

## THE ESSENTIAL ELEMENTS OF USING ENGLISH-MEDIUM TEXTS IN FOREIGN LANGUAGE CLASSES

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**Annotation:** The significance of mass media texts in teaching foreign languages, the ideas of media education, media competency, and media text, as well as the distinctions between them and the research on them, are all examined in this article. Additionally, key characteristics of texts in the mass media, their functions, and levels were looked at and examined.

**Key words:** integrated, audiovisual, audio materials, videos, video-media texts, mass communication, mass, context, literacy, and text.

The effectiveness of using mass media texts for practical foreign language instruction in contemporary institutions cannot be disputed. Furthermore, teachers are using media texts more frequently and they are displacing academic books as the primary source of instruction for foreign languages.

Since media texts are used as real content in the classroom, printed as self-study guides, modeled, and always include information about the nation in which the language is being studied, it is safe to say that they have become an essential component of teaching foreign languages. Using media resources that the instructor has chosen to teach a unfamiliar language in the approach to teaching foreign languages is not new to high education institutions. Articles from international periodicals and newspapers have been employed in this methodology thus far. However, television and radio shows, as well as online writings, have recently been included in press materials.

Using these resources in the classroom provides the instructor with numerous options to address methodological issues, such as increasing students' vocabulary and creating the most widely used techniques in contemporary grammar structures;

- the growth and enhancement of reading, listening, and audiovisual abilities;
- the creation of written speech, oral monologues, and conversational speeches;
- the development of conversational skills on engaging subjects; gaining fresh knowledge about nation studies and linguistics;
- learning about events involving different cultures; and improving intercultural communication abilities

Foreign media texts can help teachers overcome a variety of particular methodological issues, enhance vocabulary, increase students' motivation and interest, and aid in their future English language learning.

It should be mentioned that our Republic's and the EU's language policies take into account the fact

that learning foreign languages in a modern society's educational institutions necessitates not only the development of communicative and intercultural competencies but also consistent development, resulting in a mobile, professional, and socially competent individual who can take responsibility for it and make wise decisions.

Individual traits and abilities are also developed through the employment of mass media texts in the educational process, in addition to the previously listed abilities: ability to communicate; cooperation and communication skills; the capacity to actively engage in social activities; power to

The capacity for critical thought and autonomous decision-making; the ability to work with information; the capacity to recognize and resolve issues; the capacity to adjust to shifting circumstances in life; the capacity for self-improvement and self-discipline; the accessibility of research and creative abilities; goodwill; the capacity for finding solutions through compromise; patience; and the capacity to maintain self-control in the face of "communicative failure."

Some BBC1 channel report materials were relevant to our study since they could serve as a systematic manual for senior students in a higher education setting. We think it's important to highlight a few benefits of employing these kinds of media texts as teaching resources in college courses. A feature of English TV news content T is shown below, based on Dobrosklonskaya's research.

In the first place, the TV news program in the language of the country under study depicts the actual course of events occurring in all regions of the native language speakers, which surely stimulates interest in the culture of the English language learners and the citizens of the destination country. An essential component of the entire learning process, student motivation typically rises when there is interest. Students can develop intercultural competency by better understanding national characteristics and comparing cultural realities in other nations, as well as by examining the social context of all national events and analyzing the behavior of local speakers in situations of particular social significance.

Secondly, TV news texts are presented on three interconnected levels: spoken text, audio tracks, and video sequences. The use of audio materials in conjunction with video clips will improve the effectiveness of English language instruction. The soundtrack and the music video also give the impression that you are in a different nation.

Thirdly, the news's textual form is not its main focus. Messages from reporters, direct discussions with the reporter, and interviews may be included in addition to the introduction statement. Furthermore, the message's text is flawlessly written and narrated by native speakers. This demonstrates the importance of news materials for pupils in all domains (phonetic, grammatical, lexical, and textual).

Listening and audio visualization as a component of listening are the primary speech activities that align with the approach of employing video-media texts to develop cultural competency. It should be mentioned that the following are some ways that audiovisual and listening are different:

the auditory channels are used to receive the listening process, while the visual and auditory channels are used to receive information in the audiovisual process; there are opportunities to add other communicative aspects to the audio text outside the background

sound; for instance, in audio-visualization, audio texts can be paired with text, images, and schematics; Based on the information provided, we may say that audiovisual refers to the simultaneous ability to see and hear. When someone watches television content, especially news, audio visualization takes place.

Therefore, the development of intercultural and communication skills depends on English-language video media texts.

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