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PROBLEMS OF TEACHING MEDIA TEXTS TO C1 LEVEL STUDENTS

ПРОБЛЕМЫ ОБУЧЕНИЯ МЕДИАТЕКСТОВ СТУДЕНТАМ УРОВНЯ С1

C1 DARAJADAGI TALABALARGA INGLIZ TILINI O‘QITISH MUAMMOLARI

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Abstract

In this article, we have discussed the problems of teaching media texts to C1 level students. Newspapers, periodicals, television, films, radio, computer software and the Internet are just a few examples of media texts that are covered in English classes. Understanding and interpreting media requires a high level of English proficiency equivalent to level C1 on the European grading scale (CEFR). But the problem of teaching, methods and approaches of media texts to C1 level students has not yet been studied. This article considers the problems within this frame.

Аннотация

В этой статье мы обсудили проблемы преподавания медиа текстов студентам уровня С1. Газеты, периодические издания, телевидение, фильмы, радио, компьютерное программное обеспечение и Интернет — это лишь несколько примеров медиа текстов, которые рассматриваются на уроках английского языка. Понимание и интерпретирование средств массовой информации требует высокого уровня знания английского языка приравнивающийся уровня С1 по Европейской шкале оценивания (CEFR). Но проблема обучения, методов и подходов медиатекстов студентам уровня С1 ещё не была изучена. Данная статья рассаматривает проблемы в рамках этой проблемы.

Annotatsiya

Ushbu maqolada biz C1 darajasidagi talabalarga media matnlarni o‘rgatish muammolarini muhokama qildik. Gazetalar, davriy nashrlar, televidenie, filmlar, radio, kompyuter dasturlari va Internet ingliz tili darslarida yoritilgan media matnlarning bir nechta misolidir. Ommaviy axborot vositalarini tushunish va talqin qilish Yevropa baholash shkalasi (CEFR) bo‘yicha C1 darajasiga teng bo‘lgan yuqori darajadagi ingliz tilini bilishni talab qiladi. Ammo C1 darajasidagi talabalarga media matnlarni o‘rgatish, metod va yondashuvlar muammosi hali o‘rganilmagan. Ushbu maqola ushbu muammo doirasidagi muammolarni ko‘rib chiqadi.

Key words: *teaching, media texts, teaching problems, C1 level students, written media, periodicals, newspapers, television, English language, technology.*

Ключевые слова: *обучение, медиатексты, проблемы обучения, студенты уровня С1, письменная медиа, периодические издания, газеты, журналы, телевидение, английский язык, технология.*

Kalit so‘zlar: *o‘qitish, mediamatnlar, o‘qitish muammolari, C1 darajadagi talabalar, yozma media, davriy nashrlar, gazetalar, jurnallar, televideniye, ingliz tili, texnologiya.*

INTRODUCTION

The idea of “convergence” with reference to major changes in the media is similar, and it is this idea that helped to make another idea more well-known, such as “universal journalism” popular. The progress of media globalization and the development of new information technologies, particularly the Internet, have increased the audience's effect on new media and expanded the capabilities of linguistic media. The study's foundation is numerous forms of mass communication in Uzbekistan. The audience doesn't actually question the audio or video production process at all, even though it may be journalists, pundits, or television hosts that read scrolling texts onscreen. There are several issues which are related to media texts in English. Moreover, C1 level students who have access to use English well and can talk fluently and write accurately.

Events, phenomena, or a thorough explanation of the facts are broadcast in accordance with the author's interpretation within the context of cultural quirks, value systems, role models, and social contexts that specify the specificity of expressive means and stylistic devices. One of the key ways that science gains knowledge is through the synthesis of its constituent parts, which gives texts their form and substance. In the meanwhile, readers or viewers will undoubtedly consider that breaking news serves primarily as an educational role, and that media analysis through ratings, author comments, and cherry-picked information enhances the overall impact. The lingua-cultural communication of people from different cultures can occasionally be impacted by the world media's subtle peculiarities, such as channel features, programs presented, the language of media resources, target audience, etc.

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All aspects of the modern man's worldview are today reflected in media texts, including personification, emotions, mentality, value system, and so-called clip thinking. This makes one of the conventional and standard linguistics analysis methodologies very inadequate for studying them. The space of numerous media texts that differ in media-cultural quirks and the application of particular rules of perception is known as modern media discourse. In this regard, C1 level students frequently keep to a methodology that makes use of discourse analysis, content analysis, social statistical methods of analysis, as well as historical and cultural comparative methodologies. It is now possible to virtual, digital journalism by posting content on electronic media platforms using personal computers and mobile devices.

LITERATURE REVIEW AND METHODS

In this study the following research methods were used: analysis of scientific literature on the research problem; analysis of the federal component of the State Educational Standard of Higher Professional Education and foreign language curricula; modeling of the educational process of forming intercultural competence by means of video media texts; questionnaire; conversation; preliminary and final sections; experimental training; quantitative and qualitative analysis of the results of experimental training; methods of statistical data processing.

The problem of the formation of intercultural communication skills, including by means of foreign-language media texts, was considered in the scientific research of such scientists as Balashova E.F., Grishenko V.D., Dmitrenko T.A., Dortman S.R., Malkova E.V., Managarov R.V., Minina A.A., Safonova V.V., Frolova G.M., etc. However, the analysis of works on this subject indicates that in them the formation of intercultural competence by means of foreign-language media texts is mainly reduced to the use of articles from foreign magazines and newspapers in order to form reading skills and further discussions of issues raised in these printed sources.

For the effective use of mass media texts in the classroom, the teacher needs to clearly understand for what purpose this or that material will be used. T.G. Dobrosklonsky believes that "in terms of language, an authentic text should be combined with the learning goals, in other words, the selected text should be instructional, embodying the features of a particular type media texts and reflecting the basic vocabulary, stable phrases, characteristic syntactic constructions and turns". The content of the selected media text, according to T. G. Dobrosklonsky, "should have a universal stable character. the text should be devoid of any pronounced time bindings, which quickly turn into "yesterday's" material that has lost relevance".

V.V. Safonov believes that audio and video texts should be chosen taking into account the communicative value, the informative value of the text and the didactic cultural image of the text. The communicative value of any text should be understood as the degree of its usefulness as a model of communication in a modern foreign language. The informative value of the text determines how much information in the text opens up new significant aspects of the life of native speakers in all spheres of real communication for the learner. The didactic cultural of the text determines its cultural content, namely, compliance with a specific contingent of trainees (their age, interests, general cultural level of development, type of educational institution). Also, didactic cultural conformity is responsible for the absence of distorted cultural information and false stereotypes and the presence of priority universal cultural concepts.

RESULTS AND DISCUSSION

Meanwhile, the study demonstrates that instantaneous news coverage is not always accurately reflected by new mass media. Even dubious claims made by some persons are occasionally made public. The media may choose to publish information for several reasons, including statements made by politicians. If the truth is accurate and the authority is expressing their personal opinion, then this is no longer a precedent. Yet, false and repeated information poses a threat by acting as a spark for an information war. These problems have a tight connection to the Internet journalism and media sectors. Because that information may now be disseminated nearly without restriction in today's culture, new technology can be a potent tool in the hands of skilled journalists.

C1 level students should try to use different modern technologies and it is true to say that technology now makes it possible to produce any kind of creative material. Multimedia has made it possible to implement one of the most effective theories for the growth of the media industry and the relationship between the media and their audiences. It is described by experts as "the integration of numerous forms of media through computer hardware and software," as the name implies. Global communication theory is still being developed. It is obvious that a worldwide network of resources and technology plays a significant role in the development of the media. This fact suggests a spectacular process when the idea has already been put forth yet specialists and the scientific community are

unable to agree on a single point in the term's interpretation. On the other hand, the disparity in interpretations can be accounted for because any idea has a tendency to describe many facets of an action.

Some of the most common media text types C1 level students study in universities include:

• Texts from newspapers, such as editorials, letters to the editor, opinion pieces, and news articles; (e.g. photographs, graphs, tables, cartoons)

• speeches.

• transcripts of radio interviews.

• news or documentary programs on television.

• Internet texts (e.g. blogs, petitions, issue awareness websites).

Many C1 level students make the error of beginning their study by merely focusing on the text's persuasive language elements. It's crucial to be able to recognize these qualities, but you also need to comprehend how and why they support the larger argument. Take these actions to prevent making this error. Currently, foreign language teaching in Uzbekistan is carried out within the framework of an intercultural approach, according to which "the main task of language education is the positive development of personality and its self-awareness as a result of acquiring new linguistic and cultural experience". Language acquisition learning a foreign language involves not only the formation of communicative competence, which includes linguistic, sociolinguistic and pragmatic competencies, but also the acquisition of intercultural knowledge and skills, namely, the formation of intercultural competence.

One of the means of successful formation of intercultural competence in unity with communicative competence is the use of authentic texts as educational materials: articles from foreign magazines and newspapers, radio and television news reports and broadcasts of other formats, articles from Internet sites. The role of such speech works in the formation of intercultural competence is extremely high, since the texts of mass communication are the products of representatives of a particular linguistic society, which means that they reflect the culture of this society and how this society relates to events in other countries of the world.

The use of media texts in foreign language lessons is not an innovation in methodological science. Until recently, newspaper and magazine articles were mainly used in foreign language lessons, but in recent years, along with press materials, teachers have begun to use radio and television programs, as well as texts taken from the Internet. In this article, we will consider the principles and criteria for the selection of television media texts, namely news reports, in order to use them as educational material in foreign language classes at the university especially C1 level students. Before proceeding to the methodological principles of selecting television media texts for work in foreign language classes at language faculties, we consider it advisable to consider the advantages of these samples of foreign language and speech, allowing to form communicative and intercultural competencies more effectively.

Firstly, the television news programs of the country of the language being studied reflect the real course of events in all spheres of life of native speakers, which is undoubtedly of interest to students studying this foreign language and the culture of the country of this foreign language. The presence of interest, as a rule, leads to increased motivation of students, which is an important factor in the learning process in general. In addition, the penetration into the social subtext of all the events taking place in the country, the analysis of the behavior of native speakers in specific socially determined situations makes it possible to better understand the peculiarities of the national character.

Secondly, the television news text is deployed simultaneously on three interrelated levels: video sequence, musical accompaniment and the actual verbal text. In the methodology of teaching foreign languages, it is an indisputable fact that the perception of a native speaker's oral speech occurs more effectively if the audio material is accompanied by a video. In addition, the video, accompanied by a sound track, creates the illusion of being in a foreign language environment.

Thirdly, the structure of the text part of the news is heterogeneous. In addition to the presenter's speech, it may include correspondents' messages, a direct dialogue between the presenter and the correspondent, and the speech of the interviewees. Moreover, the text of the news is carefully prepared by a whole team of educated native speakers and voiced by them. All this suggests that news texts are the best model for students both in terms of language at all levels (phonetics, grammar, vocabulary, text), and in terms of monologue and dialogic speech.

Another important point is the saturation of news texts with words denoting the realities of the country of the language being studied, as well as culture-specific vocabulary. Knowledge of realities

helps students to have a better grasp of historical information, as well as information about the culture of the country of the language being studied. Vocabulary that conveys culturally significant information is important for understanding the ideology of native speakers, their cultural values and landmarks, as well as attitudes towards other peoples and events taking place in other countries. It is also possible to better understand the ideological and political views of native speakers in relation to events in other countries by analyzing the selection of information for TV news stories, the angle of presentation of this information and the comments of presenters and reporters, despite the constant desire for a more objective presentation of the news text.

The last argument in favor of the texts of news programs as educational material will be their stability at all levels: at the level of format, content, language. The organized and stable structure of the news text greatly facilitates perception, and therefore, understanding the content. The division of the news text into thematic blocks allows the teacher to select a list of words and phrases on a given topic and use them as lexical material. The presence of a large number of phrases with verbs, passive and other grammatical constructions repeated from program to program also makes it possible to distinguish them as potentially easy-to-remember units. Further work with this lexical and grammatical material will lead to the use of this modern vocabulary and the most common grammatical constructions in the speech of students.

It is important to note that authentic material, which is any foreign media text, is the most difficult educational material, both in terms of language and in terms of background knowledge. In order to adequately perceive such material, students must not only possess a certain level of a foreign language (presumably level C1 students on the European scale and higher), but also country-specific information, including the history of the country of the language being studied and culture, as well as background knowledge of a global nature (political, economic and cultural situation in the world, relations of different countries). Accordingly, it is advisable to use this material in the senior courses of language faculties. The abundance of language material does not solve the problem of choosing a media text as an educational material.

The problem of the formation of intercultural competence is especially relevant for C1 level students who study in language faculties, future teachers. As the practice of teaching a foreign language at a university shows, senior students have a fairly high level of formation of foreign-language communicative competence, but in most cases they do not know how to they do not know how to apply theoretical knowledge for an adequate interpretation of the intercultural message, choose the right strategy of behavior, both verbal and non-verbal in professional activities.

The analysis of normative documents has shown that, despite the stated goal of teaching a foreign language in a language university within the framework of a communicative methodology to form knowledge, skills that allow for intercultural communication, they do not fully represent all the components of intercultural competence for the implementation of this goal in practice. In this regard, there is a need to clarify and supplement the content of teaching foreign languages at the senior stage of a language university with a set of knowledge, skills and relationships (personality qualities, willingness and desire to carry out intercultural communication) of an intercultural nature, including professional and methodological intercultural skills for the professional activity of a future linguist-teacher.

Modern information and communication technologies have unique opportunities for the formation of intercultural competence of students. The availability of foreign-language mass media via the Internet allows the use of foreign-language media texts as educational material in foreign language classes at the university.

There are practically no studies that consider the possibilities and methods of using video media texts in order to form intercultural competence in practical classes in a foreign language at a university. At the same time, authentic video media texts, in particular news reports of Uzbek television, are a source of both modern linguistic and extra linguistic information about the country and culture of the language being studied, as well as about world culture in general, and are an indispensable means and condition for creating a special cultural environment for the formation of intercultural competence among students.

However, the lingua-didactic potential of these texts for the purpose of forming intercultural competence has not yet been investigated. Thus, we can talk about the existence of a contradiction between the social need to train specialists capable of carrying out intercultural communication at a decent level, including in the professional methodological activities of a foreign language teacher, and the lack of a scientifically based methodology for the formation of their intercultural competence in practical classes in a foreign language using video media texts, namely news reports Uzbek television.

This contradiction and insufficiently studied and developed problems determined the relevance and choice of the research topic - "Formation of intercultural competence among students of language faculties of universities by means of English-language video media texts". The object of the study is the process of formation of intercultural competence among senior students of language faculties of universities.

The subject of the study is the methodology of the formation of intercultural competence among senior students by means of English-language video media texts (news reports). The purpose of the study is to develop a scientifically based methodology for the formation of intercultural competence among senior students by means of English-language video media texts in foreign language classes at the university. The hypothesis of the study is the assumption that the process of formation of intercultural competence in classes on the practice of speech in a foreign language at the language faculty at the university by means of video media texts will be effective if:

- to clarify and supplement the content of teaching a foreign language with a set of knowledge, skills and relationships that act as cognitive, strategic and affective components of intercultural competence;
- to identify the features of audio-visualization as part of listening as a priority type of speech activity in the process of forming intercultural competence by means of English-language video media texts;
- take into account the culture-specific and didactic potential of English-language video media texts (news reports) when selecting material for creating a set of exercises;
- to build a set of exercises in the form of a hierarchical system in accordance with the stages of work on the sounding text, the methodological dominant of which are exercises for cultural enrichment of students' speech practice.

To achieve this goal and test the hypothesis of the study, it is necessary to solve the following tasks:

1) to reveal the essence of the concept of "intercultural competence" in foreign and domestic methodological science and to clarify its component composition;

2) based on the analysis of domestic regulatory documents and European requirements for the level of foreign language proficiency, supplement the content of teaching a foreign language to senior students with a number of special knowledge, skills, relationships that make up the intercultural competence;

3) conduct a lingua-didactic analysis of English-language video media texts and determine the principles and criteria for selecting news reports from British television for use in speech practice classes;

4) consider the theoretical foundations of the formation of intercultural competence interrelated with foreign language communicative competence;

5) develop a methodology for the formation of intercultural competence using media texts and test its effectiveness during experiential learning.

The goal is understood as the formation of intercultural competence in parallel with communicative competence, namely, the improvement of listening and speaking skills. In accordance with the purpose and material, we propose the following principles for the selection of television media texts (news reports):

1) the principle of reliability of the information source;

2) the principle of external parameters of the media text;

3) the principle of the internal parameters of the media text;

4) the principle of thematic correspondence.

The principle of reliability of the source of information involves the use of newscasts of the most priority television channels of the country of the foreign language being studied. By the principle of external parameters of the media text, we mean the volume of the text, the duration of the sound, the tempo and clarity of the speech of the presenter and reporter, as well as the quality of the video image in the case of television media texts.

In spite of the fact that the way information is presented in the media has changed drastically over the years, it is still true that the language of media has its invariable power to influence the consciousness of the audience. Journalism derives a great deal of its power from the postulate that it is able to present true pictures of reality. Concepts such as “truth” and “reality” cannot be separated from the concept of objectivity. Though the main function of news media is considered to be the transfer of objective information, almost never it is completely neutral. Very often media texts together with their main function to spread information using linguistic means or speech techniques give evaluation to

encourage the audience to a certain reaction, to draw the public attention to a certain point of view expressed in the message.

In different genres of media texts different expressive, stylistic and linguistic means are used to influence the public. All politicians, political parties and governments realize the significant role that media can play in supporting to achieve their goals. “Governments attempt to induce the news media to support their authority and policies through promoting positive media coverage and flooding media representatives with information supporting the government’s view and perspective”.

According to specialists, there are three major functions of mass media: surveillance, interpretation, and political socialization. Surveillance is the act of reporting the current events happening in the world, it also involves shedding light on selected stories, individuals and organizations. Surveillance determines what political demands and actions should be covered and what should be hidden, which affects politicians’ attitudes to the public’s decisions and responses to certain issues. “The mass media are especially significant in drawing people’s attention to some political phenomena rather than others - a situation termed agenda setting”. The news media’s attention to events and people gives them more influence with decision makers. Thus, the notion of ideology brings distortion and manipulation of the truth in pursuit of specific interests.

The principle of the internal parameters of the media text implies the language design of the text. In accordance with this principle, the teacher must correctly assess the complexity of lexical units. The usefulness of lexical and grammatical material, the ability to improve the level of proficiency in a foreign language when studying this material, the availability of language material reflecting the cultural characteristics and national character of native speakers. The principle of thematic correspondence presupposes the choice of a media text (reportage) corresponding to the subject of the course of classes for this period of study, as well as the presence in the text of topics and questions, further discussion of which within the framework of classes will allow you to gain knowledge of an intercultural nature and form intercultural skills and relationships. The following provisions are submitted for protection:

The intercultural competence of a bachelor linguist includes a set of specific knowledge, skills and intercultural relations that make up its cognitive, strategic and affective components, as well as a number of professional and methodological intercultural skills that allow the teacher to form intercultural competence in students. In accordance with the selected components of intercultural competence, the content of the training of a graduate of the university of the Faculty of Foreign Languages studying in the specialty foreign language and literature (academic degree "bachelor") should be supplemented:

- cognitive component - linguistic, regional knowledge, as well as knowledge about culture as a phenomenon in general, about the principles of intercultural communication; about the cultures of other countries with a rich cultural heritage;
- strategic component - universal communication skills with representatives of different cultures, as well as the ability to interpret the information received, regardless of which culture the communication is with;
- affective component - relationships reflecting the ability of a person to accept another culture and its values and norms as a given, as well as such personal qualities as openness, tolerance, tact, empathy, willingness to engage in intercultural communication;
- professional and methodological intercultural skills: to orient students regarding different types of culture and the peculiarities of the manifestation of national specifics in the socio-cultural behavior of its representatives in similar situations, similarities and differences in the cultures of native and foreign countries; skills to analyze educational material, in particular, authentic media texts, in terms of the representation of information about the culture of the country of the studied language, as well as, in terms of their potential for the knowledge of world culture; to select and methodically process authentic media texts taking into account the age characteristics and interests of students; to choose the most effective methods of working with authentic media texts in order to form the intercultural competence of students; to carry out reflexive activities.

CONCLUSION

English-language video media texts (news reports of British television) can be used as lingua-didactic material for the interrelated formation of intercultural competence and foreign-language communicative competence due to their authenticity and cultural specificity, as well as stability at the level of format, semantics and syntagmatics, the presence of video, which creates the illusion of being in the conditions of real intercultural communication.

The selection of Uzbek television news reports to create a set of exercises is carried out in accordance with the following principles: reliability of the source of information; consideration of external

(text volume, duration of sound, tempo and clarity of speech, video quality) and internal parameters of the report (difficulty of lexical units and grammatical constructions, the presence of culture-specific language material, etc.); thematic correspondence of the report, as well as in accordance with the criteria: the volume of the text; the duration of the sound of the text; the pace and clarity of the presenter/reporter's speech (approx. 170 words per minute); the subject of the message; the intercultural significance of the message; the complexity of the lexical and grammatical design of the text; the communicative value of the vocabulary and grammatical structures of the text; the cultural specificity of the language and thematic design of the text.

Methodology for the formation of intercultural competence by means of English-language video media texts (news reports) it is built on the basis of an integrative approach involving the interrelated formation of intercultural and foreign language communicative competencies, taking into account generalized principles: interrelated teaching of a foreign language and culture; culturally-related co-study of foreign and native languages; cognition and consideration of value cultural universals; speech-behavioral strategies; awareness and "experience"; language teaching in the context of a dialogue of cultures and civilizations; the priority of problem-search forms of work in the communicative and cognitive activity of students.

The formation of intercultural competence is provided by a set of exercises, which is built in the form of a hierarchical system in accordance with the stages of work on the sounding text (pre-text, text, and post-text) and includes: exercises to remove lexical, grammatical and lingua-cultural difficulties; exercises to check a detailed understanding of the content; exercises for cultural enrichment of students' speech practice: general cultural, lingua-cultural studies, culture-oriented exercises, and professionally-oriented exercises, including reflexive ones. The methodological dominant of the set of exercises are tasks aimed at cultural enrichment of students' speech practice.

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