The most urgent goal of teaching English is to achieve communicative competence for subsequent communication with native speakers of this language. In recent years, with the rapid development of science and technology and with the improvement of teaching facilities, numerous teachers tend to teach foreign language by using movies. In this regard, it is also important to provide students with a visual representation of the life, culture, linguistic realities of English-speaking countries. Forming communicative competence outside the linguistic environment is a rather difficult task. For these purposes, the use of authentic materials in teaching, in particular feature films, is of great importance. The use of video recordings in English lessons contributes to the individualization of teaching and the development of motivation for the speech activity of students. Specificity of video materials, as a means of teaching English provides communication with real objects that stimulate almost genuine communication: students seem to become participants in all situations they play with their help, play certain roles, solve "real" life problems. When using video films in foreign language lessons, two types of motivation develop: self-motivation, when the video material is interesting in itself, and the motivation that is achieved by showing the student that he can understand the language he is studying. This brings satisfaction and gives confidence in one's own strengths and a desire for further improvement. It is necessary to strive to ensure that students got satisfaction from the film precisely through understanding the language, and not only through an interesting and entertaining plot. It should be noted that video is not only a source information. The use of video promotes development various aspects of the mental activity of students, and before everything, attention and memory. During classroom viewing, atmosphere of joint cognitive activity. In these conditions, even an inattentive student becomes attentive, because in order to understand the content of the film, students need make some effort. So involuntary attention turns into arbitrary, and the intensity of attention has influence on the memorization process. The use of various channels of information flow (auditory and visual channels, motor perception) has a positive effect on the strength of capturing regional and linguistic material.

The use of video during English lessons today is an integral part of the learning process and a real help in the work of a teacher. Its use contributes not only increase interest in language learning, but also broadens the horizons students. Watching videos is more comfortable and enjoyable - this is also promotes better assimilation and memorization of the material.

In such lessons, students develop the skill of listening to English. Watching videos in English is one of the best ways to practice your English listening skills. If students find it difficult at first to catch what the characters are saying in the video,
they can use subtitles. If you devote at least 15-20 minutes to attentive viewing every day (you can break the video into fragments), then after 2-3 months students will be able to understand the phrases of the heroes without subtitles. So learning English from TV shows and films helps you get used to different accents and intonations.

While watching a TV series or movie, you can significantly expand your vocabulary. Students will guess the meaning of many words from the context - and will see in what situation the characters in the video use certain expressions.

Students learn phrasal verbs, idioms, colloquial word forms and slang

The heroes of the video speak the way ordinary native speaker's speech. They use in their speech, colloquial abbreviated forms of words, phrasal verbs and slang words. Therefore, if students want to understand English-speaking people in everyday life, then it is imperative to watch movies and TV shows. Students learn the correct pronunciation

While watching the video, students listen to how live speech sounds what intonations, logical pauses and accents the actors use. Gradually, students begin to unconsciously copy the speech of native speakers, use some phrases, adhere to their speech rate, intonation, etc. You can also learn to understand the humor of native speakers.

You must admit how strange and incomprehensible English humor sometimes seems to foreign people, since a significant part of jokes is based on wordplay. To get a closer look at the humor of the British or American, you should watch good comedies, for example, the TV series Friends.

It follows from all this that the use of films or TV series in language learning is very productive and rewarding. In addition, there are no downsides to this approach to learning English.

References: