THE PLACE AND THE ROLE OF FILM TEXTS IN EDUCATIONAL DISCOURSE: LINGUO-DIDACTIC EFFICIENCY

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Abstract: The exploration of the effective use of the linguo-didactic component in educational discourse and the place and the role of film texts in this space is relevant, forasmuch as the active digitalization of the society requires teachers to develop new educational content. The vast majority of studies concern the theoretical aspects of the consideration of didactics in educational discourse. Accordingly, the need arises to conduct the investigations on practical innovations in the field of using film texts in the educational process, as well as the assessment of such issues by teachers and students. Consequently, this has determined the relevance of the academic paper. The purpose of the research lies in establishing the effectiveness of using film texts as a tool of linguo-didactics in the educational process; the assessment of the expediency of introducing film texts with obligatory linguo-didactic significance to the learning process has been also determined by educators and students. The experimental method is the basic one in the course of the research. Questionnaire and interview methods have been also used; the theoretical material has required descriptive method, analysis and synthesis. The main hypothesis lies in the fact that using the film texts in educational activities for learning outcomes and educational purposes is an effective means of improving and modernizing the educational process, which is positively perceived by all participants in the educational process. The results of the research show that the introduction of audio-visual technologies into the educational process for educational purposes contributes to improving the motivation to learn and develop an active social and patriotic standpoint; educators and students make aware of the benefits of using film texts against the backdrop of improving academic performance. Directions for future investigations are aimed at introduction and analysis of the fact that the using the film texts as didactic material is not only a means of learning, but also a factor contributing to improving the motivation of participants in the educational process, enhancing critical thinking skills, a sense of social justice, and public awareness.

Keywords: audio-visual technologies; higher education; pedagogics; techniques of teaching; video resources.

1 Introduction

Significant research attention to the film text as a tool for the linguo-didactic component of educational discourse appeared in the late 1980s – 90s (Jurkovič, Mertelj, 2015). The capacity of technical means, audio-visual technologies in teaching, the relationship between learning efficiency and the use of digital technologies in the educational process were studied. Over time, the life of the society is generally not conceivable without digital technologies and electronic media. Consequently, the work on the development of linguo-didactic educational materials using digital technologies is relevant, and the efficiency of implementing empirical investigations is analyzed prior to the introduction of audio-visual texts into the educational process. Extensive possession of electronic devices, their availability and convenience have changed the landscape of technological learning. The use of audiovisual technologies has been proven to be a good support, aligned with strategic educational outcomes, such as improving and sustaining students' achievements, supporting the need for intensive learning and involving more educational seekers (Ahmad, M. 2016).

A particular research direction for further development is the analysis of the correlation of mobile technologies with traditional and innovative ways of teaching and learning in a wide range of educational activities (Bilal, et al. 2019). In parallel with traditional education, the opportunities for daily access to digitized educational resources are growing; the number of learning platforms in the Internet space has increased.

Several modern researchers point out that the film texts (documentaries, fiction picture films, educational animated films and series) should be useful for use not only at the level of learning foreign languages, but also for morale building activities, motivation for learning (Howlett, Waemusa, 2019). Audio-visual technology is a term that means a set of methods, operations and techniques requiring the mandatory application of film resources used for studies and educational purposes (Karpushyna, et al. 2019).

The emphasis of research attention has been placed on different types and forms of digital technologies, their positive and negative aspects influencing the features of organizing and conducting the university education. Facebook communities (Mykytiuk, at al. 2020), ways to use different gadgets, use of video games and testing are considered. The development of the theoretical fundamentals of linguo-didactics, its influence on the educational process has been going on (Hortigüela-Alcalá, at al. 2019). It is evident that an active interest in educational innovations of an audio-visual nature requires their constant verification and analysis at the level of implementation of pedagogical experiments.

Direct investigations of video content, its benefits and drawbacks, positions of use as an educational innovation were conducted in a number of practical studies. Explorations of students' performance level in the educational context and the impact of digital technology on this success were also carried out (Ruey, Kun, 2014).

In the present research, we will focus on the introduction of audio-visual technologies as part of the pedagogical learning strategy and which should be widely used in foreign language teaching, but not be random and accidental. Video content is a modern tool that should be used as a teaching method, forasmuch as films are accessible and effective learning resources.

Heretofore, insufficient attention has been paid to the attitude of teachers towards determining the role and place of the film text in educational discourse, linguistic and pedagogical effectiveness of their use.

2 Aims

The purpose of the research lies in establishing the effectiveness of using the film texts as a tool of linguo-didactics in the educational process; the assessment of the expediency of introducing film texts with obligatory linguo-didactic significance to the learning process has been also determined by teachers and students. Based on the purpose outlined, it is planned to implement the research aims as follows:

- to establish how teachers and students evaluate the introduction of systematic film texts in the educational discourse in the educational process;
- to determine the assessment of efficiency of implementing the corpus of the video text as an effective linguo-didactic tool;
- to reveal the main positive aspects of the introduction of the corpus of film texts into the educational process.

3 Literature Review

The review of the literature concerning the purpose outlined shows that the first positions are occupied by the thesis about the benefits and importance of the introduction of digital technologies, the possibilities of electronic media educational discourse: educational work and the use of mobile applications

(Dizon, 2018; Voinea, 2012); electronic tools in the process of mastering foreign languages as a necessary component of modern education (Rababah, 2020).

The linguo-didactic component in modern pedagogy is closely connected with the involvement of innovative methods in the educational process and the features of the regular use of digital technologies (Köktürk, 2012; Karpushyna, 2019). The positive aspects and problematic issues in the application of audio-visual content to education were considered, forasmuch as not all methods were effective, some of them required the involvement of powerful resources (Cavus, Ibrahim, 2017; Dzvinchuk, et al. 2020). An important component of modern education is motivation to learn (Kostikova, et al. 2020), as well as prospects for increasing motivation to learn using the film texts as language didactic tools (Kaiser, 2011).

There are a number of goal-oriented pedagogical experiments focusing on the use of film texts and mobile content. This is a program designed for Dutch teachers (Smidts, et al. 2008). It contains materials for gaming and creative use (global positioning system), film texts, on the basis of which educational games and examples have been developed. Researchers have revealed that audio-visual technologies, mobile devices and GPS create additional dimensions for interactive learning. In the course of the experiment, students have received a lot of information of different nature, thus, forming connections between the virtual and physical worlds; students find it on their own, where the numbers of levels of perception of information are available simultaneously.

A number of studies (Kaiser, 2011) highlight the importance of applying the film texts to mastering foreign languages: the education seekers improve their critical thinking skills, thanks to the film text, increase their knowledge of the culture, art and traditions of the country the language of which is being studied, and generally develop the personal characteristics of students of foreign language courses (Hortigüela-Alcalá, at al. 2019).

Along with this, the issues of introducing the film text into educational discourse for the purpose of linguo-didactic effect, which would be regular and useful, remain unresolved. Special attention should also be paid to training teachers to use innovative methods involving the application of audio-visual technologies in the education system.

4 Methods

The study of the role and place of the film texts in educational discourse, in particular, their linguo-didactic effectiveness is based on an integrated approach.

The survey data were collected during the 2021–2022 academic year (the 1st semester: from September to January) from students and teachers who were involved in the pedagogical experiment; all the participants studied and worked at Khmelnytsky National University (Ukraine).

All teachers (4 people), the participants of the experiment, are certified specialists in the field of linguistics; they possess a doctorate in philosophy. The respondents had from 7 to 14 years of scientific and pedagogical experience, as well as sufficient teaching experience. All teachers have expressed interest in participating in the experiment, in self-improvement of pedagogical skills, forasmuch as all of them are regular participants in internship programs, and have diplomas in non-formal education.

All students participating in the experiment are first-year students (62 people) of the first (bachelor's) level of education. They studied at the Faculty of Humanities and Education, as well as they were taught the academic discipline "Philosophy of Service". All participants in the experiment voluntarily agreed to participate in the research project. Anonymity was granted to all respondents.

The pedagogical experiment consisted of 3 stages, during which the research data were obtained.

At the beginning (stage 1), a corpus of film texts was selected and systematized on the topics of the training course. Preliminary interviews were conducted with teachers and students participating in the experiment. The research team had been working on drawing up a curricular program for the discipline, which provided for the active use of the film texts.

At the 2nd stage, it was planned to conduct an active educational process of working with the film texts in the framework of the discipline "Philosophy of Service". At this stage, all students were united into groups (G1 – 20 people, G2 – 21 people, G3 – 21 people). Further, preliminary testing of the participants for the level of awareness was carried out, which determined their readiness and positive attitude towards the use of the film texts in the educational process. The teachers and the research team had been working on changes to a curricular program, which involved working with the film library as a source of didactic materials for the course.

The final stage (the 3rd stage) included a final interview of teachers and a survey of students concerning using the film texts for linguo-didactic purposes.

From among the shortcomings of the described approach, it is impossible to conduct a deep qualitative study, after which it would be possible to interpret the changes taking place during the experiment. By the way, it should be mentioned about a short period of time during which the experiment lasted.

5 Results

In the course of conducting the research, the focus is on the role and place of the film text as a linguo-didactic tool in the educational discourse.

At the preparatory stage (stage 1) of the pedagogical project, there was an awareness of the positive aspects of using the film texts in the educational process at the level of linguo-didactic presentation of materials. The film text as a tool of linguo-didactics was used in the organization and conducting the educational process. Links to the film text were used in training manuals for practitioners; these are tools to support the successful learning of a future specialist.

Primarily, students had the opportunity to actively interact with the teacher and colleagues, studying in a group. It is much easier to organize the work of students with a common film text; in addition, such material requires electronic media, which are much more convenient than heavy paper media. The film text can be available regardless of the student's chosen time and place of study – such mobility is a very important point in the choice of mixed forms of learning.

The film text can be an additional motivational element to studying; sometimes the monotony and complexity of learning give rise to depression, unwillingness to learn, while the film material can be useful, interesting, and educational at the same time.

At the beginning of the experiment, planning was introduced, as well as the organization of the educational process with constant coordination and control over the attitude of respondents to the proposed film content and the monitoring of learning outcomes. The entire research plan was divided into stages and assumed the significant use of the film texts and interactive teaching aids.

At this stage, the research team and teachers selected educational material with the necessary interpretations and explanations for students on complex grammatical topics (the use of verb forms, prepositions, articles, suppletive forms, etc.). The video was used not only as entertaining, but also as an illustrative, educational material for topics on English grammar.

Figure 1: The main positive aspects of introducing a corpus of the film texts into the educational process
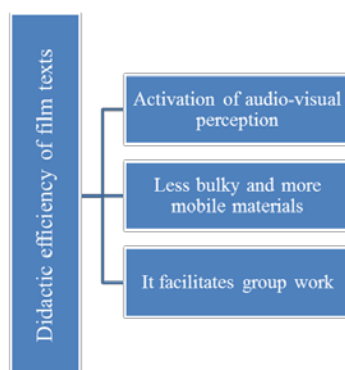
At the preliminary stage, all students were united into groups (G1, G2 Kharkiv; G3, G4 – Zaporizhzhia), and there were 18 people in each group. Further, the preliminary testing of the participants' awareness level with the grammar of the English language was carried out.

At the 2nd stage of the experiment, the active use of video content was introduced into the educational practice, which was also explained by comments, repetitions of difficult places and clarifications. This stage also included preliminary testing, where

the attitude of respondents to the use of film texts for linguo-didactic purposes was revealed. The question "How do you assess the usefulness of using the film texts in training?" provided three response options. The results are presented as a percentage.

Table 1: The 1st stage. Students' assessment of the benefits of film texts as a linguo-didactic component in the educational process (author's development)

Group	Approvingly	Disapprovingly	Don't know
G1	65 %	24 %	11 %
G2	66 %	24 %	10 %
G3	72 %	18 %	10 %

According to the test results, in general, students approvingly perceive the film texts as a tool for linguo-didactics. In groups 2 and 3, the number of positive reviews is higher. Along with this, there are a significant number of students who could not decide their attitude towards the question.

At the final stage of the project, the results of interviewing teachers, the participants of the experiment, were shown. The teachers were asked the question "How do you feel about the use of the film text as a linguo-didactic tool in education?" The answers at the beginning and the end of the experiment were taken into account and compared.

Table 2: The results of interviewing teachers on the need to introduce the film text into the educational process (author's development)

Teacher	Question	The answer at the preliminary stage	The answer at the final stage
Teacher 1	How do you feel about the use of the film text as a linguo-didactic tool in education?	Positively. I use popular science series 2–3 times in the framework of the school year.	This is a good practice. I believe that the educational goal is easier to achieve with the help of audio-visual arts.
Teacher 2	How do you feel about the use of the film text as a linguo-didactic tool in education?	Positively. This is a nice way to diversify the educational process.	Efficiently. Such experience should be continued, the amount of target video content on linguo-didactic topics should be increased.
Teacher 3	How do you feel about the use of the film text as a linguo-didactic tool in education?	This is a useful practice. My students watch feature films twice a year. After that, I ask them to write a short review.	This is good; however, I don't think watching movies contributes to the morale building activities in education.
Teacher 4	How do you feel about the use of the film text as a linguo-didactic tool in education?	Positively. I use film materials and series 2 times a year, at the beginning and at the end of the semester in order to give the opportunity to relax	I have enjoyed working in such a way. Unfortunately, we do not have enough time for film texts.

As we can observe, teachers – respondents 3 and 4 were quite sceptical concerning the film text as a linguo-didactic component, actualized in the educational discourse. One teacher is ready to continue to actively use the film text for morale building activities and educational work. In general, all the respondents positively assess the practice of including audiovisual art in the morale building activities and educational work of university education. As it can be seen from the answers, at the beginning of the project, the understanding of the film texts as a linguo-didactic component was unclear and referred more to forms of recreation and encouragement. At the end of the project, the vision of the purpose of using the film texts with educational and pedagogical topics becomes clear and precise. Consequently, there is an understanding of the need to introduce innovations in the educational process, expanding students' opportunities.

At the 3rd (final) stage, a final survey was conducted, which made it possible to determine how students' assessment of the use of the film texts with an element of linguo-didactics has changed.

Table 3: The 2nd stage. Students' assessment of the benefits of the film texts as a linguo-didactic component in the educational process (author's development)

Group	Approvingly	Disapprovingly	Don't know
G1	85 %	12 %	3 %
G2	80 %	16 %	4 %
G3	95 %	4 %	1 %

At the initial stage, students had their own assessment of the need to use film materials in the educational process for educational purposes. The highest number of assessments – "approvingly", the least – express "uncertainty". At the final stage, the students showed an increase in the positive assessment of the film text as a linguo-didactic component by 15%. Testing of respondents at the final stage has revealed that all study groups demonstrate an increase in the level of approval of the innovative practice of using audio-visual content in education, recognition of its linguo-didactic impact.

At the final stage, a survey was also conducted among students with the aim of assessing the practice of introducing video content to the study of English grammar. A number of positive aspects of using the film text were mentioned; the respondents had to note the statements that they had assessed positively.

Table 4: Questionnaire on assessing the level of linguo-didactic influence of the film text in the educational process. (author's development)

Statements	G1	G2	G3
One can get additional technical knowledge; have more opportunities in applying high technologies	37 %	38 %	40 %
Watching the film texts and working on it in a group is a means of increasing active communication, teamwork skills	43 %	37 %	39 %
Movies and TV series are the best reward and entertainment after mastering a difficult topic	82 %	70 %	62 %
New knowledge has a positive impact on the ability to conduct a conversation, navigate the world culture.	65 %	40 %	51 %
With the introduction of video, the materials and ideological content of the topic under study are assimilated faster	46 %	38 %	34 %
It is worth introducing film texts into the educational process on a regular basis	60 %	57 %	63 %

As the survey has revealed, a total of 71 % of the students participating in the experiment believe that films and series are the best reward and entertainment after the end of a difficult topic. The majority of respondents (59 % in total) want to continue the experience of introducing the film texts into the educational process on a permanent basis.

6 Discussion

The issue of the place and the role of the film texts in educational discourse is related to the linguo-didactic effectiveness of such practice. The audio-visual influences of the media text were considered as a factor of linguo-didactic effectiveness in the discourse of education, expanding the horizons of the democratic nature of education (Shim, Lee, 2018; Candlin, Mercer, 2021). Shim & Lee (2018) have argued that film production has a strong motivating effect, forming career aspirations, opening up an understanding of prospects for development in the profession. In the present research, the introduction of the film text into the educational process as a tool of linguo-didactics has been generally positively perceived by the respondents (a total of 59 %). Along with this, more than 70 % of students consider the film text as a means of easy and enjoyable learning, which improves the perception of the material, and it is a reward for intensive work.

Some researchers have also considered the issues of developing critical and analytical thinking skills; the student becomes more and more demanding on the quality of educational content, methodological diversity (Canning-Wilson, 2000).

The focus was often placed on studying the influence of the linguo-didactic component on the basic principles of university education, namely, the influence of using mobile and other gadgets in the educational process, in fact, providing the opportunity to listen and perceive various materials at the right time and in a convenient way (Hashemi, et al. 2011). It should also be mentioned that in the course of our research, in addition to increasing the positive attitude of students towards the film texts in the educational process (increased by 15 %), an important component of the experiment was a carefully prepared and clearly formed curricular program and selected film texts with a linguo-didactic load.

Activities with film content also include the development of new methods and forms of teaching, ways to improve and modernize curricula and the content of training courses at the level of higher education (Čuhlová, 2019; Thompson, Lee, 2018). Researchers have developed a set of didactic materials based on the use of audio-visual content (Sánchez-Auñón, Férez-Mora, 2021). By the way, an increase in students' motivation to learn foreign languages has been established. In the presented research, interviewing teachers revealed that teachers have noticed a positive attitude of students towards the film texts, the motivational component of such technology. Furthermore, more than 59 % of respondents consider the introduction of the practice of using the film text in the educational space to be the beneficial one.

Directions for future research should focus on new ways of introducing audio-visual technologies into the educational process, as well as practices should be developed in order to increase the pedagogical skills and digital literacy of teachers working in university education sphere.

7 Conclusion

The conducted research shows that the introduction of the film text in the learning process has a number of benefits. The use of the film text in the educational process is a useful tool in the introduction of language didactic component in the university education. The film text can be an essential factor in engaging students in active learning and social activities where more traditional methods have failed or become ineffective. With the use of audio-visual content, the learning world becomes mobile, more flexible and exciting. The film text as a part of electronic technologies is promising; it can be used in formal and informal learning environments, allowing students to independently manage part of the learning space. Motivation as an important part of the learning process can be enhanced through the use of the film texts; it is precisely such means that play a clear role in improving the quality of education.

The film text in educational discourse and linguo-didactic effectiveness of audio-visual content are defined as important, necessary and innovative conditions for modern university education. The respondents were generally positive towards the educational role of the film text; they consider it influencing performance success: positive expectations from the use of the film text in education amounted to 59 %. At the same time, during the research, students' perception of the use of audio-visual technologies as a linguo-didactic educational component improved by almost 15 %.

In the course of interviewing teachers, it has been established that after participating in the experiment, some of them (50 %) consider it appropriate to introduce a systematic approach to the linguo-didactic component of the research with the involvement of the film text; in general, modern education requires the constant introduction of new high technologies into educational discourse.

In prospect, it is important to continue conducting investigations of the influence of modern digital technologies and electronic media on educational discourse. After all, the innovative technologies in the university education not only improve the level of education and technological skills, but also increase the awareness of students about intercultural, artistic, scientific aspects of the world development.

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