EFFECTIVE WAYS USING MEDIA MATERIALS

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Abstract: The article discusses ways of practical implementation of the proposed model and the noted principles of integrative learning based on our model. To this end, we will demonstrate how certain genres of media can be used in foreign language classes. The article is devoted to describing the model of integrated development of media literacy and communicative competence in English classes in non-linguistic universities.

Within the framework of this section, we will describe the ways of practical implementation of the proposed model and the noted principles of integrative learning based on our model. To this end, we will demonstrate how certain genres of media can be used in foreign language classes.

Documentary films are usually perceived by users as objective and reliable information. Nevertheless, it is necessary to conduct an analysis (research) of any fact, information, as well as goals and strategies undertaken by the creators of the documentary. Anything that expands awareness of the features of documentaries and the specifics of the use of certain language means [1-4].

Electronic resources. In popular e-media, we can find a variety of information, for example, news and current events, various stories or historical information, politics, business and many other genres. Here you can find photographs, audio and video materials that can be widely used. You can offer students the following task: first, students look at photographs and autobiographical information about a particular person in the photograph. Then the task follows - to read articles about him/her and compare where false information is given and where is objective.

Let's also turn to broadcasts, which are the most informative and interesting programs in the field of science and technology, art and culture, as well as ecology and other problems. The content side of broadcasts, on the one hand, can be analyzed from the standpoint of the diversity of the genre and the use of linguistic means of expression and their stylistic characteristics, and, on the other hand, the discussion of information for the formation of communicative competence. Also, the broadcasts highlight language problems, the content of some publications [5-7].

Newspapers and magazines. It is known that they are replete with news reports, in addition to this genre, many newspapers and magazines present letters from readers on various issues. After studying letters to the editor, you can offer tasks to develop skills and abilities in writing. For example, write a response to this or that letter on behalf of the editor of a newspaper, or write your letter to the editor of a local newspaper, setting out your problem. At the same time, it is necessary to note and demonstrate the best letters to fellow students for the analysis of the language and writing style.

Students can be encouraged to write a note of congratulation to the newspaper using certain clichés as props. Another assignment involves students reading letters...
to the editor. Students write answers or produce their letters on various problems to
the editor of a local newspaper. It is necessary to demonstrate the best letters to other
students and analyze their language and style. Visiting publishers gives an
opportunity to see firsthand how newspapers are created [8-11]. Another assignment
is visiting a bookstore and finding articles in alternative magazines or on the Internet.
Under these conditions, students have the opportunity to develop media literacy and
listening skills by searching, studying and downloading the necessary audio and
video materials.

Television and radio have different formats, however, they have much in
common in terms of genres. So radio and television programs contain many talk
shows, or interviews with famous people, experts, which makes it possible to keep
abreast of current events and different points of view on them. In this case, we receive
comments and assessments of various events/problems related to health, science,
environment, economy, sports, culture from experts, where there are also different
interpretations and points of view. Abundant listening to such information allows you
to familiarize yourself with the technique of manipulating questions and develop the
ability to ask questions, adequately interpret information, defend your point of view,
come to a consensus and solve problems, etc.

Many programs expand knowledge about the ethical side of the culture of
language, speech and communication. So on the radio, we broadcast soap operas,
on television we watch films, plays, etc. On their basis, the teacher can conduct
debates, discussions based on any questions to form value orientations [12-15].

Weather news is rich in material for discussion, especially when you consider
your favourite topic of discussion when communicating with the British. At the level of
specialized training, it can be used to solve problems with climate warming, etc.
Sports commentary and information about road accidents are broadcast on both radio
and TV. You can turn to them to activate the interests of students and associate with
their speciality, i.e. to realize intersubjective connections. Songs and music can be
used to teach an understanding of idioms and other forms of language functioning.
They also involve students in realizing the importance of using them to develop
pronunciation and rhythmic-intonation skills.

Advertising. The media are known to be rife with advertisements that help expand vocabulary and shape specific images through words, sounds and music. Talking about the quality of goods, we can form critical thinking and knowledge about the features of advertising texts and slogans. At the same time, by studying the features of advertising texts, we can teach the recognition of linguistic means of manipulating human consciousness, i.e. means of influencing the human psyche. Or give the task to write a review on the text of the advertisement, to characterize the quality of the advertisement in the linguistic and influencing plans for the buyer [16-18].

The program "KNOW TV", described by R. Hobbs, is of particular interest to us, the purpose of which is to form media literacy. This program includes a series of questions to analyze TV program genres and tasks to develop skills and abilities in the analysis of media products. Here are some analytical questions:

• What is the producer's purpose?
• How are images, sound and language used to shape the message?
• What techniques are used to attract audience attention?
• What techniques are used to enhance authority and authenticity?

It will be methodologically justified to integrate such a program with teaching oratory, i.e. we integrate two concepts “TV” and “Public speaking”. The work on the
second concept is aimed at developing skills and abilities to make a report or presentation, which uses various means of attracting attention, managing listeners’ attention, using verbal and non-verbal supports to better understand the content, etc., which can be mastered by reflecting on the data above questions.

The above gives an idea of the ways of working with different types of media in an IL class. Nevertheless, it is necessary to know that each type of media texts has its own set of linguistic and lingua didactic characteristics, which should become objects of learning. It is known that advertising and political texts are built taking into account the specifics of their genre, the use of peculiar means of expression and style characteristics, as well as a peculiar influence, persuasion, and coverage of facts. Therefore, for example, the use of advertising texts should be built taking into account the functional aspects of advertising, structure, and linguistic characteristics of advertising texts.

When working with news texts, it is necessary to take into account such features as news value, subject matter, linguistic characteristics, format, and genre classification. When teaching based on photography, it is important to focus on the characteristics of visual images: meaning, uniqueness, ambiguity, a reflection of fragments of reality, impact on the audience, and the peculiarity of photographic manipulation. When interacting with the Internet media texts, it is necessary to take into account the specifics of the Internet space, the possibilities and risks of interaction in the network, the linguistic features of network media texts.

In our view, printed texts are best used to develop reading and writing skills and skills, electronic ones to improve listening and speaking skills and abilities. Like newspapers and magazines, radio and television are a rich resource for providing the learning process with meaningful and procedural knowledge in various fields - politics, economics, sports, etc. Audio (radio) - and video materials can be offered as a model for authentic language use since through radio/video we have the opportunity to hear how native speakers use the authentic language in various communication situations. So, in the course of official communication, their own set of clichés is used, an informal conversation is involved on the phone, in talk shows we observe various genres and styles of speech. In general, audio and video materials are presented content to activate thoughts and interaction, as well as to monitor and control communication activities by the teacher [17,18].

In the course of working with media materials for teaching English teachers. In the course of working with written and oral discourse, students perceive and explain visual, verbal supports as signals of meanings. To teach the understanding of the text, it is also necessary to teach students to decode meanings based on various supports, based on the reflection of previous experience and critical thinking. Therefore, the ability to understand the meanings and correctly interpret the object of control. The teacher can organize in the classroom various forms of interaction with the media text, taking into account the cognitive and cultural experience of the learners. During such communication, students should use the concepts of understanding and speech production. Integration of strategies and argumentation for a thorough study of the ways of expression and expression in the aspects of interpretation and construction of meanings in practice.

Media literacy training in the proposed model can be built both in explicit (explicit) and implicit (hidden) forms. It all depends on the stage of training and the degree of complexity of the level of the material [11-19].

**One more question requiring clarification.** When working with weak students, the teacher focuses on understanding the text, and work on the formation of media literacy remains out of sight. Therefore, regardless of the level of language
proficiency, it is necessary to form students’ media literacy. For example, a teacher gives students an assignment to a media text to fulfill any facts and opinions regarding these facts. Another assignment - you can give students an assignment to compare the headlines of articles that cover the same world news. Of course, with students who use the language at a higher level, you can constantly work on the media and in an explicit form. Work on developing media literacy begins with a survey to help students monitor their level of understanding of the media text [16-19]. Other assignments include a contrastive analysis of the same facts reported in different newspapers. Also interesting are the tasks for the analysis of how the information in the text is filled in, how it is generalized, or synthesized.

Thus, the presented examples make it possible to teach and how to teach in the course of the integrated development of media literacy and the communicative competence of students.

References:

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