

METHODOLOGY OF USING MEDIA HEADLINES AS INTERACTIVE MATERIAL IN CHINESE LANGUAGE TEACHING

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Abstract. This scientific article examines the methodology of using media headlines as interactive materials in Chinese language teaching. During the research, the communicative and pragmatic potential of media headlines in language teaching, as well as their role in increasing students' vocabulary and developing their reading and analytical skills, were analyzed. Methods of creating interactive tasks based on the conciseness, impact, and richness of Chinese media headlines in modern language units were reviewed. As a result of the study, it was determined that the use of media headlines helps to organize the Chinese language teaching process in an interesting and effective way and brings students closer to a real communicative environment.

Keywords: Chinese language, media headline, interactive methodology, language teaching, media language, communicative approach, internet communication.

INTRODUCTION

Today, the use of modern and interactive methods in the process of foreign language teaching is of great importance. In particular, materials based on a real communicative environment help students acquire the language more naturally. For this reason, media materials, internet texts, and modern communication tools are becoming an active part of language teaching methodology.

Media headlines are considered one of the most important elements of modern communication. They express the main content in a concise form, attract the audience's attention, and determine the general direction of the text. Especially in the current era of developed internet journalism, media headlines have become an even more powerful tool from a pragmatic and communicative perspective. Chinese media headlines are distinguished by their conciseness, expressiveness, and richness in modern language units. They frequently feature words actively used in daily communication, abbreviations, emotional units, and constructions characteristic of internet language. Therefore, such headlines can serve as useful and interesting material for students learning Chinese.

Interactive methodology, on the other hand, is an approach that encourages students to actively participate in the educational process. Based on this methodology, the learner does not just receive ready-made information, but thinks independently, analyzes, and participates in communicative activity. In the modern language teaching system, it is precisely the interactive approach that plays an important role in increasing students' motivation.

Using media headlines as interactive material creates several opportunities in language teaching. First, students work with modern and real language units. Second, it becomes possible to create tasks related to vocabulary, grammar, and text analysis based on short headlines. Third, media headlines develop students' critical thinking and information analysis skills. Therefore, through media headlines in Chinese, students learn not only the language but also the communicative styles in modern Chinese society. This helps to understand the language not just as a grammatical system, but as a cultural and communicative tool.

Since most of today's students actively work with the internet and social networks, media materials are a familiar and interesting environment for them. Therefore, the use of media headlines helps to make the lesson process more lively and interactive.

This article provides a broader analysis of the methodology of using media headlines as interactive material in Chinese language teaching, their communicative potential, and their

practical significance in the educational process.

DISCUSSION

In modern language teaching methodology, using authentic materials is considered one of the key directions. Especially, media texts and internet headlines are viewed as effective tools in foreign language learning because they reflect a real communicative environment. Using media headlines in Chinese language teaching allows students to become familiar with the modern language environment.

Stephen Krashen emphasizes that acquiring a language through a natural communicative environment is more effective (Krashen, 1985). From this perspective, media headlines are considered convenient material for learning modern language units used in real communication. Through headlines, students acquire everyday language, internet vocabulary, and modern communicative styles. The brevity of Chinese media headlines makes them even more convenient for use in the classroom. Based on short texts, it is possible to organize vocabulary work, translation exercises, grammar analysis, and discussion tasks. At the same time, the pragmatic features of headlines develop students' text analysis skills.

Jerome Bruner notes that the active participation of the learner is important in the interactive educational process (Bruner, 1996). In the process of working with media headlines, students not only read but also express opinions, analyze the content of the headline, and try to create their own versions. This brings the language learning process into an active and engaging form. Using media headlines is also beneficial in developing pronunciation and reading skills. Especially in the Chinese language, reading tones correctly and memorizing new Chinese characters becomes easier through short headlines. Since students work with short and meaningful units, the material is acquired faster.

Lev Vygotskiy emphasizes the importance of social collaboration and communicative activity in the educational process (Vygotsky, 1978). Pair and group work based on media headlines encourages students to think together and engage in communicative activity. For example, students can predict the content of the text based on the headline or create their own media headlines. Additionally, media headlines also develop students' critical thinking skills. Students analyze the pragmatic purpose of the headline, how it affects the audience, and which units attract attention. This also plays an important role in shaping media literacy.

According to Howard Gardner's theory of multiple intelligences, students learn more effectively through various methods (Gardner, 1993). Since media headlines combine visual, linguistic, and communicative elements, they serve as engaging material for different types of students. In addition, media headlines help make the lesson process modern and motivating. Since students work with real materials found on the internet, they perceive the lesson as more real-life. Especially since young people are close to media language, such materials increase their interest in the lesson.

CONCLUSION

In conclusion, the article analyzed the methodology of using media headlines as interactive materials in Chinese language teaching. As a result of the analysis, it was found that media headlines, as modern and authentic language material, are an effective tool in teaching the Chinese language. It was examined how the short, pragmatic, and communicative features of media headlines help increase students' vocabulary, analyze texts, and develop their communicative skills. The opportunity to encourage students to actively participate through interactive tasks was also highlighted.

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