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I КІТАП

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THE USE OF AUTHENTIC CARTOONS IN TEACHING ENGLISH LANGUAGE TO YOUNG LEARNERS

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Аннотация

Өзектілігі мен мақсаты. Бұл мақалада мектеп оқушыларына шынайы мультфильм техникасын қолдана отырып, ағылшын тілін оқытудың маңыздылығы түсіндіріледі. Ағылшын тілі сабақтарында нақты жағдай жасау өте маңызды. Бұл мәселенің шешімін мен шынайы материалдарды, әсіресе кіші жастағы оқушыларға арналған мультфильмдерді қолданудан көремін. Осы мақаланың мақсаты - ағылшын тілінің сабақтарына шынайы мультфильмдерді ұтымды және мақсатты түрде енгізу әдістері мен тәсілдерін анықтау. Мақалада шетел тілін оқытудың заманауи әдістері, студенттерді тыңдауға арналған ең тиімді мультфильмдерге шолу және материалдардың шынайылығы проблемасына зерттеушілердің көзқарастарын талдау негізінде түпнұсқалық материалдарды ұтымды пайдалану мәселесі қарастырылады.

Түйінді сөздер: оқыту әдістері, тыңдауға үйрету, оқу материалдары, шынайы мультфильмдер.

Аннотация

Актуальность и цель. В данной статье объясняется важность обучения школьников английскому языку при помощи методов использования аутентичных мультфильмов. Очень важно создание реальной ситуации на занятиях английского языка. Решение этой проблемы мы видим в использовании аутентичных материалов, особенно мультфильмов для младших школьников. Целью данной статьи является выявление методов и способов рационального и целенаправленного внедрения аутентичных мультфильмов на занятие английского языка. В статье рассматриваются современные методы преподавания иностранного языка, обзор самых эффективных мультфильмов для слушания учеников и проблемы рационального использования аутентичных материалов, опираясь на анализ взглядов исследователей на проблему аутентичности материалов.

Ключевые слова: методы преподавания, обучение слушания, материалы, аутентичные мультфильмы.

Abstract

Relevance and goal. This article explains the importance of teaching English language to young learners by methods of using authentic cartoons. It's important to create a real situation in the process of language learning. The solution to this problem we see in using authentic materials especially cartoons for young learners. The purpose of the article is identifying methods and techniques for rational introduction of authentic cartoons in the classroom for schoolchildren. The article discusses modern methods of teaching English, the most effective cartoons for listening and problems of using authentic cartoon based on the analysis of views of researchers to the problem of authentic materials.

Keywords: Teaching learning, methods, authentic cartoons, teaching materials.

Introduction. Nowadays most parents are interested in early learning of English for their children. I think that's why there are a lot of educational centers, linguistic schools. Of course, it is important to start learning foreign language as early as possible. A child who begins to learn a language at the age of 4 or 5 can speak fluently like a native speaker than a child who begins later. The researcher compares young learner's brain with a sponge as they can soak up everything, all the grammar rules, pronouncing words, vocabulary.

The earliest children's involvement into language experiences makes them to develop themselves perfectly and widely. It is important to talk with children in a warm and kind manner especially when it depends on their second language acquisition. They need to be talked with easy, exact words and simple

phrases. Children feel their importance and their value when adults relate them positively. They should be as models by describing and introducing children new words, by asking questions and explaining interesting things.

Most parents prefer their children to learn more than one or two languages. This kind of learning calls bilingualism. It has lots of advantages: children have an opportunity to think in different languages, to speak with more foreign people, to understand their traditions and culture. It helps them to feel self-confidence anywhere and they will learn the other languages without effort. Children who learn more than one language have an enormous job opportunities and building own careers in the future.

We know that old people in comparison with children feel embarrassment when they are speaking foreign language. Learning foreign language among children we can get fast enough and without working hardly according to the worldwide belief. Young learners embark on the journey of learning foreign language from the very youth. The teaching foreign languages process is becoming a frequent addition to educational curricula all over the world [1].

One of the important factors on the way of learning foreign language is motivation. Using audio, video materials, such as films, TV shows, cartoons makes the process of language learning more enjoyable and entertaining. Foreign films throw us to the real life conditions making the process in the classroom real and enable students to understand more through facial expressions and gestures.

In Arikan's review of research justified, that there are different kinds of methods which the teacher can contextualize by using audio and video materials, storytelling, playing an interesting games, solving their problems, explaining the use of grammar and etc. [2].

Literature review. An innovative way of teaching to be used in classroom as we identified is the use of cartoons as an authentic additional tool. A cartoon contains illustrative pictures and create a short message. It can quickly change the attitudes of people, the created or specific situations [3].

There is a study that found that children in 2–5 age spent 32 h watching cartoons whereas those in 6–11 age spent 28 h watching cartoons in a week [4].

When cartoons first appeared they were used for entertaining children, but later they were used for educational, advertisement and trade purposes in different spheres. And TV plays the main role in development of using cartoons and in being such a powerful instrument in learning language [5].

The level of being impressed by the media tool in this video-type varies in different period of childhood. From the age of 6 months children's screen adventures start but when they reach the age of 2.5–3, they become active viewers and cartoons take an important place in children's lives at the period of 3–6 ages [6]. While preschool children have higher real perception of events which appear in cartoons and their perception of anxiety or fear from these events; the rate of distinguishing violent scenes and understanding the messages given is lower and that's why pre-schoolers are more affected by cartoons than the children of younger or older age [7]. In this context, especially pre-schoolers are more vulnerable to the content presented by cartoons than other age groups. The situation when pre-schoolers are more defenseless to the content of the presented cartoons than others continues until the age of 7 or 8 [8].

It has been said that children mostly shape through cartoons but not all of them. There are several positive and negative effects of cartoon's attraction of children's interests on children. It can cause mental, emotional and behavioral problems in children, and even in their health spending too much time watching cartoons [9]. Some cartoons contain violence and children watching them display violent behaviors like those exhibited by characters in these cartoons and they have an inclination towards violence [10]. There are some drawbacks of watching cartoons like suffering from eye and mental problems, children can even postpone of their biological needs such as eating, going to the toilet, sleeping and etc. [11], [9]. Some cartoons contain the materials which are prohibited to watch for children of little age. Most of children can't understand the difference between reality and fiction and they do what they see in cartoons. In addition to those negative effects, cartoons also have positive effects. For example, educational cartoons can help children to develop creativity and imagination. This type of cartoons can help in contributing children's linguistic development and to their cognitive and conceptual development [12], [13], [14]. We found that some cartoons help teachers to show a great number of concepts in a shorter time, they are the cartoons which ensure better understanding by visualizing, and they are considered as effective and useful instruments [15], [16]. As we said before cartoons with violent content increase children's bias to violence, because children copy the behaviors of heroes and of characters in cartoons they watch. But we should note that cartoons with pro-social content influence children positively [17].

Cartoons were the main part of our childhood and became to an important entertainment of our lifestyle. We trusted that cartoons help us from stress situations. We loved all the characters from the popular cartoons and we used to connect ourselves with these characters. Those cartoons not only entertained us but also educated. The researcher wants to share with the top of his favorite cartoons which he watched before with pleasure and continuing to watch the interesting ones.

The first and the best cartoon all over the world we considered to say «Tom and Jerry». And think that everybody will be greet with us because it has a special place in our heart. The cartoon is about the regularly fight between Tom and Jerry. There is a big house and the owner of the house keep the pet Tom and a little mouse called Jerry. They always struggled because Jerry liked stealing something from the

house and Tom irritates at it and tries to catch her. Most of the people including me still love it very much. But recently we discovered that it badly influence on children’s behavior. The scenes where Tom always hurts Jerry, mocks and encourages people to be violent can be copied by children who beat each other, hit each other thinking that this is a sort of playing.

But we think that according to these many happy and enjoyable hours spending by watching our favorite ‘Tom and Jerry’, can say that it absolutely can’t cause any violent behavior.

Methodology. We used a method of giving questionnaire for pupils of 4th and 5th grade concerning the cartoons they saw and its benefits to them in learning foreign language. The researcher practiced methods of quality and quantity. To provide the students’ active participating to the planned tasks related to cartoons were used authentic cartoons and classroom observation. And by questionnaire were evaluated their thoughts.

There were different types of cartoons studied properly for designing all the instruments of the research. The questionnaire was organized for revealing student’s interests about the including of cartoons as useful tool. Based on a -point Likert-scale, as, agree, neutral, disagree was used a scale of questionnaire [18, Table1]. An authentic cartoons and the classroom observations were used for noticing their involvements through tasks related to cartoons. There were 5 groups of 5th grade and 3 groups of 4th grade students whom the researcher presented the cartoons. In each group there were 15 students observed .The whole number of participants were 120 students. The researcher taught one material by using cartoons and another by using educational textbooks. During the teaching she attentively observed the processes in different situations.

Analysis - Learning attitude questionnaire. We observed how students were actively involved in the assigned task by giving necessary instructions related to the task. When we started perform the task to weak proficiency learners were better motivated and showed good results of involvement in these discussions. It would be better to tell about their attempt to speak in English during the active discussions, argued their answers. Also we noticed how weak students got benefitted from the good ones. They exchanged their own opinions with each other and learned to ask questions and receive help from other group members.

Table 1. Students’ opinions about use of cartoons in classrooms

Statements	Agree	Neutral	Disagree
1.The use of authentic cartoons increased my motivation toward learning English language	85	15	
2.I could improve my vocabulary by doing tasks related to cartoons	75	15	10
3.I felt confident to taking part in the discussions concerned to cartoons	80	20	
4.Cartoon contained activities improved my attitudes with my groupmates and other people	75	20	5
5.I felt that the use of cartoons improved my communicative skills	85	10	5

Figure 1



Figure 2

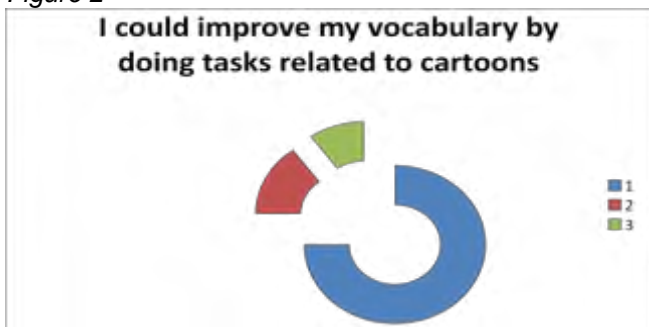


Figure 3

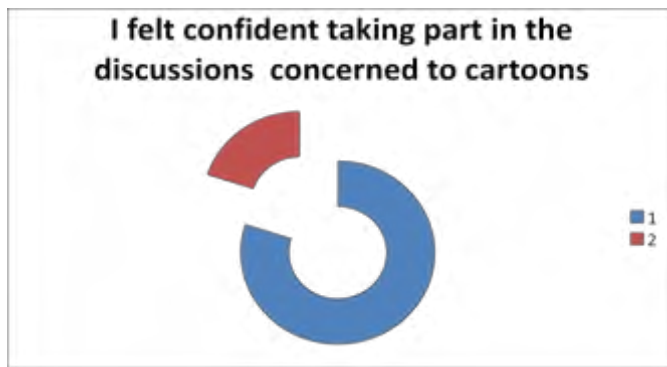
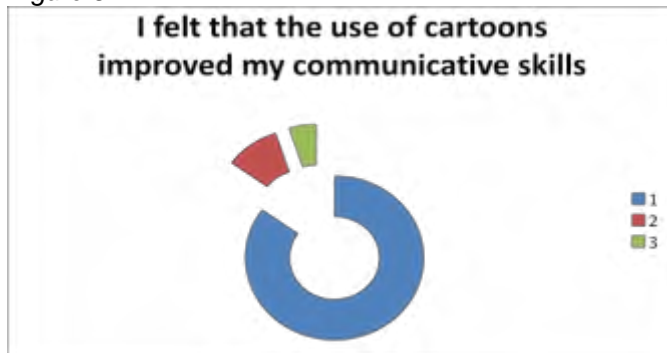


Figure 4



Figure 5



Discussion and conclusion

According to the responds of students in statement 1 in the Table 1 (Figure 1) given in the questionnaire the majority of students absolutely agreed that the use of authentic cartoons increased their motivation toward learning English language. They are about 85%, 15% of them were neutral

According to the statement 2 (Figure 2) 75 of students answered that they could improve their vocabulary by doing tasks related to cartoons.75% agreed, 15% were neutral and 10% disagreed.

And 80% of students agreed with the statement 3 (Figure3). 20%of them were neutral.

This cartoon contained actions improved my attitudes with groupmates and others answered 75% of students as in the Statement 4 (Figure 4), and 20% were neutral and 5% disagreed.

And with the last statement 5 (Figure 5) agreed 85% of them. They felt that the use of cartoons improved their communicative skills.10% were neutral and 5% disagreed.

Nowadays as teachers of English we are looking for a new ways of teaching language, we want to use the latest techniques and methods of teaching, the best ways of achieving our goals by including different kinds of experiments, observations, questionnaires. We trying to maintain our status of a teacher in a perfect way, help our students to enable learners to be actively involved in their own learning. Particularly in developing their language proficiency a major role plays the use of authentic audio and video materials. In this study we had a deal with young learners and this study was concerned the use of cartoons. This is because cartoons provide visual impact, which is immediate. Because of the type of modified language input which is embedded in cartoons, irrespective of the learners' proficiency level particularly low level language learners, they can respond instantly to what is being shown.

The main aim and the important purpose of the studied research was to identify the importance of cartoons in teaching foreign language for young learners, their active participation to the given tasks concerned to cartoons, their understandings and using cartoons as an authentic instrument to improve the process of speaking. It is absolutely obvious that use of authentic materials can raise the motivation of students to learn English. It is clear that the multimedia-enhanced intervention in this study displayed all the benefits of using cartoons and teacher could help students to pronounce and remember new words in

English cartoons. But more importantly, education should optimize the effectiveness of using cartoons in teaching and learning. The method of using quantity and quality research was used to investigate the purpose of the article. Weak students received benefits from strong learners. It was clear from the questionnaire that there were positive perceptions of a majority of students about the use of cartoons as an additional material for improving learning skills. Certainly, we can't deny the fact that some of students, about 10-15% of them avowed the fact that they were not interested in being involved to this process, just because they didn't know even simple words like play, go, school and etc. Some of them confessed that it was very boring to watch videos in another language; they asked us to show cartoons in their native language and begged to translate each word into Russian despite of teacher's explaining it through gestures and facial expressions. In conclusion, we want to say that this study clearly explained the importance of using authentic cartoons as an authentic additional tool to teach speaking and listening skills to young learners.

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