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Research Article

INTEGRATING MEDIA EDUCATION INTO TRADITIONAL LEARNING WHEN TEACHING ENGLISH IN ELEMENTARY GRADES

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ABSTRACT

This article cites several suggestions and techniques aimed at increasing the mediacompetency of Primary School students in teaching foreign languages hususan English and at the same time preventing them from following various misinformation.

KEYWORDS

Components, tendency, media textbook, interactivity, didactic study, primary school, lesson process, animation.

INTRODUCTION

Currently, the school is on the way to form an educational information system. With the development of technological progress, the process of obtaining information has changed. The genre of the printed word is being transformed.

The media education introduced into the school curriculum makes it possible to restructure the education system towards the democratization of the educational process. Students are mastering technical means of communication, developing conscious perception and critical attitude to media reports.

METHODS

From many methodologies in works dedicated to Media and mediate used. To do this, first of all, the adoption of the media, assessment and youth it is required to have an idea of the development of their audience Students need to know the practical skills of working with media equipment well. Children are interested in media technology, which means that it is necessary to satisfy their needs – to teach them how to photograph, make films on film, mount, voice them, etc. Students can choose and evaluate the media text correctly according to their needs. It is necessary to help students extract maximum ractical benefits from the media in accordance with their needs.

Pedagogical strategy: the study of the technical device of the media equipment and the formation of practical skills in using this equipment, including for creating your own media texts. The main goal of media education is to protect students from the manipulative influence of the media, to teach them to navigate the information flow of a modern democratic society. The main content of media education is the influence of media through so called "codes" (symbol conventions, for example, in TV commercials). Pedagogical strategy: analysis of the influence of media texts on the individual and society, the development of "critical thinking" of students (mainly at college level and above) in relation to media information. Students (schoolchildren, students) should be given a guideline in the conditions of an overabundance of diverse information, taught to correctly perceive it, understand it, analyze it, have an idea of the mechanisms and consequences of its influence on viewers, readers and listeners.

RESULTS

The media is capable of manipulating public opinion very strongly, including in the interests of a particular social class. The main content of media education: political, social and economic aspects of media. Pedagogical strategy: analysis of numerous contradictions that contain political, social and economic aspects of media from the point of view of a particular class.Media-audience relations: media offers rather than imposes interpretation of media texts. The audience is always in the process of dialogue with media texts and evaluating them. The audience does not just "read" media information, but puts various meanings into perceived media texts and analyzes them independently. The main goal of media education is to help students understand how media can enrich the perception, knowledge, etc. of the audience. The main content of media education: the "key concepts"

of media education, the roles that stereotypes spread through the media play in society.

The media and information worldview, in our opinion, is based on several ideas of a global civilizational nature. This:

• The idea of freedom,

• The idea of diversity,

• the idea of variability,

• the idea of a polylogue,

• the idea of partnership,

• the idea of interdependence,

• the idea of interaction,

• the idea of recognizing individuality,

• the idea of development,

• The idea of critical solidarity and self-criticism

DISCUSSION

When attending an English lesson at an ordinary school or university, it is not uncommon to see students passively sitting at their desks and trying to speak only when they are called by the teacher. Due to the fact that most students do not have the opportunity to speak a foreign language outside the classroom, learning English turns into memorizing grammatical forms and vocabulary, exercises for translating from Uzbek into English and vice versa. With the spread of new information technologies, teachers have the opportunity to use various media to enrich the language environment of their class.

In the lessons of English as a foreign language, the media rather perform the function of technical teaching tools (teaching aids, audiovisuals). For example, in the intensive English course at the University of Central Florida, the method is widely used

CALL-Computer Assisted Language Learning, which implies the student's independent work with a computer program, while the teacher can display on his monitor what each student is currently working on, answer his question, correct or simply emphasize the mistake made.

Learning a foreign language using computer software and methodological complexes has its advantages and disadvantages, so discussions on this issue do not stop. On the one hand, learning takes place autonomously, students work at the time and at the speed that suits them, the learning atmosphere is less more stressful than in a regular classroom. One of the undoubted advantages of most such programs is that they provide a complex set of information in a fairly simple form (even for beginners in the computer world) text, sound and visuals. On the other hand, research has shown that there are a number of disadvantages. For example, a survey conducted among

Uzbek pupils studying English revealed the following shortcomings: mistakes are corrected without explanation, there are not enough diverse, interesting types of work, it is better to master spoken language with a real, rather than a virtual teacher   Other common uses of computer technology in English as a foreign language lessons are similar the fact that they are used in any subject areas. Teachers post their course program, necessary information resources, etc. on the Internet site. Teachers together with students conduct online forums, e-mail exchange (diaries, Q&A, homework), students make individual or group presentations at Power Point. With this approach to integrating multimedia into foreign language teaching, some goals of media education are achieved related to the students' abilities to find, prepare, transmit and receive the required information, however, such important components of media literacy as the ability to interpret, analyze, "read" media messages, and the

development of critical thinking remain unclaimed. In this regard, the attempt to create an integrated English language course combining the actual educational goals of the subject and media educational goals is of scientific and practical interest and can serve as a start for further research in this area.

CONCLUSION

Media education, in our opinion, has many points of contact with the study of the English language, which is becoming especially relevant in the modern world, where American media products dominate. The media is the source of the vast majority of information from which students gain knowledge about a foreign language and culture. Few schoolchildren and students have the opportunity to regularly visit the country of study language. Mostly, schoolchildren and students travel virtually using television, video or a computer. It is obvious that both a school\or a higher educational institution and the mass media take part in the process of learning and personal development. Knowing that, how "media functions, how we interact with them and how we can use them to the maximum benefit" it becomes a necessary component of modern human literacy. In addition, media education tasks and forms of work stimulate the training of reading, writing, listening and speaking skills. Finally, they develop critical thinking, creative abilities of students and significantly increase cognitive interest. During the lessons pupils try to use dictionaries,internet sourses at the same time .They can easily find any news any information;our goal is to protect them the news which can harm their behavior,character,knowledge.

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