

ISSUES OF TEACHING ENGLISH BASED ON MEDIA MATERIALS

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Abstract: The thesis discusses 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.

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].

RESULTS AND DISCUSSION

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.

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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