

INTEGRATING MEDIA TECHNOLOGIES TO ENHANCE LEXICAL COMPETENCE IN A1 LEVEL LEARNERS

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In the process of teaching the English language to students in general secondary schools of our republic, methodological bases for the development of lexical competence have been created. In the concept of the development of the public education system of the Republic of Uzbekistan until 2030, the tasks of quality renewal of the continuing education system, training, retraining and upgrading skills of professional personnel, improvement of teaching methods, step-by-step implementation of the principles of individualization of the educational process, introduction of modern information and communication technologies and innovative projects in the field of public education [1.3] are defined. In this regard, it defines the task of developing students' lexical competence in English and introducing modern methods and technologies aimed at developing students' lexical competence into the educational environment in the process of teaching English.

On the problems related to the methodology of teaching foreign languages in general secondary schools in our country, the development of grammatical competence which is considered a component of linguistic competence in English, its role and importance in language learning, as well as the use of an integrative approach in teaching English and the scientific and theoretical issues of using media technologies in the lesson in the scientific works of scientists of our republic such as J.J. Jalolov, G.Kh.Bakieva, L.T.Ahmedova, T.Q.Sattorov, D.A.Tadjibaeva, D.U.Khashimova, A.A.Nasirov, F.SH.Alimov, S.A. Ziyaeva, N.M.Abdullaeva and J.A.Kurbanbaev and the problems of using modern information communication technologies in the scientific works of A.Abdukadirov, N.Taylakov, S.Tursunov, U.Begimkulov and U.Yuldashev were studied.

A.Fyodorov, A.Milyutina, A.Veryaev, V.Protopopova, E.Nikitina, I.Fateeva, G.Onkovich, L.Zaznobina and N.Zmanovskaya from the scientists of the countries of the Commonwealth of Independent States have conducted considerable research on organizing media education and media literacy. I.A.Zimnyaya, Yu.N.Usov, S.N.Penzin, A.V.Sharikov and V.A.Yadov have conducted significant scientific research on the structure and social character of media technology.

One of the main directions of the process of informatization of the current society is the informatization of education. The processes of providing the education sector with the methodology and practice of effective use and creation of new ICT tools aimed at psychological-pedagogical application of teaching goals is the informatization of education.[8.22] Of course, a person encounters conflicting information in the process of working with the media. In these cases, the user of information should develop the skill of searching for information from different sources. And this creates a basis for evaluating new information through existing knowledge and forming personal views.

In addition to the traditional opportunities in determining the basis of social development, the advancing informational tools in our society also organizes factors such as people's ability, initiative, creative approach to work, intellectual activity and independent improvement of their knowledge and skills. The process of creating information related to the storage, transmission and reception of large amounts of information envisages the development of computer technologies in various fields of human activity. Today, using multimedia tools in education possessing the wide possibilities have already been confirmed.

There are different opinions about the concept of media technology, and according to the International Encyclopedia of Society of the USA, it is noted that "Media technology" is the ability of a person to be active and literate while feeling his responsibility as a citizen in society, to be able to receive and create media texts, analyze, evaluate and understand the sociocultural and political content of modern media.[9.9494]

The term "**media**" (in Latin - medium, i.e. a tool, an intermediary and a method) means a means of information and communication in various forms and it is the creation, copying, distribution of information. Media content also includes technical means of information exchange between authors and mass audience.

Media means, first of all, mass media (newspaper, television, radio, news agencies, internet and so on) and secondly it is used to define media content i.e. news, advertisements, electronic games and movies. It also refers to media content producers, journalists, photographers and media companies. The audience using it has various interactive relationships with technologies, content and media producers. In addition, the media also performs an entertainment function offering users various spaces for active participation including virtual space.

The media includes the system of printed edition, press, television, cinematography, radio, sound recording and the Internet. G.A.Polichko, A.V.Fedorov, R.G.Rabinovich, Y.M.Rabinovich and the others, among the scientists who studied, analyzed the direction of media education and studied the form and methods of work, revealed the pedagogical and methodical importance of media technologies.

Research scientists (L. Masterman, J. Gonnet, K. Bazalgett, D. Buckingham, A. Hart, R. Kubey, K. Tyner and others) from many foreign countries (Canada, the USA, France, Great Britain and etc.) dedicated to the study of the problem of media education and the analysis of the scientific works carried out by the scientists of the CIS countries showed that in our country, formation and development of media literacy, creation of media pedagogy and enrichment of its content are of importance in the educational process of students. Clarification and development of social, political, cultural, economic, psychological and pedagogical mechanisms is the main condition for the implementation of these processes.

The media technology is media information creation technologies and their distribution [10.5].

In the process of studying the opinions about the concept of "medialiteracy", Western media scholars have commented that this concept helps to look at it from a critical point of view in understanding the content of the media in people's lives. According to B.Duncan [11.232], a media literate person should have a critical and analytical approach to the assessment of media texts, resist the process of manipulation in dealing with the elements of "mass culture" and be at a critical distance.

The serious attention is given to the problems in English language teaching such as conducting it on the basis of media technologies, developing students' speech, oral and grammatical competences with the help of informational tools during the lesson, promoting new teaching methods, using advanced pedagogical technologies and computer technologies in training and didactic design of the lesson.

According to media pedagogue J. Gerbner, "media education is a process of expanding the freedom and diversity of communication by forming a broad new coalition of organizations and individuals and developing a critical understanding of the mass media as a new approach to liberal education at every level." [12.48]

The following features are formed when using media technologies in teaching English to A1 level students:

- ✓ to see, hear, imagine, understand and demonstrate the practical usefulness of this or that information;
- ✓ to be able to critically analyze and adequately interpret diverse media content using various analytical tools;
- ✓ to evaluate media text in English language teaching and to develop this process through different media content and genres;
- ✓ to have students' aesthetic and creative abilities;
- ✓ abilities to creatively understand and create media text are formed.
- ✓ Being interactive is the ability to communicate through media and play different roles in media. These skills can be developed both in the educational process and within the scope of practice;

✓ safety skills show the ability to get out of difficult situations and avoid them. An important part of staying safe in a virtual space is to protect your privacy and avoid unwanted content and communication.

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