



ISSUES OF TEACHING ENGLISH BASED ON MEDIA MATERIALS

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Abstract. The article explores the effective use of media materials in teaching English, emphasizing their role in enhancing language skills and cultural awareness. It discusses how various types of media, including videos, news articles, and social media content, can be integrated into the classroom to improve listening, reading, speaking, and writing abilities. The study highlights the advantages of media-based learning, such as increased student engagement, exposure to authentic language, and the development of critical thinking skills. Additionally, it addresses challenges like content selection, technological access, and teacher preparedness.

Keywords: media materials, English teaching, language skills, cultural awareness, authentic language, student engagement.

INTRODUCTION

The use of mass media in teaching English is becoming increasingly popular in education as a diverse source of information and self-expression through the creation of one's own content. "Further research into the continuous flow of living information created by the media convinces us that its existence serves the purpose of human life in modern reality. Then why should we not use this flow of information in the classroom, where students spend so much time?" [1]. Modern newspapers provide material in the form of printed products and a digital version using text, images, graphics, animation and video, which creates a rich and exciting learning environment that is so necessary for increasing the effectiveness of the English lesson. Mass media also provide teachers with unlimited opportunities to create innovative approaches to the school curriculum. Working with the press creates an interest in reading, involves a variety of tasks, updating textbook information, teaching understanding of the modern style of information presentation in the media, and at the same time helps students achieve fluency and literacy in the language.

MATERIALS AND METHODS

The advantages of using media resources in the classroom are obvious, but there are also a number of problems that need to be solved. Among them, it is worth highlighting the need to combine information from media sources with school curriculum material, changing the habit of learning a language exclusively with the help of textbooks to the active use of newspapers and news sites, as well as creating a personality-oriented learning environment. First of all, it is important to think about the possibilities of integrating work with the media into the school language curriculum. Newspapers inform readers about real events and are consonant with many topics of school textbooks, however, it is quite difficult to select materials that will be useful in the learning process given the limited time, age characteristics of students and their level of English proficiency. It is necessary to take into account the volume of articles, their information content, subject matter and content, the difficulty of understanding the style in which they are written and many other factors [2]. The teacher is required to be highly dedicated and interested in developing assignments that meet the linguistic and mental needs of students. Effective tasks include those involving headlines, article contents, filling in missing information, advertising, exchanging news, discussing photographs, holding press conferences or interviews, forecasting events, making horoscopes, writing an advice column, a news report, a TV programme, a weather forecast, puzzles and crosswords and others suggested by Paul Sanderson [2] in his book *Using Newspapers in the Classroom*. They develop skills in understanding text, maps, charts and diagrams, and encourage the use of complex grammatical constructions in oral and written speech.

RESULTS AND DISCUSSION

Students can read articles, translate, analyze the language used by journalists: neologisms, borrowings, newspaper cliches, slang expressions and laconic headlines. Discussing newspaper materials in class involves students in reasoned discussions and inspires independent study of the topics covered and additional reading. After systematic work with the press, high school students acquire the skills of detailed analysis of newspaper articles, determine the type, subject, theme, style of the article, evaluate the quality of the material, comment on the presence of facts, quotes and arguments. They draw their own conclusions based on the content of the article, evaluate the effectiveness of the chosen format and structure, understand the reasons for using certain lexical and syntactic means, see the effect of using graphic means and photographs, etc. Using the example of the printed and digital versions of newspapers, students can also conduct a comparative analysis of newspapers from different countries at the level of content and design and determine the differences between tabloids and serious press. A more difficult stage of working with the media is writing articles [3]. To successfully complete this task, students need help to understand the difference between the types of articles (editorial, report, announcement, newspaper investigations, advertising, etc.), teach them to collect and impartially present information in the format of a newspaper article by presenting polemical points of view. The experience of independently writing an article gives children the opportunity to demonstrate their creative literary potential, increases the desire to share thoughts and ideas in English,

develops social competence and critical thinking skills. Publishing school newspapers, as the final stage of working with the media in English lessons, involves live experience of using language situations. Editorial boards distribute responsibilities and tasks: identifying topics of interest to readers, selecting information, conducting interviews and opinion polls, editing materials, designing a newspaper, working with the Microsoft Publisher program, taking photos, printing. The class becomes a multidimensional space: students deal with searching for information in the electronic and real world. The work process strengthens friendly relations with peers and increases interest in school events. Children work both in teams and independently, develop a common strategy, learn to solve problems independently and build professional relationships. The teacher ceases to be the only source of knowledge for students; he or she becomes an assistant in learning new things, able to guide and support them in the process of constructing knowledge, and learning becomes a social activity. Project work on publishing school newspapers in an active, personally-oriented learning environment increases the level of interdisciplinary knowledge and helps students develop technical and research skills that cannot be applied simply by reading a textbook. Students achieve the key goal of learning a language: to use it freely. For example, it becomes obvious to them that not only does using Internet resources help in learning English, but also learning a language helps to freely use the possibilities of the Internet. The entire process of integrating media into the school curriculum is in tune with the opinion of Robert Hutchinson: “It should be remembered that the purpose of education is not to fill the student’s mind with facts ... but to teach him to think, and, if possible, to think for himself” [4]. Today's students are expected to be able to conceptualize ideas, collaborate with like-minded teams, solve problems, and take action, and this is made possible by effectively integrating media into learning. The teacher gains greater flexibility in the classroom, and students gain the opportunity to learn a language through media that appeals to them.

From the point of view of teaching oral speech, it is necessary to take into account that oral speech is a complex two-way process, which includes the ability to speak and the ability to understand the speech addressed to him, as well as associated with the ability to use lexical and grammatical skills to develop unprepared speech. It should be noted that to master oral foreign language communication, it is necessary to use effective, modern, accessible teaching aids, that is, various media materials [5].

As is known, media materials include films, videos, audio recordings, etc. The most convincing argument in favor of the effectiveness of media materials is that in the modern world there is an informatization of society and a transition to digital methods and means of teaching.

Mastering oral communication begins with listening, but its effectiveness depends on how well the learner's hearing is developed and how correctly he can distinguish the sounds he hears. A significant role in listening is also played by a person's memory, how much he is able to remember information, his interest and attention to the topic [6].

Of course, with this option of learning by ear, first of all, it is necessary to develop speech hearing and pronunciation skills, relying on the speech of native speakers. In this case, various media materials - audio, video texts allow the student to hear the speech of native speakers, which reflects real living reality. An important point is that the material presented in this form arouses interest in students, which helps to increase motivation in learning foreign languages. With successful perception of foreign language speech, students begin to realize that their efforts were not in vain.

Media materials are currently becoming not only a means of speech development and correction in the classroom, but also complement the language environment with the help of visual representation of the speech situation.

Various types of visualization are implemented. The scientific and methodological literature notes the importance of the role played by the principle of visualization in teaching languages. Thus, I.A. Zimnyaya believes that in terms of presenting knowledge, visual aids can be used for the following purposes:

- Identifying the meaning of a word, sentence, or informative text;
- Memorizing by establishing a connection between verbal and visual-sensory images.

The role of media materials in teaching oral speech is very significant, since a visual image does not require time to describe a situation, but reveals it immediately and makes it possible to see and hear, helps to understand and use paralinguistic components, such as elements of semantics, which are absent during the study of the structure of the language.

Working with media material, in addition to auditory, requires visual understanding. Not only the situation helps to form speech skills, activating the students' mental activity, teaches them orientation in an unknown language situation, promotes the development of speech forecasting. When watching a film, visual images help to most effectively understand the meaning and significance of new vocabulary, etc. When watching video materials, the communicative situation is fully manifested. The student hears not only the dialogue, but also sees these participants in certain situations where the action takes place. Thanks to visual information, the communicative act is perceived in a more complete volume.

Various advantages of media materials were highlighted by many psychologists and methodologists. I. Rakhmanov in his scientific works said that students integrate speech better with the help of the screen, since "when listening to a film with sound, understanding the content, the student feels in practice the importance of learning foreign languages." It is very important to use video to enhance learning motivation, this happens due to the following features of learning:

- Stimulation of creative activity due to bright and clear audiovisual information;
- Implementation of cognitive activity occurs more intensively, since the emotional sphere is included, etc.

With the help of video and other media, you can organize and present the process of learning a language step by step and highlight various processes. For example:

1. Viewing - understanding - activation and transfer to your own speech;
2. Viewing - understanding - discussion.

The main task of the teacher at the stage of working with media materials is the competent selection of audio or video material that would be interesting, informative, accessible to understanding, consistent with the modern reality of the culture of a given language and would create favorable conditions for the perception of information.

CONCLUSION

Scientists believe that the peculiarity of perceiving information communicated through media materials, especially through films and videos, is associated with situational perception and empathy. The basis for using media materials in the learning process is the speed and accuracy of transmitting information remotely, which allows for the creative use of students' speech experience.

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