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# **The Use of Mass Media in Teaching Speaking**

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**ABSTRACT:** This article is devoted to the complex investigation of the use of mass media in developing student's communicative competence. The article also analyses the role of authentic and non-authentic materials in the foreign language learning process.

**KEYWORDS:** language skills, communicative competence, motivation, interaction, authenticity.

## **I.INTRODUCTION**

The significant growth of cultural and business contacts, political, economic and social integration requires the involvement of a larger number of specialists in various fields of science and technology, and as a result, this modern state imposes new requirements on the ability to communicate in a foreign language. As a result, there was a need for new methods, alternative solutions to teach students to adapt to a changing environment, and the need to give students a set of core competencies that would not only be the result of learning, but would also be a source for their further development.

In this article, we will look at the use of media in English lessons. We believe that the development of oral language skills is necessary not only as an incentive to increase motivation to learn a foreign language, but it also plays a large role in the development of all types of mental activity.

In our opinion, today the approach to the study of English (and other languages) has changed, and now the primary role is given to speaking. Almost all modern techniques insist on the communicative orientation of training. Today it is especially popular. A person experiences the greatest difficulties in foreign language communication, perceiving speech by ear. However, oral communication is impossible without an understanding of the interlocutor's speech, because in the process of speech interaction, everyone acts both as a speaker and as a listener. One of the most controversial aspects of the problem of teaching foreign languages is the verification and accounting of knowledge and skills, the method of their organization and conduct.

Oral speech is a complex two-way process consisting of the ability to speak English and the ability to understand other people's speech, as well as closely related to the formation and improvement of lexical and grammatical skills, the ability to use them to develop unprepared speech. It should be noted that the mastery of oral foreign language communication is impossible without the use of effective, high-tech, affordable learning tools. These are currently the media (print, radio, television). Thanks to the media, a global communicative space is being formed in the world, boundaries and distances are being overcome, and information comes to a multilingual audience without intermediaries.

D. Porter, A. Roberto, Y. Brown and most other foreign authors consider that one of the principles of selection is the desire to avoid specially created training materials. This is explained by the fact that texts processed for educational purposes are, as a rule, unnatural, lacking the necessary diversity, and is completely at odds with what students can hear in real life. In addition, the presentation of specially prepared for foreign language learners makes the perception of speech in natural conditions extremely difficult. W. Rivers calls hearing artificial learning texts "a waste of time" [1], since trainees will never meet anything like this in real communication. In her opinion, already at the initial stage of teaching foreign languages, all texts intended for auditory perception should be authentic, that is, the likelihood of meeting with which in the future is greatest. In the face of communicative learning, copious listening to authentic materials should be one of their guiding principles.

In the process of learning a foreign language, learners expect to be able to communicate in the language that they are studying. Naturally, they do not contemplate communication to be limited only to the activity of expressing oneself orally. Rather, communication includes writing, speaking, listening and reading closely joined together.

Harmer describes writing and speaking as productive skills and listening and reading as receptive skills.[2] In real communication, various communication skills are usually inseparable.

One of the most difficult aspects of a teacher's class preparation is to choose the right material. There are always two possibilities: authentic and non-authentic texts. Harmer says that authentic texts "are 'real' texts designed



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not for language students, but for the speakers of the language.” Using authentic material in the classroom, even when not done in an authentic situation, has some advantages because “it keeps students informed about what is happening in the world, so they have an intrinsic educational value.” On the other hand, “textbooks often do not include incidental English.” Some other reasons are that “the same piece of material can be used under different circumstances if the task is different”, that books, articles, magazines and newspapers contain a wide variety of text types and they encourage reading for pleasure because they are likely to contain topics of interest to learners.

In order for students to speak English as much as possible, English must be the main means of communication in the classroom. Students need to be given more opportunity to speak and encourage them so that the interest in learning does not disappear, it is necessary to encourage students to make statements using the material studied. In order to achieve the optimal duration of a teacher’s and student’s speech, work should be carried out regularly in pairs (pair work) or in groups (group work), and personalization of the learning (i.e. method of increasing the motivation of learning, when students are invited to provide some information about themselves).

For example, conducting a conversation requires formed skills listening and speaking. When filling out forms, you must read and write. At the lesson, various communication skills develop, as in life, they are united.

However, let us still try to consider in more detail speaking and writing. Both speaking and writing require preparatory work before becoming truly productive skills. The tasks for speaking are very different: from those that take place under the control of the teacher (repetition of words or phrases, songs, poems, etc.) to more free forms of expression (additional utterances, transformation or personality-oriented tasks). There are also creative tasks: role-playing games (role-play is a conditional-communicative task for activating the studied material, where students get certain roles and should behave in accordance with their role and given situation), open discussions, games and mini-dialogues.

In training and conditionally communicative exercises, the focus is on correctness of pronunciation, grammar and vocabulary, in freer assignments - fluency.

Modern requirements for a foreign language are not only in the knowledge of vocabulary and grammar of the language, but also in the knowledge of the features of culture and traditions of the country of the language being studied. That is why the study of oral speech through the English-language media are of particular value. Reading a newspaper article, listening to audio or video materials, students not only get acquainted with the new vocabulary, improve the phonetic side through the “living” foreign language, but also get acquainted with its features, understand the complexity of the context, the lexical features of individual words, the specifics of the translation of speech constructs. [3] This approach is also very useful from the standpoint of students' motivation to learn a language through the opportunity to get acquainted with the realities of the life of the country of the language being studied.

However, despite the urgency of using media in foreign language lessons, teachers avoid this kind of material, noting that authentic texts present certain difficulties for students. This is the main reason why many students are deprived of the opportunity to work with the press. We believe that newspaper, radio and video play an important role in teaching speaking.

At the first stage, starting to work with the newspaper, we introduce learners to the general structure of the newspapers, with the placement of the materials published in them, listed the rubrics available in the newspapers with which they would work. Students learn to look through newspapers, while paying attention to the headlines and dialed blocks of text typed to get a general idea of the number. It should be noted that learners should start familiarizing themselves with newspaper material that is close to them in subject matter. The teacher should select newspaper texts, which contain few unfamiliar words, and the information contained should be known to students from reports of Uzbek/Russian newspapers, radio and television.

At the second stage, new lexical material is studied. Following types of exercises are conducted: translating sentences using the new lexical material, selecting synonyms or antonyms for the word, filling in gaps. This is followed by the stage of reading the article. It should be noted that the main form of reading at the senior stage is reading silently, however, reading aloud should not be completely ruled out. Thus, during the preliminary work on removing difficulties, the students read out loud and translate some headings, sentences that seemed the most difficult to understand. After reading it is necessary to ensure speech interaction between students, as well as bringing communication to the level of unprepared speech, therefore at this stage the following types of exercises are used:

- discussion of the article on the basis of leading questions;
- expressing own opinion;
- a summary of the article;
- supplementing the article with new ideas.



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As a homework, students should have a dialogue on the read article using the new vocabulary. As a result, learners' vocabulary is expanded, students are involved in active speech activity and the motivation to learn the language is increased.

As for audio and video materials in an English class, students can be invited to watch a BBC Travel television program on UK educational system. Before watching the TV program, learners are asked several questions on education system of their country. In this stage, they are able to compare different systems and refresh their vocabulary on this topic. Then new lexical material is introduced. This is followed by a demonstration stage. Since the demonstration of the telecast must be accompanied by active learning activities, the students are provided with the tasks for filling the gaps. After the review, the following types of exercises are also suggested: the definition of correct and incorrect statements, the discussion of the program in the form of dialogue, the expression of their own opinions.

Thus, we noted that authentic TV shows reveal great opportunities for active work in the development of students' oral speech.

Based on the foregoing, it can be concluded that the main purpose of a foreign language as a subject area of study is to master the ability of students to communicate in a foreign language, and the use of the media in learning English is becoming increasingly popular. We believe that developing media speaking skills is quite effective. In addition, the systematic use of newspaper, audio and video material facilitates understanding of authentic speech, helps to make learning foreign languages more interesting for students, reinforces speaking skills, and also promotes the development of communicative competence, motivates students to conduct reasoned discussions and promotes independent study of various topics.

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