

OPINIONS OF TEACHERS ABOUT MEANING AND APPLICATION OF FILM IN TEACHING PROCESS

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Abstract

The paper deals with the most important aspects of educational film and its application in teaching process. There is no doubt that educational film is a powerful audiovisual tool which helps the educational content to be learned in a much different and more interesting way than usual. The application of film can be successful in all levels of education as well as suitable for all subjects. The application of the film makes teaching much more interesting and students are more motivated to acquire functional knowledge.

From this reason, we intended to examine teacher`s opinion about meaning and application of film in educational process. The subject of our research is meaning and application of film. The purpose of our research is to examine the opinions of teachers regarding application of film or video for educational purposes. Several tasks arise from the goal: For example: To examine teachers` attitude how often they use a film or parts of film in teaching process. The most essential question regarding film, is does the film contribute to higher quality teaching and acquisition of functional knowledge? The sample consists of 171 teachers from several primary schools in Skopje, Kavadarci and Tetovo. In our research we used survey, as well as a questionnaire with 10 closed ended questions. In the data processing we used the standard statistical package SPSS.

Keywords: educational film, teacher, application, teaching process

Introduction

The teaching in which the film is used as a teaching tool has a much greater value and encourages the creativity of the students, and the mastering of the teaching contents is much more interesting, more dynamic and with greater permanence of knowledge, but also with a greater possibility of applicability. In fact, the application of the film has a special significance in the cultural development of the young person, so the representation of the film should be much greater. Hence, it is necessary to investigate the need through different teaching subjects, the possibility of a greater application of the film. For this purpose, it is planned to examine the attitudes and opinions of teachers and students about the meaning and application of film in teaching process.

Educators agree with the fact that the teaching in which a film or video clip is applied brings freshness and liveliness and makes the educational process much more interesting, but at the same time more efficient, due to the great possibilities that the film has as a teaching tool. Hence, we also had a strong motive to start studying a topic in which the center of attention will be the application and educational value of the film in teaching.

In the theoretical part of the research, we investigate the possibilities that film has as a powerful teaching tool for almost all teaching subjects, both from an educational and an educational point of view. In the methodological part, an empirical research was done on a sample of teachers. In fact, we intended to examine attitudes and opinions of teachers related to the application of film, as well as video clips within the teaching process.

The film as a powerful teaching tool for all subjects

The film can be successfully used in all teaching subjects, and it is especially suitable for the teaching of foreign language, history, native language, but also in natural sciences (biology, geography), and its application in the arts is also significant.

In the teaching of a foreign language, the film has a very positive effect on the students' motivation, and at the same time the teaching becomes much more dynamic and interesting, and especially in the context of the need to develop communication skills, the acquisition of the foreign language is much easier, faster and more effective if the language being learned is heard. From a pedagogical-psychological point of view, the motivation of students. (Попова-Коскарова, 2021).

It has a special application in the teaching of history, especially documentary film which captures the authenticity of the time in which an event takes place, authentically portrays the past, but also the present and the future. (Cosic, 2010). The film makes this teaching much more interesting, more understandable, than just using the textbook, which contributes to this teaching being sometimes very difficult and boring for the students, because it is full of dates, facts and information that are forgotten very quickly.

In the teaching of geography, the film is also widely used. It is always interesting to learn the characteristics of a country through the use of audiovisual means, first of all a film, than only through a textbook, which is definitely an outdated method from always, not only today. In the teaching of geography as well as in history, it is inevitably necessary to apply audiovisual means, for the reasons that there are many diverse phenomena and concepts that are beyond the scope of the students. (ПАВЛОВСКИ, 2007). It is normal that the teacher is not able to take the students to observe a bath, the sea, a canyon, a gorge, etc. there are also a variety of abstract geographical problems related to the earth's interior, ocean depths or atmospheric heights that students can hardly grasp or understand only through the teacher's verbal teaching or only by reading the textbook and looking at the pictures in it. He will do that very effectively if he uses a film or a video clip in his teaching. In addition to the happenings in nature, many industrial processes that last a long time can be shown in a few minutes through the film, both in whole and in part. Also, through the film, students can understand very clearly about some processes that are not visible to the naked eye, such as the movement of the planets, the displacement of the continents. (ПАВЛОВСКИ, 1995).

In this way, it will contribute to raising the quality and efficiency of the educational work, and at the same time, the engagement and activation of psychological processes, such as: opinion, memory, perception, attention will be much greater, and the lessons will be more permanent and of higher quality. Students are much more engaged and motivated to learn, than when using static teaching aids, such as: pictures, diagrams, maps, graphs, etc. By using an educational film or video clips, students are helped to get concrete and clear representations.

Methodology

The subject of our research is meaning and application of film in teaching process. The purpose of our research is to examine the attitudes and opinions of teachers regarding application of film or video for educational purposes. Several tasks arise from the goal: For example: To examine teachers' attitude how often they use a film or parts of film in teaching process. The most essential question regarding film, is does the film contribute to higher quality teaching and acquisition of functional knowledge? The sample consists of 171 teachers of which: 98 teachers from 1-5 grade and 73 teachers from 6-9 grade. Teachers from Skopje, Kavadarci and Tetovo were included in our research. In our research we used survey, as well as a questionnaire

with 10 closed ended questions. In the data processing we used the standard statistical package SPSS.

Main hypothesis: It is assumed that the film is not used enough in teaching as a teaching tool that improves the educational process.

Results

Question number 1.

According to you, the application of the film in teaching process is: very significant, slightly or non-significant at all.

Teachers from 1-5 grade

Question number 1.	f	%
Very significant	62	63,3%
Slightly	29	29,6%
Non-significant at all	7	7%

According to the obtained data from the diagram, of the 98 teachers surveyed, 63% are of the opinion that the application of the film in teaching is very significant, while 29.6% consider it somewhat significant and only 7.1% that it is not significant at all.

Teachers from 6-9 grade

Question number 1	f	%
Very significant	44	60,3%
Slightly	28	38,4%
Non-significant at all	1	1,3%

From the tabular display, we can state that 44 teachers from subject teaching or 60.3% and 63.3 from primary education consider that the application of film in teaching is very important; 38.4% of subject and 29.6% of grade school think that it is of little importance, and that it is insignificant only 1.3% and 7% of grade school education.

From the collective responses of the class and subject teachers, we can state that 62% of the teachers are of the opinion that the application of the film or clips in teaching has great value and significance, 33.3% and 4.61% of the total consider it somewhat significant. The surveyed teachers are of the opinion that it has no significance. The calculated chi square test showed us that there is no statistically significant difference.

2. Regarding the question (2): **How often teachers use film or video clips**, a larger number of class teachers answered positively. In fact, in teaching, film or video clips are used more by the class teachers, 71% of them and 58.3% of the subject teachers, that they do not use them because they do not think it is necessary, 13.8% of the class teachers and 15% of the subject teachers answered and 10.2% of the class teachers and 26.4% of the subject teachers answered that they do not have the conditions for it. If necessary, 5 teachers from elementary school declared themselves on their own initiative (they wrote on the survey sheet).The calculated χ^2 test did not show a statistic difference.

**Question No. 3. Is teaching process is more interesting if the film or video clips are use?
Teachers from 1-5 grade**

Question 3	f	%
Yes, to a great extend	80	81,3
It has no meaning	18	18.8

Teachers from 6-9 grade

Question 3	f	%
Yes, to a great extend	57	80,3%
It has no meaning	14	19.7 %

There is no doubt that the majority of students and subjects (over 80%) are of the opinion that the teaching for the students was much more interesting and necessary if a film was used for certain contents. An almost identical number of teachers (about 19 %). So, teachers are aware that film can be a powerful teaching tool, especially when it comes to documentary film.

Discussion

Regarding the opinions and attitudes of the teachers about the significance of the application of the film in teaching, more than 70% declared positively, which is a good indicator that the teachers are aware of the role that the film has in teaching. According to the data obtained, (which sometimes, to be honest, are not the result of honest answers), in percentage terms, the film is used in a greater number by class teachers, while a little more than 50% also by subject teachers. Through educational lectures, teachers should be encouraged to a greater extent to use the film as a powerful didactic tool, because with its application, teaching gains in quality, and knowledge is much more permanent and and acquired in an understandable way, rather than learned only by heart, which are very quickly forgotten. Regarding the question whether they are aware of the importance of the film in teaching, a large number of them declared that they agree with the fact that the film makes the teaching much more interesting for the students, and the lesson itself - much more dynamic and the contents much easier for students absorb.

Conclusion

Our research showed us that teachers don't use the film in teaching process very often. So, a great number of advantages that the film offers for a more efficient, interesting as well as functional teaching process remain unused. As a general conclusion from our research as well as confirmation of our hypothesis, is that teachers should be encouraged to use film more often in teaching process, because the benefits are great in the field of applicable knowledge.

Recommendations and suggestions

Our recommendation, as well as suggestion in relation to our research is that more trainings should be organized in the form of workshops, so that the film as a teaching tool could be more represented in education. Only in this way, teachers will be not only trained, but also encouraged to use the film more.

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