



MEDIA TECHNOLOGIES IN THE ENGLISH LESSON AS A TECHNICAL TOOL AND MEDIA EDUCATION

Zarlikov I.B.

Nukus, Uzbekistan

*Assistant teacher, English Language and Literature Department,
Berdakh Karakalpak State University*

Aytbaeva M.S

Nukus, Uzbekistan

*Trainee teacher, Theory of Translation and Practice Department,
Berdakh Karakalpak State University*

While presenting at English language lessons in ordinary Karakalpak schools, you can often see students sitting passively at desks and trying to speak only when the teacher calls them. Due to the fact that most students do not have the opportunity to speak foreign language outside the classroom, learning English turns into memorization of grammatical forms and vocabulary, exercises in translation from Karakalpak into English and vice versa. With the spread of new information technologies, teachers have received opportunity use various media for enrichment language environment of their class. If in the 80s of the last century in the teacher's arsenal foreign language were audio recordings and educational TV shows (language labs in special schools and language departments of universities), and at the end of 90s and the beginning of XXI century on helping teachers computer CD-ROMs, video, satellite TV and the Internet came into our life.

However, in order for students to master a foreign language, the teacher needs to provide conditions for communication and the development of speaking skills. The stimulus for speech activity is traditionally considered to be so-called topics, such as, familiar to each of us from school, "my family", "my city", "landmarks of London", "seasons", "my favorite book" and etc. In this regard, we cannot neglect the fact that we live in a world where mass media, "parallel school" play a huge role, and many schoolchildren and students spend more time in front of a television screen than at a desk in the classroom and doing homework tasks. Therefore, along with traditional topics, it is necessary to introduce such topics as "advertising", "television", "Internet" and etc. I am convinced that this will increase students' motivation and stimulate free communication on current topics that are an integral part of our lives.

Thus, on the one hand, media in English lessons can serve as both technical teaching aids that promote the development of speaking, listening, reading and writing skills (widely and long used in teaching foreign languages), and the basis for media education of students. As stated in the "Standard of Media Education Integrated into the Humanities and Natural Sciences," developed in the laboratory of technical teaching aids and media education of the Institute of General and Secondary Education of the Russian Academy of Education, "when studying certain academic disciplines, it is advisable, along with achieving the educational goals of each of these disciplines, ensure the achievement of media educational goals" [6]. In other words, it is about not only lessons with media, but also about media.



Over the past 30 years, the media education movement has achieved significant recognition in the educational process in many countries around the world. Canada and Australia are considered leaders in this area, where media education is part of the curriculum in every secondary school.

Among the many definitions of this term, one of the most laconic and succinct, in our opinion, belongs to the American professor Renee Hobbs: “learning the ability to find, analyze, evaluate and create messages in various forms” [8; 169-170]. In English-speaking countries, particularly in the United States, media literacy is taught both in integrated classes within regular subjects (history, geography, English and etc.) and in standalone courses (photography, journalism, television, mass communication, film studies and etc.). It should be noted here that in the United States the position of media education is becoming increasingly stronger in the English Language Arts course, which traditionally included the study of the native language and literature. The National Council of Teachers of English published 12 standards back in 1996, 4 of which directly relate to the development of critical thinking skills, the ability to analyze and create printed and audiovisual media:

“Standard №4: Students vary their spoken, written and visual communication (...) depending on the audience and communication goals.

Standard №6: Students apply knowledge of language structure, spelling, media technologies, figurative language, and genres to create, critique, and discuss printed and visual texts.

Standard №7: Students conduct research on topics and interests, summarizing ideas and questions, and formulating problems. They collect, evaluate, and synthesize data from a variety of sources (e.g., media texts, artifacts) to communicate the results of their research in a form that is appropriate to their purpose.

Standard №8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks and video) to collect and synthesize information and to create and communicate knowledge.” [4].

According to British documents [2], teachers are required to use elements of media education in their classes, consider how meaning is embodied in an audiovisual image, how purpose, form and representation influence meaning; and how audiences interact with media.

Let us now turn to the “Standard of Media Education, Integrated into the Humanities and Natural Sciences in Primary General and Secondary Education,” developed by Professor L.S. Zaznobina. The following goals of media education are formulated here: “training in the perception and processing of information transmitted through media channels (in a broad interpretation); development of critical thinking, skills to understand the hidden meaning of a message, to resist manipulation of an individual’s consciousness by the media; inclusion of extracurricular information in the context of general basic education, in the system of knowledge and skills formed in subject areas; developing the skills to find, prepare, transmit and receive the required information, including using various technical tools (computers, modems, faxes, multimedia, etc.)” [5].

As already noted, in English-speaking countries (and in the USA in particular), media education occupies a strong place in the course of English (as a native language).



In English as a foreign language lessons, media rather perform the function of technical teaching aids (teaching aids and audiovisuals). For example, the intensive English language course at the University of Central Florida widely uses the CALL-Computer Assisted Language Learning method, which involves the student working independently with a computer program, while the teacher can display on his monitor what everyone is currently working on student, answer his question, correct or simply highlight the mistake made.

Learning a foreign language with the help of computer software and methodological complexes has its advantages and disadvantages, so discussions on this issue do not stop. On the one hand, learning is autonomous, students work at the time and at the speed that suits them, and the learning atmosphere is less stressful than in a regular classroom. One of the undoubted advantages of most of these programs is that they provide a complex set of information in a fairly simple form (even for beginners in the computer world): text, sound and visuals. On the other hand, research has shown that there are a number of disadvantages. For example, a survey conducted among Spanish-speaking students studying English revealed the following shortcomings: errors are corrected without explanation, there is a lack of varied, interesting types of work, it is better to master spoken language with a real, not a virtual teacher.

Other common uses of computer technology in ESL classes are similar to those used in any subject area. Teachers post their course syllabus, necessary information resources and etc. on the internet site. Teachers and students jointly conduct online forums, exchange emails (diaries, questions and answers, and homework), students make individual or group presentations in Power Point.

With this approach to integrating multimedia into the teaching of a foreign language, some goals of media education are achieved related to students' skills to find, prepare, transmit and receive the required information, but such important components of media literacy as the ability to interpret, analyze, "read" media messages, and develop critical thinking remain unclaimed.

In this regard, an attempt to create an integrated English language course that combines the actual educational goals of the subject and media educational goals is of scientific and practical interest and can serve as a start for further research in this area. Media education, in our opinion, has many points of contact with the study of the English language, which becomes especially relevant in the modern world, where American media products dominate. The source of the vast majority of information from which students draw knowledge about a foreign language and culture is the media. Few Karakalpak students have the opportunity to regularly visit the country of the language they are learning. Basically, students travel virtually, using television, video or a computer. It is obvious that both the school or higher education institution and the media take part in the process of learning and personal development. Knowledge of how "media function, how we interact with it, and how we can use it to its fullest advantage" [4] is becoming an essential component of modern literacy. In addition, media educational tasks and forms of work stimulate the training of reading, writing, listening and speaking skills. Finally, they develop critical thinking, creative abilities of students and significantly increase cognitive interest.

In the late eighties and early nineties, about 30 American and Canadian



universities and colleges began offering so-called FLAC courses (Foreign Languages Across the Curriculum) to their students; today the number of such universities has grown to 90. This program gives students the opportunity to practice a foreign language in the context of another discipline. Thus, at the University of Florida, the program began operating in 1996, with a single pilot course, “The Civilization of Latin America,” which could only attract 5 students. Whereas today, in the first semester of 2003, eight FLAC courses are taught [1], each of which has about 20 students, and the total number of different courses is 33. In terms of content, these courses have something in common with the main subject, but are taught in a foreign language, and the credit is given as part of the foreign language test. For example, students taking International Relations three hours per week in English in an economics course may additionally take Business and Economics in Latin America in Spanish one hour per week. But studying the “core” course gradually became an optional requirement. The “auxiliary” course has acquired independent status, and now any student with a certain level of language proficiency can enroll in the FLAC course. The topics of the courses go beyond business, politics and international relations and include cultural, regional studies, and media education topics. For example, the courses Screening Germany, Filming Italy provide a forum for discussing the role of German or Italian films and other media products in a wide range of media culture and history of these countries through the prism of cinema. The Marketing and Advertising in Spanish-Speaking Countries course focuses on the study and analysis of marketing campaigns and advertising strategies in print and television/radio. Each advertising message is considered as a media text. Particular attention is paid to the cultural aspect and context of advertising campaigns carried out in Mexico, Spain and the United States. The group form of work is actively used, students come up with a “product” and create their own advertising, think through and implement an advertising campaign in the class. As can be seen from the above examples, the goals of media education are successfully integrated with the goals of learning a foreign language. The program is delivered in a variety of models depending on the university, funding, and level of collaboration between different departments. The last two conditions are very important for the existence of the program, since without financial support and like-minded people among the teaching staff, the program would not be able to reach the level of development at which it is now.



REFERENCES:

1. Moreland, G. (2003) *How to Initiate, Implement and Institutionalize a "Foreign Languages Across the Curriculum" (FLAC) Program: The Case of the University of Florida, 1996-2003*. Unpublished. Presentation at the International Education Week 2003 at the University of Central Florida.
2. Qualifications and Curriculum Authority (1999). *English, the National Curriculum for England*. London: DfEE QCA.
3. Smagorinsky, P. (1996). *Standards in Practice: Grades 9-12*. Urbana, IL: NCTE.
4. Worsnop, C. (1999). *Screening Images: Ideas for Media Education*. Mississauga: Wright Communications.
5. Зазнобина Л.С. Стандарт медиаобразования, интегрированного в гуманитарные и естественнонаучные дисциплины начального общего и среднего образования. М., 1998. www.mediaeducation.ru
6. Зарликов И., Болтабоева А. Значение и эффективность новых технологий в обучении иностранному языку // Ренессанс в парадигме новаций образования и технологий в XXI веке. – 2022. – №. 1. – С. 184-185. <https://doi.org/10.47689/innovations-in-edu-vol-iss1-pp184-185>
7. Atashova, F. D., & Konisov, G. U. (2022). THE CONCEPT OF COMPETENCE APPROACH IN TEACHING A FOREIGN LANGUAGE ЧЕТИЛИНИ ЎҚИТИШДА КОМПЕТЕНЦИЯ ЁНДАШУВИ ТУШУНЧАСИ. *Mental Enlightenment Scientific-Methodological Journal*, 2022(2), 24-37.
8. Hobbs, R. (1997). Expanding the Concept of Literacy. In: Kubey, R. (Ed.) *Media Literacy in the Information Age*. New Brunswick (USA) and London (UK), pp.169-170.
9. Konisov, G. (2022). FACTORS DETERMINING THE SUCCESS OF LISTENING TO A FOREIGN LANGUAGE SPEECH. *Science and Education in Karakalpakstan*, Vol.4, pp.181–182. https://www.researchgate.net/publication/374918653_FACTORS_DETERMINING_THE_SUCCESS_OF_LISTENING_TO_A_FOREIGN_LANGUAGE_SPEECH
10. Urazimbetova, G., & Aytbaeva, M. (2023). ENGLISH AND KARAKALPAK TOPONYMIC PHRASEOLOGICAL UNITS IN LINGUISTICS. *Евразийский журнал академических исследований*, 3(6), 200–202. извлечено от <https://www.in-academy.uz/index.php/ejar/article/view/16868>