetto and 3. Thanksgiving Day.

1. *American football*. When we talk about culture, we should not ignore the topic of sports. The above-mentioned film shows moments that clearly demonstrate the traditional and all Americans' favorite game – American football. And a great way to tell about this game will be through the prism of our own traditional and / or other well-known games. To warm up, we can make a mini quiz in which there will be a list of countries and a list of sports, for example, Great Britain, USA, Kyrgyzstan, Japan, India, Russia and cricket, American Football, Kok-Boru, Sumo, field hockey, sambo.

Tasks: to determine which sport belongs to a particular country, i.e. students will have to connect countries with their national sport; you can also name countries or sports separately so that students can guess for themselves. For example, a teacher can name one country, like Japan, the student's task is to name the national sport in this country (sumo). For a more advanced group, we can give a description of any sport, and the task of the students will be to give its name.

After warming up, we bring the conversation to American football and ask a number of questions, like if students know anything about American football, if they have ever watched it, what the rules of the game are, why this particular sport is national. If students have no idea about the game, we can ask them to come up with rules for it themselves dividing the students into groups. Having elicited students' ideas, a teacher can ask them to watch an excerpt from the film (the film depicts how the main character plays the game, what techniques he uses) and compare their ideas with the information given in the movie. As the post activity, a teacher will give then short information about American football and discuss why this sport is traditional in the USA [9].

2. *The ghetto* [10]. There are several moments in the film where areas for blacks are depicted. Currently, the word “ghetto” in the United States is often used to refer to areas of US cities inhabited by “colored minorities” – mainly African Americans, Puerto Ricans, Latinos, etc. A key feature that developed in the post-industrial era and continues to

symbolize the demography of American ghettos to this day is the prevalence of poverty. Poverty is a distinctive feature of the ghetto from other suburban or private quarters. The high percentage of poverty partly justifies migration difficulties, which tend to limit social opportunities and inequalities in society [11].

From the first frames of the film, we see how landscape changes between the two areas: the ghetto of which Big Mike (black skinned teenager) is a native, and a favorable area where mostly white people live. In one of the excerpts of the film, we can observe the scene where Big Mike brings Leigh Anne (white woman) to his native district, and we can see a clear difference between these two areas, subsequently, admitting that Leigh Anne did not even know about the existence of such places in her native state. How can we present these passages to students? These passages can be a great visual example of culture in America. At the present time, people in the United States are acutely reacting to any kind of discrimination. In particular, it strongly concerns discrimination based on nationality and skin color. These excerpts can be good examples if, for instance, a teacher wants to touch on a topic related to discrimination, or if he or she wants to give information to students so that they are aware of possible problems and can navigate embarrassing situations and avoid conflict situations [12].

3. *Thanksgiving day*. Of course, every nation has its own national holidays. In the case of America, it's Thanksgiving. This holiday marks the expression of gratitude to God, friends and family for a kind and good attitude and for material well-being (wiki link). The film *The Invisible Side* shows very well how Americans celebrate this day. Many dishes are prepared, a large table is set, at which the whole family gathers and reads a prayer. The passage will fit harmoniously into the topic about Holidays. We can arrange a small project work. Divide students into small groups and show them excerpts from some films showing the process of celebrating some traditional holidays similar to the Day of Grace in America, for example, Nooruz among the Kyrgyz. The task of students is to study their video clippings and prepare information about the holiday. At the end, each group shares the information found and discusses the differences or, conversely,

similarities. This task will help them to learn much better the peculiarities of the holidays not only of the country of the language being studied, but also of many others, and will also significantly expand the horizons of students [13].

Speaking of culture, we should not forget to mention music. Music is an essential part of culture in many countries of the world. Playing musical instruments and singing songs are not just about sounds; sometimes they are the only and appropriate way to tell something, to share emotions, to express feelings. Music is used in many occasions and events, and it is very common in the Kyrgyz culture. No celebration is complete without music and songs, and even simple meetings with friends or relatives are often accompanied by songs. Mourning moments are no exception, and it's called 'uguzuu'. Uguzuu performs a certain socio-cultural and psychological function. And it is worth noting that in the famous epic «Манас» quite often there are poetic forms of uguzuu. An example from the feature film «Арман» [14] also demonstrates this kind of event. It shows a scene in which parents are informed about the death of their son with the help of playing a mourning melody on the komuz.

Conclusion. Thus, we have found out the importance of including teaching culture in English lessons and have come to conclusion that films are an excellent tool to help reflect the national character and flavor of different countries of the world. Culture manifests itself in almost all aspects of life such as traditions, art, business, games, music, and many more. The study of culture is a necessary guide that helps people from different cultures to better understand and communicate with each other.

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