DEVELOPING MEDIA COMPETENCE IN ENGLISH TEACHING IN PRIMARY GRADES: METHODS AND SUGGESTIONS

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Abstract

This article examines the issue of integrating media education into the traditional learning process in teaching English in primary grades. The article presents methods aimed at increasing students' media literacy and protecting them from misinformation. The importance of technology and media tools in teaching English is emphasized, as well as the importance of teaching students analytical thinking through interactive lessons and multimedia. The need to develop students' skills in creating media texts, correctly interpreting and analyzing information is emphasized.

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

Introduction

In general, secondary education, students are expected to develop competencies alongside basic competencies. In the field of philology, it's essential to develop students' independent learning skills based on acquired knowledge. Communication competencies are particularly crucial, as students should be able to read, write, listen, and express critical and creative ideas both verbally and in writing. Modern teaching methodologies and innovations play a significant role in this process. For instance, educational approaches in English language teaching incorporate a variety of didactic principles, such as activity, clarity, and individual approaches. 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

Through language learning, students not only enhance their linguistic capabilities but also build intercultural understanding. Media literacy is becoming increasingly important, particularly with the rise of the internet, where it is crucial to discern accurate information from misleading or false content. Teachers play an essential role in guiding students through the digital world, helping them identify reliable sources and making them aware of the impact of media on their learning.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 practical 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

According to media education specialists, media literacy encourages independent thinking, creativity, and the ability to process and evaluate information. The more teachers integrate media education into their lessons, the more it contributes to the intellectual development and world view of students. A competency-based approach ensures students can navigate the globalized world confidently, using their acquired knowledge to succeed in society.

Developing media competence is vital not only for primary school students but also for higher education students, as it prepares them for challenges in the ever-evolving digital landscape. In teaching foreign languages, the development of media competence is becoming a priority. Internet use is widespread, and the ability to evaluate the accuracy of the information is essential. There is also a vast number of educational resources available, which can sometimes overwhelm students, so distinguishing reliable materials is crucial. In this context, media literacy plays an important role. Students must learn to navigate through online resources effectively, recognizing the quality of information, and avoiding distractions during their learning process.

It is absolutely impossible to imagine the life of a modern person without interaction with the media. Mass media has penetrated into all areas of people's lives. Media plays a huge role in human life: in the exchange of information between people, in the upbringing and upbringing of children, as well as in the socialization of the younger generation. In this regard, the role of media education is especially large. Media education is a current and very popular topic, but has not yet been sufficiently studied, both practical and theoretical.

In line with the goals set by the President of Uzbekistan, foreign language education has been integrated into schools starting from the 1st grade, further underlining the importance of language learning in the modern world. English is taught not only for practical purposes but also for its educational and developmental benefits. Effective foreign language teaching in schools is crucial for nurturing future global citizens capable of competing in the diverse and interconnected world.

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.

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 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 sources 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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