



Use of digital movies in teaching

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Abstract: *Modern teaching involves the use of modern teaching aids and teaching methods . Teaching tool that evokes audio - visual perception of students is the film. Use of film in the classroom allows the teacher to express their creativity ,as well as active participation of students in the teaching process and builds partnership between teachers and students.*

Keywords: *film ; teaching; students*

1. INTRODUCTION

For better and faster comprehension in the classroom we use a variety of objects that we call educational tools. Teaching aids are: "all natural objects, models, models, paintings, drawings, equipment etc. that are selected, adapted or produced for the purpose of teaching process "(Bakovljević, 1998). Teaching aids can be divided into: the obvious means of teaching or learning and teaching aids or additional technical resources.

The obvious teaching aids include objects that are shown to the students, while students do not study them. According to the method of perceiving they are divided into: visual, auditory and audiovisual.

The visual aids are used only for observation and they include paintings, drawings, models, etc.

The auditory aids are used for listening and they include radio programs, audio recordings on compact discs and others.

The audio-visual aids include vision and hearing (sound, film, television shows, computer multimedia programs on CDs). (Romelić, 2003)

The most effective results are obtained by using audiovisual means, because they allow the participation to use more senses in the learning process, which seems complete and reliable.

The teacher should organize students to handle and use the teaching aids. It is essential that students know when that teaching resources are used and that they know the precise meter.

The successful application of contemporary, modern teaching aids means using the appropriate innovative substrate, ie.the teaching technology that is understood in different ways, among which the most favorable, "teaching technology is a set of tools, methods and organizational forms of teaching" (Bakovljević, 1998).

2. DIGITAL FILM

Film (eng.), The foreskin, membrane; flexible strips coated with a light-sensitive; the concrete product of film industry, artwork of "the seventh art" - and all other forms of film activities are included by the concept of cinema. The basic material for the recording and playback of the film is the film tape on which are recorded landscapes, people and events in a specific scenario by using cameras.

The use of digital film in teaching process has an important role and significance. A large part of the teaching material can be processed using the digital film. We can use finished film, but the planned parts must be thoroughly analyzed before the broadcast. This means that before watching the students must receive detailed instructions and notes on which parts of the film they should pay attention. Digital film can be used in the introduction, the main and final part of the class. What we should take of is the length of the film. In the introduction part the film should last about five minutes, in the main part about fifteen minutes, and in the final part of the class the film can be very useful teaching tool because it can be used for repeating and completing the teaching unit that is processed.

2.1. Application of digital film as a teaching aid

The use of film in teaching process achieves different objectives:

- Increase students' motivation to learn and develop interest in learning
- encourages students to recognize, observe, understand relationships and situations that they saw on film.
- Encourage students to evaluate, criticize and express their opinion on what they see in film
- develop imagination and interest of students
- Train students to build and apply independently their knowledge thanks to the film, through the independent film projects

Sources of the films for classes can be: educational- in accordance with the syllabus, downloaded from the Internet, or can be made by teachers and students.

2.2. Methodical approaches of film in teaching process

While in traditional teaching process prevailed lecturing and reproductive approaches, in contemporary teaching process the preference is given to methodological approaches that put the students at the center of activities. In this context, we will talk about academic interpretation, and problem-correlation-integration approach in teaching film.

School interpretation of the film - this methodical approach is focused on the student's observation of film facts and parsing of the film (thematic idea of the film, place and time of action, evaluation of characters' procedures).

Problem-solving approach to film - a student researcher has a certain problem in front of him. In this way, students explore independently, compare and connect the facts with their own experience and get the answer.

Correlation-integration approach - based on connecting and synchronizing the programming content of particular subjects (geography, biology, computer science, history, music, Serbian language ..).

In contemporary methodological theory and practice, correlation and integration are

methodological approaches that generate interdisciplinary methodology based on cross-curricular links

2.3. Making a film in teaching process

One of the aspects of active learning is when students record films with their teachers through the project of mastering the material. In this work it is important that each student choose their role in the team according to their interests: some students write the script, some students record film, some record voices, some edit scenes from the film. Of course, the students' work should be meaningful and time-align, a list of activities should be arranged and so the results that they should have during operation. The theme of the work must be in accordance with the age, interests and previous knowledge of students. This way, the students through well designed projects and their own experience, discover and acquire new knowledge, not only about the subject they study, but reveal different ways of reasoning.

2.4. Case study

When we decided to make a film, we knew that we needed: scenario, video camera, computer, and computer program "Movie Maker". Before creating the film, the students themselves determine the tasks, who will be the director, cameraman, and who will read the text, who takes care of music and of course of mounting frames. This way we avoid arguments during operation.

After shooting we started following steps: Copy the video from the camera to the computer using the USB cable, and then we used the program "Movie Maker" for further processing:

- Processing of video records
- Assembly (editing)
- Adding music (Import audio or music)
- Adding voice by attaching a microphone to our computer (narrator Timeline)

Now, get your camera and go for it! Try to direct your first feature film.

We dared to record our first film, "The Power of Water West Morava" https://www.youtube.com/watch?v=X9mV-rB_3IQ and "Our river West Morava" <https://www.youtube.com/watch?v=pK6RH5M9bYk> and then we sent them to the competition that was announced by the Ministry of Education, Science and technological development and the company "Zepher". Conquering special award gave us the wind in our sails and we continued to shoot on.

The new film was shot for 12. International festival "Creative Magic", on the occasion of the competition for teachers on the educational film "Stimulating learning environment - a place where ideas form the reality," a film titled "Tanaskovci". https://www.youtube.com/watch?v=3gINDuO_Ums



Figure 1. *Special recognition*

3. CONCLUSION

Modern educational theory and practice puts students at the center of activities, so the methodological approaches to the film must comply with that request. When we choose a methodological approach we have to take care about students' intellectual and emotional capabilities. In this way we will achieve the set goals and tasks of teaching process, and encourage the development of film culture and develop a critical attitude towards film work.

4. AWARDS

Film "The Power of Water West Morava" is the competition "The power of water" that was announced by the Ministry of Education, Science and Technological Development and the company "Zepter" was awarded a Special Mention in the third category. The team mentor from the primary school "Tanasko Rajic" Cacak was Katarina Cutovic, a professor of geography.

At the same competition film "Our River West Morava" received a diploma for successfully completed project in the competition. The team mentor was Biljana Mihailovic professor of biology.

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