On this basics we can divide students into small group and work on different types of exercises such as explaining the main plot of the fragment to your group, work on vocabulary list, acting some parts of the movie as a dialogue and so on. Also we don't forget about absorbing this information at home – our hometask. We can propose to students a list of movies and get them to choose a one, watch a trailer or the full version of the movie and write a review, prepare a presentation or mind map, write down 5 new expressions they heard (and then find out what they mean) etc.

In conclusion, this research has given us some insights into the benefits and challenges in using movies in teaching English in secondary schools. The findings demonstrate that there are extensive benefits with the use of movies as an educational tool in a multimodal teaching approach, but also that there are significant challenges. The most visible benefits are learners` motivation, target language input, and knowledge construction. But we must about challenges too. Crucial challenges in using movies in English teaching are: time management, creating meaningful tasks for language development, and selecting appropriate movies for the target group. These challenges force teachers to reflect on different teaching methods, theories on teaching and learning, and be aware of the different cultural aspects of the target language.

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**ETYMOLOGICAL AND LEXICOGRAPHIC ANALYSIS OF CONCEPT *HAPPINESS*
IN THE ENGLISH LANGUAGE**

In lexicology, the concept is considered as a structural unit that is reflected in the language of the whole set of knowledge of people about the world or about a particular object, the phenomenon of reality. In the study, the term "concept" means: mental national-specific education, the content of which is the whole set of knowledge about the object, and linguistic expression occurs in the set of lexical, paremic, phraseological units that name and describe the object [1].

The concept of HAPPINESS is a multidimensional integrative mental education that includes intellectual and emotional evaluation in the form of joy or satisfaction. The concept of HAPPINESS in the English-language picture of the world is widely used and is represented by a large number of lexical and phraseological units. When researching any concept, it is very important to pay attention to cognitive linguistics, because the assimilation of any new information about the world is carried out by each individual on the basis of the knowledge he possesses. The information system created in this way is constructed by him as a conceptual system of certain human ideas about the world [2].

In recent decades, the term "concept" has become increasingly common in works on the theory of linguistics. He has a rich biography. In the philology of the XX century. a new direction emerged – "conceptual and culturological". It is a broad view of the word, which is studied and researched "at the junction of a number of humanities fields of knowledge – linguistics, literary studies, logic, philosophy, art history and cultural studies" [5].

Along with the emergence of the terms "concept", "category", "prototype", which became the main terms in the apparatus of cognitive linguistics, there was also a form of scientific research, which was called conceptual analysis. It allows you to reproduce all the knowledge and ideas. As noted by S. E. Nikitina [6], the very combination of "conceptual analysis" can be interpreted in different ways. We limit ourselves to an interpretation in which the concept is understood as an object of analysis and not imposed for other restrictions.

Reading the works of various authors shows that conceptual analysis is not a specific method (technique) of explication of concepts. It would be more appropriate to say that the relevant works are united by a certain relatively common goal, and as for the ways to achieve it, they are quite different. It is important to note that significant differences are found not only in the arsenal of research techniques, but above all in what in certain works is considered the result [3].

According to V. Z. Demyankov, classical conceptual analysis requires the involvement of a large body of word contexts in fiction [5]. The concept of HAPPINESS we study is studied using a variety of linguistic and cultural-linguistic material: in addition to free and stable phrases with the component of HAPPINESS taken from fiction and lexicographic sources, the analysis also involves traditional ideas of Anglo-American society. All this allows not only to describe this concept, but also with some accuracy to structure it, highlighting a large number of the most characteristic signs.

The concept of HAPPINESS, which belongs to the category of "maximum concepts" [10], because it covers comprehensive knowledge, the speaker's sense of emotional meaning. Critical analysis of approaches to the concept existing in cognitology determines the appropriateness of understanding the concept HAPPINESS as a culturally marked verbalized meaning – units of collective consciousness, knowledge represented by a number of linguistic realizations and reflecting the cultural values of a particular linguistic culture. Accordingly, the concept of HAPPINESS is modelled as a multidimensional integrative cultural and mental formation:

- *conceptual, which is the concept of HAPPINESS (reflects the sign and definition structure of the concept);*
- *figurative (captures conceptual metaphors that support the concept in the linguistic consciousness);*
- *semantic (determined by the place of the concept in the language system)* [1].

Thus, existing concepts are the basis for the formation of new ones, so the conceptual system is constantly evolving. Each concept consists of other concepts (or subconcepts) as its semantic analyzers and is closely related to other concepts. To study the verbalized means of using the concept of HAPPINESS, semantics of keywords-representatives is constructed, which can be divided into three sub-concepts.

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