

METHODOLOGICAL ASPECTS OF MEDIA AND TEACHERS' MEDIA LITERACY

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Аннотация. В данной статье рассматриваются теоретико-методические возможности средств массовой информации в обучении иностранным языкам и определяются возможности использования средств массовой информации и методические аспекты медиаграмотности учителей в практических занятиях, разработанных для студентов, изучающих иностранный язык.

Abstract. This article examines the theoretical and methodological possibilities of mass media in teaching foreign languages and focuses on determining the possibilities of using mass media and the methodological aspects of media literacy of teachers in practical exercises developed for their students learning a foreign language.

Annotatsiya. Ushbu maqolada chet tillarni o'rgatishda ommaviy axborot vositalarining nazariy va uslubiy imkoniyatlari ko'rib chiqish hamda ommaviy axborot vositalari va o'qituvchilarning media savodxonligining uslubiy jihatlaridan foydalanilgan holda chet tilini o'rganayotgan talabalari uchun ishlab chiqilgan amaliy mashg'ulotlarda foydalanish imkoniyatlarini aniqlash ko'rib chiqiladi.

As we know the teaching process offers limitless possibilities in terms of goal building, while activating participants in this form of classroom. E-learning is a form of teaching that uses modern computers and multimedia technology and the Internet. In other words, it is a teaching and learning process intensively supported by computers with an Internet connection or modern mobile devices. The model in question allows action in the decentralized and non-standardized field of foreign language teaching methods. Free and unrestricted access to the learning platform, giving students and teachers the opportunity to implement the plan anywhere,

anytime. E-learning can be used successfully to set up courses, and can also be used for higher education level learning, without having to show up in the conference room in person, which is transferred to a virtual space. The teaching method that uses the Internet and computer networks is called CALL (computer-assisted language learning) or computer-assisted foreign language learning, and it does not mean rejecting the teaching tools used up to now. It contributes to the simultaneous expansion of the educational possibilities and implementation of numerous novelties which connected with the state of the art technology. Without a doubt, this method combines many possibilities of the Internet and modern mass media sources such as graphics, text, animations and videos. By this way, a series of skills like speaking and listening are combined, they are integrated with the image, creating conditions. [4,459]

The memory teaching method in our today's realities does not meet the assigned tasks. Teachers are also facing the need for self-education in this respect, which is a condition for bringing modern forms of knowledge to students, while also increasing their own potential. Personalization and individualization of educational information because it allows listening and viewing. At the same time, students have the opportunity to use a variety of educational games, use thematic websites, quizzes, and tests that can be solved on the Internet. Another teaching tool in foreign language teaching is related to computer programs, which can form all language abilities. Therefore, teachers have the opportunity to check the progress of students in the learning process. Students create their own language combinations in the form of lists of words and phrases, and teachers act as inspectors and instructors in the process. [2,77]

Multimedia solutions allow students to learn in extracurricular activities and connect with people who speak the same language as their mother tongue. In teaching foreign languages, a very effective way is to implement projects supported by information technology. New media are revolutionizing language learning and teaching in many ways: the internet provides access to real materials and examples

in foreign languages band in other languages. Smartphones, Skype, and email allow students to connect directly with other people around the world. At the same time, taking into account the modern paradigm of the information civilization and the role that the mass media play in creating the information environment, it seems appropriate to consider media literacy as a separate, independent competence in the structure of the professional competence of a modern specialist and designate it as a key competence in the system □key basic - special "competencies of a specialist. [1,11]

The main characteristics of language teachers' of media literacy in the competence-based approach to education are:

1) the universality and multi functionality of media literacy should be actualized when interacting with the context of skills and abilities in any situations, regardless of such interaction (information, media texts of all types, from functional aspects of educational, entertainment);

2) integration, interdisciplinary and supra-subject, the formation and actualization of media literacy is carried out on an integrative and interdisciplinary basis using the knowledge, skills and abilities acquired by trainees in the course of studying different disciplines that provide a theoretical basis for the analysis of the political, social and cultural co-texts of the media text;

3) the multidimensionality of media literacy requires the actualization of various intellectual skills and presupposes a high level of intellectual development: abstract thinking, self-reflection, critical thinking. [3,260]

Media literacy, like any competence, presupposes the development of the intellectual richness of four types of experience:

1) the experience of cognitive activity, recorded in the form of its knowledge about the media and the peculiarities of their functioning in the results of modern society;

2) experience in the implementation of known methods of activity - in the form of the ability to work, analyze, select the necessary information, etc.), including using modern technologies; media text.

3) experience of creative activity of productive skills necessary for the analysis and interpretation of media texts, for the implementation of project activities using media texts or for creating new media texts in various situations of social interaction;

4) experience in the implementation of emotional-value relationships - in the form of an individual "reading" of the formation of personal meaning based on its analysis and interpretation based on their own experience, knowledge, value orientations and beliefs. Media literacy has a pronounced social character. In these conditions, media literacy performs the social function of forming critical autonomy of consumers of media products, their ability to critically perceive and comprehend media texts. [5,25]

Thus, media literacy determines the nature of a person's social interaction with society, society and other people, carried out through media texts of various forms and types. in the form of reproductive and interpretation of the media text. Due to its social nature, media literacy cannot be attributed to one or more spheres of human life. [6] It is actualized in all spheres of life without exception: cognitive, civil and social, social and labor, household, cultural and leisure.

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