

## Integration of media in teaching process

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### Интеграция средств массовой информации в процессе обучения

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**Abstract:** the article under discussion shows the significant role of media in the teaching of any language. They are vital not only to few areas of learning, but also to every subject or unit of learning.

**Аннотация:** в данной статье рассматривается важность использования мультимедиа в преподавании любого языка. Мультимедиа важна не только в нескольких аспектах преподавания, но также в каждой теме или разделе обучения.

**Keywords:** mass media, media products, authentic material, real-life situations, facilitate comprehension, linguistic material, video material, media literacy, integrate culture.

**Ключевые слова:** средства массовой информации, продукции средств массовой информации, подлинный материал, ситуации в реальной жизни, улучшает понимание, языковой материал, видеоматериал, медиаграмотности, интегрировать культуру.

In recent years, there has been a growing awareness that linguistic competence alone does not ensure successful communication. Therefore, foreign language learning has come to be seen as much more than a question of language. In order to be able to use the language in real-life situations, it is argued, students also need to understand the link between language, context and culture and to work with and gain insight into some of the aspects of context and culture that come into play in situations of language use (Kramsch 1993).

Mass media in the language classroom is a well-known way to create meaningful context for teaching a foreign language. As teachers, we are now teaching a generation that is privileged in their knowledge of mass media. As argued by Connell, «no generation has a bigger media history because no previous generation has had access to so many different kinds of media and such a range of media products». Before radio, television and Internet the students' only access to knowledge was the school. At present, the media precede people. When students come to school, they have already learned a great deal from TV, radio, internet and other sources, the things we can't avoid or ignore as the mass media is a vital part of our life. Therefore if we teach students how to analyze mass media products we are helping the student to develop individual, practical, social, cultural and intellectual skills which they will need in the future [1, c. 56].

Video materials provide a unique opportunity to present and teach authentic information - linguistic, cultural, and visual - about the target country. Judicious use of this material can substantially increase the quantity and quality of time spent on task with the language and culture. Though using authentic video materials present one way to integrate culture more aggressively into our language classes, we need to consider carefully what materials we use and how we use them. So here are some of the basic considerations for selecting useful video for language and culture instruction: desirable linguistic material should be current, accurate (what people really say), and useful. Here is a list of criteria for assessing audio/visual correlation:

- Is the video track essential to complete understanding?
- Does the video track facilitate comprehension of text?
- Can the visuals stand alone without text?

Also, try to include video material that contains multiple «layers», where repeated viewings can increase understanding of paralinguistic elements (gestures, body language, etc.). Besides try to present a complete discrete segment (beginning, middle, end), which is compelling/entertaining, and can maintain the interest of a native speaker/viewer. You can choose a 30 or 60 second television commercial as an example of an authentic video segment. Using the criteria discussed, determine whether or not this segment is suitable for your English class [2, c. 110].

In approaching video material use the following strategies:

#### **Previewing**

Previewing makes the material (linguistic and non-linguistic) of the video segment more readily accessible to the learner by:

- Introducing new concepts (lexical, grammatical, functional, cultural, etc.) before the first viewing of the segment;
- Providing background information to help the learner develop native-like schemata or «prior text» to understand video material (basis for cultural literacy);
- Allowing the learner to apply native language strategies to new material;

- Preparing the learner to comprehend the material without giving away the «punch» of the segment.

In conclusion, teaching media is very important. Without application of teaching media in classroom, none of learning theory principles could be fulfilled. It would take a lot of exertion to reach a good teaching communication without application of teaching media [3, c. 86]. It's impossible to coordinate teaching with learning without using media. Though it spends time and effort to design, produce and select media, the teacher's endeavor is worthy, and half the work with double the result.

### ***References***

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