



USING REAL MASS MEDIA IN THE ENGLISH LESSON

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Abstract: *This article is devoted to the use of authentic media in the process of teaching a foreign language, namely articles of the English press at the lesson of the English language.*


Keywords: *Authenticity, foreign language, mass media, media text.*

In the modern world, the knowledge of a foreign language is impossible in isolation from the realities of life and culture of the language speaking country. Modern textbooks do not always provide a sufficient number of authentic texts and exercises that contribute to effective reading instruction. Magazines and newspapers, as the media, are an integral part of this culture. It is through reading media texts that language learners can come to understanding and mastering the features not only of the language but life as well. The theoretical basis of this work was the scientific works of Russian and foreign scientists and other honorable linguists, who contributed to the development of studying the language of the mass media. When learning a foreign language, students naturally expect the opportunity to communicate in that language.

Students' communication cannot be limited only to oral communication. Students of any foreign language should be able to listen, write, speak, and read, so the whole lesson of a foreign language should combine all these components. Harmer sees writing and speaking as productive skills, listening, and reading as receptive skills. Consider Harmer's definition of reading: "Reading is an action performed by the eyes and brain. The eyes receive a certain message of information, and the brain then deciphers the meaning of the message. Reading itself depends on the reading speed of the reader". Reading is one of the main language skills both at a foreign language lesson and in the entire learning process as a whole.

In the course of the research we used the following methods: analysis of scientific and methodological literature on the research problem, scientific observation, a continuous sampling method that allows you to select accurate examples to illustrate linguistic phenomena; descriptive and analytical; analysis of the literature, which highlights issues related to the stylistic characterization of journalistic texts and media education; press analysis of the countries of the language being studied.

Teachers use authentic magazines and newspapers in the process of teaching a foreign language, because the relevance and modernity of information, the ability to use grammatical and lexical resources, as well as linguistic and regional information are integral positive factors for students. Also, the materials of modern periodicals help to get acquainted with the whole variety of genres of a journalistic style. There are two difficulties




when choosing to use an authentic article at the lesson: creating a lesson can be very energy-consuming for the teacher; the text is not always interesting to students.

The use of authentic material in the classroom, even if the situation is not authentic, has several advantages, because the text conveys to students the information about the events in the world, thus, the educational value is realized. On the other hand, textbooks often contain typical standard texts with a small variety of genres, while authentic materials contain a wide range of text genres and encourage reading with pleasure, so topics are of great interest to students. This does not mean at all that at the lesson of a foreign language it is necessary to use only authentic texts, but, if possible, try to use less artificially composed materials. Learning texts should be realistic models of the written or spoken language of the target language.

Authentic media texts are useful helpers to improve students' reading skills and their overall level of knowledge. Currently, the newspaper has become an important way of delivering information. Using articles, you can motivate students, while simultaneously training not only reading skills but also other types of speech activity. There are advantages of using media texts, but there are also several difficulties that teachers and students themselves may encounter. Also, it is necessary to take into account the fact that there are many magazines and newspapers in English, created specifically for students of a foreign language at a certain level. In this case, it is difficult to talk about the authenticity of these media texts, therefore, sometimes for such texts, the term “simulative” or semi-authentic is used. According to Harmer, “we need the texts the general meaning of which will be clear to the students, whether they are authentic or not. But any text – authentic, semi-authentic, or educational – should be a realistic model of a written or spoken language. And if the teacher was able to find an authentic text that students can handle, then the use of such material will be very effective. It is worth mentioning that the use of authentic periodicals (as well as semi-authentic) has its characteristics: 1) availability; 2) variety; 3) theme; 4) complexity; 5) culture and social problems.

This feature of media texts is their advantage, but also a big disadvantage. Magazine texts provide modern reporting and news from around the world in a timely and fast manner. However, at the same time, they cannot remain relevant and fresh for a long time. Using the latest information requires a lot of work on the part of the teacher, as he cannot always use the prepared lesson in further work. The teacher should constantly develop work on the text, constantly coming up with new methods of working with the media texts.

Students generally find the texts in authentic magazines difficult to read. Media texts are rich in multi-valued headings, a variety of lexical and grammatical constructions. Also, students usually read and translate texts in parts. Consequently, it is so useful to give students to be read media texts directly at the lesson so that students focus on a common understanding rather than forms. Naturally, the text and exercises should correspond to the level of students. According to Ur, it is better to use simplified texts with the students with a low level of language, since they are more effective for learning the language and increase



students' motivation. Moreover, the use of authentic texts at low levels of language proficiency can lead to students' disappointment .

An important component of the use of authentic media texts is their lingo culturological nature. The language is considered by the authors as a socio-historic phenomenon reflecting social events and the structure of the society. Reading authentic texts, students are faced with the cultural and sociological information of the countries of the language being studied. Thanks to such an acquaintance with culture and society, students not only learn new information but also learn the language much more successfully.


Motivation is also one of the most important components of teaching foreign languages. According to J. Harmer: "Motivation is a kind of internal energy that encourages someone to take any action". Motivated students achieve much better results than students who are not interested in learning. The motivation with which students come to the lesson, as well as the teacher himself instills in them, is the largest factor influencing the successful mastery of any foreign language. Naturally, working with a motivated class gives the teacher more pleasure and brings better results. F. Grellet adds that motivation is especially important when reading because we read what we want to read and to be motivated to read means finding certain expected answers or information that are of particular interest to us.

Several aspects can help increase motivation when reading media texts:

1. - Interest: authentic magazines and newspapers provide relevant and up-to-date information that interests foreign language learners.
2. - Personalization: reading the media helps to feel independent in discussing the issues raised in a particular media text. Students like to compare what they read with their own experience on the subject.
3. - Cultural information: modern media and, in particular, magazines and newspapers represent an excellent way to study the culture of the language being studied.
4. - Interdisciplinary: students while reading a text in English develop not only linguistic knowledge and skills but also many others.
5. - Vocabulary: when reading foreign literature, there is a significant increase in the vocabulary of students.
6. - Reading skills – reading in a foreign language, and native language improves reading skills, speed, and speed of finding the right information.

The use of these techniques at the lessons on the practical course of a foreign language is very effective. The main goal of teaching foreign languages is the ability to carry out verbal communication in various communication situations in compliance with all norms of speech behavior and etiquette, which are generally accepted in the society of the language being studied.

Thus, due to the specific nature of media texts, there are certain difficulties in reading articles. That is why the teacher must teach students to read such articles. Reading, as a type of speech activity, plays an important role in the modern foreign language, but the



specificity of reading lies in the fact that it is not only a goal but also a means of learning. From this we can conclude that when reading media texts, students develop not only reading skills, but also all other types of speech activity: speaking, listening, and writing.

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