

Use of Media in Education

Kholikova Khafizakhon

German teacher of Fergana state university

Abstract: In modern society, we are witnessing the rapid penetration of mass media technologies into all spheres of life. It is safe to say that in our time the media space is an integral part of the social space and influences the formation of personality. Children receive knowledge not from textbooks, but from the media, which are always at hand. The use of modern technologies in the field of education has become not just a way to introduce diversity into the educational process, but a necessity due to the requirements of the time.

Keywords: Media, foreign language, media education, education, cognitive activity, social networks.

Living in the age of information technology, people are accustomed to an endless stream of new information. Due to this, awareness has emerged in various fields, be it politics, economics or education. All this provides an opportunity to satisfy many of the needs of human life.

The term “mass media” originated from the French “moyens d’information de masse” in 1970 and began to be introduced into the country under the guise of innovation, despite the fact that it practically went out of use in the French language in the second half of the 60s.

The use of media in education, namely in foreign language lessons, is increasing every day. With the use of information technology, teachers have the opportunity to use various media to enrich the language environment of their class, help speed up the learning process, improve mastery of the subject, and instill interest in the subject being studied.

The use of authentic media texts independently selected by the teacher in the classroom has a long tradition. Until recently, these were mainly newspaper and magazine articles. In recent years, television and radio programs, as well as texts taken from the Internet, have been added to press materials. It is customary to divide the media into visual (periodicals), auditory (radio) and audiovisual (television, documentaries).

Modern visual media provides a huge amount of material in printed form as well as digitally using pictures, videos, graphs, etc. to create a more suitable learning environment. The media provide a huge amount of new material to the teacher, who can easily find information relevant to the school curriculum. Also, working with printed material develops children’s interest in reading through a variety of information, tasks, and presentation. All this generally helps the student achieve fluent and competent proficiency in a foreign language.

The newspaper tells the reader about real events and is in tune with many topics in school textbooks. The teacher only needs to select suitable material that will correspond to the student’s age level and level of language proficiency. Undoubtedly, you need to take into account the volume, subject matter, difficulty of understanding the text and many other factors that can have the opposite effect. It must also be said that the teacher has a huge responsibility and requires high dedication and interest while developing material that should be useful for students to understand and have a long-term effect.

But, despite the authentic texts, for greater motivation and variety of the educational process, teachers introduce video materials and also audio materials into a foreign language lesson. Video and audio materials help you learn to understand speech by ear; you can also overcome the following learning tasks, for example, such as: examining dialects of a language, gaining new knowledge about the country of the language being studied, repeating the vocabulary learned or vice versa, expanding vocabulary, using video material for search purposes language information and much more. All this is not only motivation for the child, but also encourages him to go deeper into learning a foreign language on his own.

In the last decade, the Internet has become increasingly popular. The Internet is a special environment with a special language, special content and a large young audience. Due to the peculiarities of modern man as a visual person in the perception of information, teaching a foreign language is becoming increasingly focused on the use of multimedia language, moving from using multimedia as an auxiliary, illustrative element to multimedia as a teaching tool.

Also, the multimedia space of teaching a foreign language has tasks that are not only to systematize and present educational material, but also to visualize the context of the practical use of specific educational material. Thanks to these tasks, the teacher maintains the motivation of students and turns the process of acquiring knowledge into a process of developing language competencies.

In modern society, we are witnessing the rapid penetration of mass media technologies into all spheres of life. It is safe to say that in our time the media space is an integral part of the social space and influences the formation personality. Children receive knowledge not from textbooks, but from the media, which are always at hand.

The use of modern technologies in the field of education has become not just a way to introduce diversity into the educational process, but a necessity due to the requirements of the time.

For example, the use of social networks in modern

educational process provides a huge number of new opportunities for solving a number of problems:

1. Their use simplifies communication not only between students and teachers, but also communication with native speakers of a foreign language.
2. Motivates students to independently study a foreign language.
3. Disciplines students and increases the level of responsibility for the results of their activities.
4. Gives you the opportunity to show your creativity and the opportunity to be heard by a wide audience.

Therefore, using only textbooks and familiar teaching aids to study English is inappropriate, ineffective and does not in any way affect the increase in the cognitive activity of students.

Often, students do not understand why they need to learn a foreign language, they do not see a connection with the real world, and do not know where they can apply the knowledge they have acquired.

A.L. Bolkhovskoy notes that as a result of the spread of social services, a huge amount of open materials and scientific works are freely available that can be used for educational purposes, using which we will give children the opportunity to touch the real language. So, by using social networks such as Instagram, Twitter, Postcrossing wisely and with extreme caution, we will be able to fill our lesson with authentic material. Using live examples, in practice, we can show how language works in various fields: in theater and cinema, in politics, in ordinary life, friendly correspondence, etc.

Of course, it is imperative to remember not only how to strengthen and maintain the active interest of the student, but also the requirements of the federal state standard. For example,

according to the Federal State Educational Standard, the subject results of mastering a basic foreign language course must be

reflect the formation of foreign language communicative competence necessary for successful socialization and self-realization as a tool of intercultural communication in the modern multicultural world.

You need to approach the selection of material with extreme care. The existing abundance of undoubtedly useful information is countered by a huge amount of material that is not always suitable for educational purposes. In this case, media education will have enormous potential. Analysis

theoretical works on this problem (I.V. Grigorieva, L.A. Ivanova, S.G. Korkonosenko, V.S. Toiskin) allows us to define this concept. By media education we mean the formation of individual media competencies, i.e. learning how to obtain information through perception through the media with its further processing, understanding and use.

According to V.S. Toiskin, using the means of media education, we must focus on its “protective” and “preventive essence. He says that the first step is to mitigate the negative effects of excessive media exposure and help students understand the difference between the beneficial side of media and specific examples of negative influences.

The age of the students and their readiness to accept a particular message should be taken into account. When selecting educational material, the teacher must take into account the interests and age of the children. The selected material cannot contain intolerant content: humiliation and insults based on race, nationality, religion, Nazi ideas, statements, symbols, calls for violence, etc. Discrimination on any grounds is also unacceptable.

Thus, in order to understand how useful the use of social networks will be in the educational process, let’s consider some of the positive and negative aspects of their use. We can include the following as advantages:

- High efficiency;
- High percentage of interest and involvement;
- Connection with reality;
- Predominance of practice over theory

We will also highlight the obvious disadvantages of using the above-mentioned learning tool:

- Huge labor intensity;
- The need to be particularly careful in the selection material;
- The need to take into account all the current interests of students in one way or another;
- The opportunity to get lost in “fun” and lose the original purpose of the lesson.

Of course, this assessment may seem subjective, but, nevertheless, it is obvious that the positive side of using mass media prevails over the negative if you take the process of preparing educational material seriously. A modern teacher needs try to move away from dry theory, only partially integrating it into constant practical work, showing how theoretical principles work in reality.

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