

THE CONTENT OF USING MEDIA TECHNOLOGIES IN ENGLISH LESSONS FOR A₁ LEVEL STUDENTS

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Abstract:

The article discusses the integration of media technologies in teaching English to A₁ level students, emphasizing their role in enhancing learning outcomes. It highlights the transformation in Uzbekistan's educational landscape due to advancements in media, which has led to improved access to diverse information sources. The article outlines various methods and approaches, including media literacy, to develop students' lexical competence and critical thinking. Furthermore, it stresses the importance of using modern pedagogical tools to make lessons more interactive and engaging. The research suggests that incorporating media education fosters better understanding and effective communication skills among learners.

Key words: media technologies, English lessons, A₁ level students, Uzbekistan, media literacy, interdisciplinary, lexical competence, communication skills.

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Many changes are also taking place in the field of science and technology in Uzbekistan. In this, of course, the role of the media environment has grown as an important tool in many social processes. This situation affected the political and economic development of the country, as a result of which the society became mediatized and a new media environment was formed. This situation is in open and democratic appearance and the doors have been opened to the wide information environment of the world. Over the past years, information and communication technologies have been introduced to all systems in our country. Generalized and authorized database appeared in all areas and wide networks of cultural and information centers appeared.

Dangers of information available on the Internet that negatively affects the psyche of today's minors include the following resources:

- forms attitudes towards the environment such as depression, selfishness, lack of confidence in one's own strength and capabilities, as well as suicide in the desire to get rid of problems;
- performance of actions considered antisocial, i.e. taking alcohol, psychotropic, narcotic drugs, and hidden advertisements promoting the harmlessness of "soft" drugs and advices on the preparation of narcotics in them;
- information promoting violence, pornography and brutality;
- information that leads to the loss of real communication skills and slows down the development of interpersonal relationships;
- Information, dating sites, social networks, blocks and chats that cause damage to the cultural values of the people of Uzbekistan;
- publication of provocative photos that cause panic and fear of minors and among them trample on human dignity, widely spread rumors and personal information;

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– participation in sectarian, extremist and fundamentalist currents and promotion of their ideas.

In her research, T.V. Kharlampeva emphasizes that the problem of ensuring information-psychological security of individuals and society is interdisciplinary.[1;199-203]

The use of modern media technologies should be a part of the targeted learning process that meets all the requirements of the methodology of teaching a foreign language. A modern teacher needs to use media technologies to ensure the educational results of the current generation and to achieve them.

In the analysis of these methods, we identified media education as the priority direction of cultural and pedagogical development of the 21st century.

Media technologies are one of the means of activity and methods of communication. Media technologies are information processing technologies, as well as a syncretic form of communication. This concept expresses the social essence of the way of existence as "human activity" in a general form.

According to A.A. Jurin, "media" is derived from the Latin word "media" and means "tool", "mediator" and more precisely, "mass media". [2;405-406]

In some cases, the concept of media technology is also used as "media literacy", "information literacy" and "visual literacy". For example, the concept of "information literacy" is more often used in connection with libraries, computers and digital types of media. In educational processes, the concept of "Media Literacy" is encountered in many cases.[3;11]

Researcher F. Madrakhimova includes the following among media education programs:

- information space and its interpretation using words, music, plastic images and etc.;
- technologies that imitate the human mind and improve the development of the surrounding world, i.e. development of media technologies and modeling of the world and human mind;
- digital millennium - a new stage of civilization, i.e. philosophical, aesthetic and cultural evaluations of mass media;
- characteristics of electronic society - storytelling and influence of modern screen;
- possibilities of digital audiovisual technologies.[4;48]

It is time to use modern methods in teaching English to A1 level students through media technologies.

S. Thornbury defines "Method as a system of created language teaching based on a specific linguistic or educational theory of language, and in some cases both." [5;256] And E.M. Antoni emphasizes that the approach is the theoretical foundations of language teaching and these theories can be applied in practice through methods. [6;63-67]

Some methods and approaches are considered as aiming at developing oral speech (correct method, silent way, suggestopedia, audiolingual methods, situational, natural and communicative approaches) or written speech (grammatical translation method and communicative approach) and some of them are teacher-oriented methods (grammatical translation, correct and audiolingual methods), while others are person-oriented methods (silent way and suggestopedia methods, as well as situational, natural and communicative approaches).[7;341-346]

Researcher Spichkin mentions that not only structuring the material within the lesson, but also if the interdisciplinary model of media education is chosen, it creates a good basis for its distribution among different disciplines. [8;121-124]

In our research, we have studied several new projects aimed at students learning English through media technologies. We have learned that media texts aimed at developing students' learning skills through foreign language classes serve to develop students' lexical competence in English:

- students will get to know the roles of neutral, negative - positive and positive complement episodes in this media text;
- the database is introduced in sequence;
- to analyze the plot stereotypes for a certain genre of media texts;
- to analyze the relationships between important events and characters in the media text;
- to determine the plot stereotypes of depicting the images of the country, people, race, nation, social system, political administration, justice system, education, labor activity and etc.;
- students' written comments on a variety of media texts and genres (with a focus on plot analysis);
- oral group discussions of the plots of media texts (with the help of problematic topics) and others.

Media text forms the skills of purposeful versatile perception of information and multifaceted evaluation of audiovisual works of art.

Thus, the media text not only carries the burden of information, but also becomes the result of the communication of subjects participating in the process of creating and perceiving media information and creative understanding of its essence. Because works of media culture, like any artistic text, in a broad sense are "thoughts about thoughts, experience of experiences, words about words and texts about texts."

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