MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION

OF THE REPUBLIC OF UZBEKISTAN

NUKUS STATE PEDAGOGICAL INSTITUTE named after AJINIYAZ

MASTER'S DEPARTMENT

5A111401 – English language and literature

Qaypova Bibiruza Kalbaevna

DISSERTATION

written for a master's degree

On the topic: "DEVELOPING TECHNOLOGIES ON USING MEDIA RESOURCES IN ENGLISH LEARNING CLASSES"

Permitted to defense by SAC

Head of Master's Department	Ph.D. doc. A. Embergenov
Head of department	Ph.D. doc. A. Tajieva
Scientific adviser	Ph.D. doc. A. Tajieva
Master student	B. Qaypova

The defense was allowed by the protocol № 9 of the meeting
of the department on April 28/2021

Nukus – 2021

MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

NUKUS STATE PEDAGOGICAL INSTITUTE named after AJINIYAZ

Department: Master's department

Chair: English language and literature

Academic year: 2019-2020/2020-2021

Master student: Qaypova Bibiruza

Scientific adviser: doc. Tajieva A.

Specialty: 5A111401 – English language and literature

Theme: Developing technologies on using Media resources in English learning classes

Annotation

The actuality of our study is the effectiveness in the use of media resources, when teaching English. In the conditions of progressive development of society, and modern educational space concept use media requires effective ways.

Object of the research: the problem of using Mass media sources in English learning classes.

Subject of the research: the use of authentic materials of learning English in A2 learners

The aim of research is finding ways of using Mass media resources and their successful implementation in English lessons

The novelty of the research lies in the fact that on the basis of the analysis of works on the problem, a theoretical substantiation of the practical necessity and pedagogical expediency of introducing media resources into the

process of teaching a foreign language.

This work is based on **the hypothesis** that thanks to the use of media resources in the classroom, the level of academic performance and interest of students in English lessons will increase.

In accordance with the aim and hypothesis, it is necessary to solve a number of **tasks**:

1) to study the concept of media resource and media education;

2) to consider its features;

3) to define the basic requirements and principles for the use of media resources;

4) to substantiate and experimentally test the effectiveness of the implementation of media resources in teaching a foreign language in secondary school;

5) to develop an accessible system of media resources in teaching English;

6) to determine and experimentally substantiate the pedagogical conditions for the implementation of media resources in the process of teaching a foreign language.

The theoretical basis of the study were the works of such scientists as (Gilmore, Krichevskaya, Lin, Morrow, Breen, Kilickaya, Morrow, Nosovich, Novikova Oguz, A. & Bahar, H. O. Onkovich A.V. Palmero, N. Paltridge as well as the work of other educators, etc. (L. Zhuraev, S. Khan, M. Ogai, etc.).

The methodological basis of the research is the study of literature and analysis of course books of young learners, which contributes to the teaching of the English language, generalization of experience, questionnaire, interviews analysis of theoretical literature was used.

The theoretical significance of the work consists in identifying and generalizing the essential properties and characteristics of media education and formulating objective requirements for its use.

The practical significance of the work lies in the fact that its results can be used in the educational process: as practical material of school lessons, in theoretical courses of higher education.

The structure of the work. The master's thesis consists of an introduction, three chapters, a conclusion, list of references and appendixes.

The **introduction** substantiates the relevance of the topic, defines the object and subject of the study, its purpose, tasks and scientific novelty, the hypothesis of the study, provides a brief review of the literature on the topic, a description of the methods used in the work, the theoretical and practical significance of the research results and a description of the structure of the work.

Chapter I discusses the problem of theoretical basis of using authentic materials in language classes. Also, we are going to discuss and analyze the scholar's opinion on the effectiveness of authentic materials in learning process and especially mass media resources as a type of authentic material

Chapter II discusses the exploration of current situation on using mass media sources in English classes. We talk about the results of analysis of syllabus, course books, lesson procedures and teachers' attitudes, and try to design technology on using mass media sources

Chapter III discusses implementation of a method into the learning process. We analyze the results of experiments on using mass media sources and at the end we give some suggestions and recommendations on using mass media in English classes

In **conclusion**, the results of the investigation are summarized and the generalization and conclusions emerging from it are made.

Bibliography gives a wide view of literature used during the investigation.

Master student	B. Qaypova
Scientific adviser	A. Tajieva

CONTENT

Review on topic "Developing technologies on using Media resources in English learning classes" on master's dissertation fulfilled by 2nd year master student of Nukus State Pedagogocal Institute named after Ajiniyaz on the qualification 5A111401-English language and literature

Review

The use of technology in the current teaching process has a special place. Nowadays necessary to teach English by using Media resources because it inspires learners to learn English in depth, and at the same time it becomes more interesting to teach. Using such methods will help students easily master the topics. It should be noted that the use of media resources in the classroom and its consequences have not yet been fully disclosed.

Therefore, the master's thesis of Kaypova Bibiruza on "Developing technologies on using Media resources in English learning classes" is one of the most important issues in teaching English.

The master's thesis consists of an introduction, three chapters, a conclusion, list of references and appendixes.

The novelty of the research is this work is aimed at increasing the level of knowledge and skills of students and their interest in English language lessons due to the use of media resources in the classroom. The practical necessity of the introduction of media resources in the process of teaching a foreign language in the context of scientific novelty, analysis of the work on the subject and the interest of school learners in learning a foreign language. As a result of

supporting these approaches, learners' interest in English lessons is significantly enhanced, as well as their ability to use and use media resources among learners.

The theoretical basis of the study were the works of such scientists as (Gilmore, Krichevskaya, Lin, Morrow, Breen, Kilickaya, Morrow, Nosovich, Novikova Oguz, A. & Bahar, H. O. Onkovich A.V. Palmero, N. Paltridge etc. (L. Zhuraev, S. Khan, M. Ogai, etc.). as well as the work of other educators. The methodological basis of this study is aimed at teaching English, the analysis of lessons of secondary school students, the analysis of teaching materials, the analysis of experiments, questionnaires and interviews. These methods create a complex environment for students to learn English.

However, there are some mistakes in the work, such as spelling and language errors in some places. But they did not affect the quality of work.

In general, B. Qaypova's master's dissertation was written in accordance with the requirements of the State Certification Commission. I recommend protection.

Reviewer   **candidate of pedagogical**
                                                          sciences   Mamirbaeva D.

Review on topic "Developing technologies on using Media resources in English learning classes" on master's dissertation fulfilled by 2nd year master student of Nusus State apedagogocal Institute named after Ajiniyaz on the qualification 5A111401-English language and literature

Review

This work is on the effectiveness in the use of media resources, when teaching English. In the conditions of progressive development of society, and modern educational space concept use media requires effective ways.

This research is finding ways of using Mass media resources and their successful implementation in English lessons

The fact that on the basis of the analysis of works on the problem, a theoretical substantiation of the practical necessity and pedagogical expediency of introducing media resources into the process of teaching a foreign language. This work is based on the hypothesis that thanks to the use of media resources in the classroom, the level of academic performance and interest of students in English lessons will increase.

In accordance with the aim and hypothesis, it is necessary to solve a number of **tasks**:

1) to study the concept of media resource and media education;

2) to consider its features;

3) to define the basic requirements and principles for the use of media resources;

4) to substantiate and experimentally test the effectiveness of the implementation of media resources in teaching a foreign language in secondary school;

5) to develop an accessible system of media resources in teaching English;

6) to determine and experimentally substantiate the pedagogical conditions for the implementation of media resources in the process of teaching a foreign language.

The theoretical basis of the study were the works of such scientists as (Gilmore, Krichevskaya, Lin, Morrow, Breen, Kilickaya, Morrow, Nosovich, Novikova Oguz, A. & Bahar, H. O. Onkovich A.V. Palmero, N. Paltridge as well as the work of other educators, etc. (L. Zhuraev, S. Khan, M. Ogai, etc.).

This research is the study of literature and analysis of course books of young learners, which contributes to the teaching of the English language, generalization of experience, questionnaire, interviews analysis of theoretical literature was used.

This research consists in identifying and generalizing the essential properties and characteristics of media education and formulating objective requirements for its use. The work lies in the fact that its results can be used in the educational process: as practical material of school lessons, in theoretical courses of higher education.

The master's thesis consists of an introduction, three chapters, a conclusion, list of references and appendixes.

The introduction substantiates the relevance of the topic, defines the object and subject of the study, its purpose, tasks and scientific novelty, the hypothesis of the study, provides a brief review of the literature on the topic, a description of the methods used in the work, the theoretical and practical significance of the research results and a description of the structure of the work.

The first chapter discusses the problem of theoretical basis of using authentic materials in language classes. Also, we are going to discuss and analyze the scholar's opinion on the effectiveness of authentic materials in

learning process and especially mass media resources as a type of authentic material

The second chapter discusses the exploration of current situation on using mass media sources in English classes. We talk about the results of analysis of syllabus, course books, lesson procedures and teachers' attitudes, and try to design technology on using mass media sources

The third chapter discusses implementation of a method into the learning process. We analyze the results of experiments on using mass media sources and at the end we give some suggestions and recommendations on using mass media in English classes

The results of the investigation are summarized and the generalization and conclusions emerging from it are made.

However, there are some mistakes in the work, such as spelling and language errors in some places. But they did not affect the quality of work.

In general, B. Qaypova's master's dissertation was written in accordance with the requirements of the State Certification Commission. I recommend protection.

Reviewer

INTRODUCTION

"We must educate youth worthy of our great ancestors, well-educated and enlightened individuals." – Mirziyoyev Sh.

In the Republic of Uzbekistan, as in all areas, reforms are being carried out in the field of education. The President Sh. Mirziyoyev has adopted a "Strategy of Action" on 5 priority areas of development of the Republic of Uzbekistan for 2017-2021. Item 3 of the 4th direction identifies priority areas for the development of education and science [1].

Many works are being carried on the fulfillment of decree № PD 1875 "Measures on improvement of learning foreign languages" by the first President of the Republic of Uzbekistan on 10th of December, 2012. [2]. Teaching process and methods are being reformed, so that teachers are exploring new ways of teaching strategies to make the lessons more effective and interesting for learners.

The current stage of development of our society is aimed at introducing into the global information and educational space. This process has changed both the theory and practice of psychological and pedagogical activity. The main goal is to recognize information technology as the basis of the educational process, and not as an additional tool.

The main hopes are pinned on the creation and maintenance of

information and educational environments for open and distance learning, on the development of new technologies for creating databases of educational materials, along with the development of traditional technologies for the development of digital educational resources. The problem of the widespread use of information technologies in the field of education in the last decade has caused increased interest in native pedagogical science.

Thus, **the actuality** of our study is the effectiveness in the use of media resources, when teaching English. In the conditions of progressive development of society, and modern educational space concept use media requires new approaches

Object of the research: the problem of using Mass media sources in English learning classes.

Subject of the research: the use of authentic materials of learning English in A2 learners.

The aim of research is finding ways of using Mass media resources and their successful implementation in English lessons

The novelty of the research lies in the fact that on the basis of the analysis of works on the problem, a theoretical substantiation of the practical necessity and pedagogical expediency of introducing media resources into the process of teaching a foreign language.

This work is based on **the hypothesis** that thanks to the use of media resources in the classroom, the level of academic performance and interest of students in English lessons will increase.

In accordance with the aim and hypothesis, it is necessary to solve a number of **tasks**:

1) to study the concept of media resource and media education;

2) to consider its features;

3) to define the basic requirements and principles for the use of media resources;

4) to substantiate and experimentally test the effectiveness of the implementation of media resources in teaching a foreign language in secondary school;

5) to develop an accessible system of media resources in teaching English;

6) to determine and experimentally substantiate the pedagogical conditions for the implementation of media resources in the process of teaching a foreign language.

The theoretical basis of the study were the works of such scientists as (Gilmore, Krichevskaya, Lin, Morrow, Farhady, Kilickaya, Morrow, Nosovich, Novikova), works on the methodology of teaching a foreign language (A. Molly, E.I. Passov, L.A. Podoprigorova, E.S. Polat, Yu.Ya. Puchkova, G.V. Rogova, I.N. Vereshchagin, G. Tsukerman, N.V. Lukyanchikova), as well as the work of other educators, etc. (L. Zhuraev, S. Khan, M. Ogai, etc.).

The methodological basis of the research is the study of literature and analysis of course books of young learners, which contributes to the teaching of the English language, generalization of experience, questionnaire, interviews analysis of theoretical literature was used.

The theoretical significance of the work consists in identifying and generalizing the essential properties and characteristics of media education and formulating objective requirements for its use.

The practical significance of the work lies in the fact that its results can be used in the educational process: as practical material of school lessons, in theoretical courses of higher education.

The structure of the work. The master's thesis consists of an introduction, three chapters, a conclusion, list of references and appendixes.

The **introduction** substantiates the relevance of the topic, defines the object and subject of the study, its purpose, tasks and scientific novelty, the hypothesis of the study, provides a brief review of the literature on the topic, a description of the methods used in the work, the theoretical and practical significance of the research results and a description of the structure of the work.

Chapter I discusses the problem of theoretical basis of using authentic materials in language classes. Also, we are going to discuss and analyze the scholar's opinion on the effectiveness of authentic materials in learning process and especially mass media resources as a type of authentic material

Chapter II discusses the exploration of current situation on using mass media sources in English classes. We talk about the results of analysis of syllabus, course books, lesson procedures and teachers' attitudes, and try to design technology on using mass media sources

Chapter III discusses implementation of a method into the learning process. We analyze the results of experiments on using mass media sources and at the end we give some suggestions and recommendations on using mass media in English classes

In **conclusion**, the results of the investigation are summarized and the generalization and conclusions emerging from it are made.

Bibliography gives a wide view of literature used during the investigation.

CHAPTER I. THEORITICAL BASIS OF USING AUTHENTIC MATERIALS IN LANGUAGE CLASSES

1.1 Scholars opinion on the effectiveness of authentic materials in learning process

Interest in authentic materials include a history as long as 1890s and Sweet is believed to be one amongst the primary advocates who favored employment of authentic materials and discussed their benefits over contrived ones. He believed that natural texts "do justice to each feature of the language" while artificial materials include, "repetition of certain grammatical constructions, certain elements of the vocabulary, certain combinations of words to just about total exclusion of others which are equally, or even perhaps more essential" []. The reappearance of authenticity in line with Gilmore dates back to the discussion raised by Chomsky and Hymes who remarked that communicative competence does not only comprise the knowledge of the language, but the necessity for contextualized communication. The climax of this view was seen in communicative instruction.

The problem of authentic materials used in teaching foreign languages is a controversial issue in itself.

The very concept of authentic materials appeared in the methodology not so long ago, which is associated with the modern setting of goals for teaching a foreign language.

Currently, several approaches have emerged to determine the essence of authentic materials.

Krichevskaya E.S. [57;33-37] defines the authentic literary, folklore, pictorial, musical works, objects of reality, such as clothes, furniture, dishes and their illustrative images.

Krichevskaya E.S. distinguishes materials of everyday and everyday life into an independent group: pragmatic materials (announcements, questionnaires - questionnaires, signs, labels, menus and accounts, maps, advertising brochures on tourism, recreation, goods, job vacancies, etc.) environment of native speakers and believes that their role is an order of magnitude higher than authentic texts from a textbook, although they may be inferior to them in volume.

As Lin [26] puts it, from 1980s the importance of teaching authentic texts in culturally authentic contexts instead of texts designed pedagogically has been emphasized by communicative approaches. This can be also mentioned by Guariento and Morley [20;347–353] who believe that using authentic materials relates to the onset of communicative movements during which there was an effort to simulate globe within the classroom. Many languages believe that authenticity has proved its beneficial role in pedagogy and there's no argument regarding this.

Khaniya [32;17-23] believes that within the course of the last decade, the employment of authentic materials has become increasingly popular in learning situations starting from traditional intensive ESL to language training for professionals. Particularly within the latter setting, he believes that a bigger number of teachers are setting out to identify the advantages of authentic materials and therefore the options that such texts may provide. Thus, these options could also be applied to diverse settings, learning objectives or tasks. As Bax [4; 278–287] states, for material developers and syllabus designers on one hand, and task-based approaches and communicative instruction on the opposite, authenticity has played a focal role. In line with Shomoossi and Ketabi [47; 149-

155] hitherto, syllabus designers and materials developers want to base material development on the arrangement of the content materials and activities while ignoring authenticity criterion. Nevertheless, as Oxford cited in Shomoossi and Ketabi states some teaching practices like multiple intelligences, cooperative learning, task-based learning, and content-based learning result in authentic interaction in classroom. Richards [45] touching on the facilitating role of authentic materials believes that communication which takes place within the class must simulate the maximum amount as possible the communication observable within the world outside. In preparing and selecting materials for ESP learners, Palmero [43; 189-200] introduces different challenges that an ESP instructor may face. per him these include the authenticity, simulation of real situations, flexibility on a part of topics used, and relevance to the discipline they aim to destine. She further provides an inventory of possible sources of materials for designing ESP courses. one amongst the sources that will be used is English for General purposes courses materials. For this purpose, she claims that updated manuals which include sections specified for business, science, technology, health, and education could also be used. This source is usually recommended by her particularly for the ESP learners whose proficiency level is low and who experience the course for the primary time. the subsequent source is that the one which is specifically designed for ESP. This source is twofold; either publications issued by publishing houses or those designed by teachers and published by universities. a 3rd source is that the use of references. By this she means the utilization of dictionaries and grammar reference books or glossaries which are designed for various areas of data. an extra source is, as she calls authentic materials, which don't have any limit. Authentic materials include "instruction leaflets, journals, manuals, advertisements, internet links, inscription forms, demonstration videos, statistics, and job offer" (ibid: 193). The last source of materials is that the ones "from the students" which she thinks is that the best help that ESP provides for instruction methodology which has giving more weight to learners' interest and participation and changing the role

of the trainer to a collaborator which is able to both enhance learners' involvement and teaching relevance.

Harding [23] emphasizing the use of authentic materials provides some guidelines for ESP teachers for the approach they need to take and some dos and don'ts as follows:

• Think about what is needed.

• Understand the nature of your students' subject area or vocation.

• Spend time working out their language needs in relation to the subject.

• Use contexts, texts, and situations from the students' subject area.

• Exploit authentic materials that the students use in their specialism or vocation

• Make the tasks authentic as wells as the texts

• Motivate the students with variety, relevance, and fun.

• Try to take the classroom into the real world that the students inhabit, and bring their real world into the classroom.

However, ESP as a learner centered approach to teaching English, which is especially supported learner needs and purposes for studying English, seems a really suitable platform for the implementation and introduction of authentic materials. the choice of authentic materials and therefore the topics are often supported the assessment of learners' needs. Thus, without losing time which could be an important issue in ESP courses the learners are going to be directly taught the materials they have within the world which also includes the learners' job settings. Morrow defines authentic text because the language produced by a true speaker or writer for a true audience which is predicted to specific a true message. Rogers & Medley [46; 467–478] move further and appearance at the terms authenticity and authentic as used for describing oral and communication samples that are the reflection of language forms which are used naturally and appropriately supported the cultural and situational context. Jordan [29] consider the problem of purpose and state that authentic is any material which has not been specifically produced for the aim of

pedagogy. For Harmer also authentic materials are the texts designed for the native speakers which are real and not initially designed for language learners. Lee [34;323–328] considers authenticity in texts which don't seem to be produced for teaching purposes except for a true communicative purpose. By this he implies that the author of a text intends to convey a message to the reader. However, throughout the history of English language teaching, in step with Tatsuki [52; 17-21] "authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices". MacDonald et al. [36;250-261]contend, if there's a correspondence between the texts utilized in the classroom and kinds of texts used outside the classroom then it's possible to call such texts authentic. However, consistent with Kilickaya [34] "what is common in these definitions is exposure to real language and its use in its own community". Furthermore, Mishan [39] prefers to line some criteria for authenticity instead of defining the term. in keeping with her "Authenticity may be a factor of the: Provenance and authorship of the text.

• Original communicative and socio-cultural purpose of the text.

• Original context (e. g. its source, socio-cultural context) of the text.

• Learning activity engendered by the text.

• Learners' perceptions of and attitudes to, the text and the activity pertaining to it" (p.18)

MacDonald et al. [36] introduce four types of authenticity. Authenticity of text (like what Guariento and Morley, suggest), authenticity of competence (proposed by Canale and Swain,), learner authenticity (by Widdowson,), and authenticity of classroom (proposed by Breen and Taylor). The first three types of authenticity, as MacDonald et al [36] propose, pertain to correspondence while the last type relates to genesis. (ibid)

When text authenticity as the first kind of authenticity is concerned, we may encounter terms pertaining to authenticity other than text authenticity such

as language authenticity and materials authenticity [36] In this case authenticity may be defined as McDonough and Shaw [37] define it:

a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection of both language material and of the activities and methods used for practice in the classroom.

According to MacDonald et al. [36] the second kind of authenticity is competence authenticity. By competence they refer to Canale and Swain's [10; 1- 47]classification of competence into three categories of grammatical competence by which it is meant knowing all rules of grammar, sociolinguistic competence by which it is meant knowing appropriate register and style, and strategic competence which means being aware of the compensation strategies used for breakdowns in communication. Being authentically competent means that a learner's performance should as much as possible correspond to the way native speakers perform.

The third kind of authenticity is learner authenticity. Lee [34] points out that another kind of authenticity is produced by the interaction between the user and his purpose, the situation in which the text is being used, and the text sample. Taking learner authenticity as an important facet of authenticity, Lee defines it as the "learners' positive feelings and reactions towards materials and the pedagogical intentions inherent in them". Hence, the reason why the learners will like the materials is not their authenticity but the fact that they (the materials) have a communicative potential.

The last category proposed by MacDonald et al. [36] is classroom authenticity. According to Breen [8;60–70] The authentic role of the classroom is the provision of those conditions in which the participants can publicly share the problems, achievements and overall process of learning a language together as socially motivated and socially situated activity.

Another classification of authenticity is proposed by Breen [8;60–70] as: text authenticity used as input, authenticity of learners' interpretation of the texts, authenticity of tasks related to language learning and the authenticity of

the actual social situation provided in the class. Breen states that since the first two kinds of authenticity are concerned with and directed at the students, instructors have to provide the students with the means which help them in the interpretation of the texts so that they are enabled in sharing their knowledge with the fluent speakers of the language. For the third and fourth kind of authenticity Breen refers to authentic communication task and authentic learning task. Breen draws the conclusion that an authentic activity must have a metacommunicative nature and it is the classroom context and situation which can evaluate authenticity and bringing authentic and real world into the classroom cannot be the essence of what is meant by authenticity

Distinguishing authenticity from genuineness, Widdowson [56;705-616] contends that a text could also be genuine, but to be authentic there's a necessity for a few social interactions. He also contends that genuineness of the text won't guarantee authenticity because there are two aspects in ensuring authenticity. the primary is that the text characteristic and therefore the other is that the recipient or the reader of the text and his reaction to the text. Taylor [53] also believes that the essence of authenticity doesn't reside within the text and therefore the material but it's conferred on them during a particular situation and with particular participants who use its language. But he disagrees with Widdowson in thinking that a classroom isn't authentic by itself (because there's real use of the language which might even be compatible with child/parent talk) and therefore the perception that only a real text may be authentic because he states that "classroom itself is a real place" and "a text could lack genuineness, and yet sound natural" because it's unfair to say that as an example an ESL teacher isn't a true writer. Moreover, as Maher Salah [38] quotes from Mulling authenticity isn't a feature exclusively of the texts but it's the way the scholars and therefore the teachers work with texts. Authenticity cannot be reached if students don't reply to texts as do native speakers in real contexts, or if authentic tasks aren't utilized in accordance with the text. In line with this Anderson [2] and Velazquez [55;133-138] express that instead of specializing in authentic

materi2als themselves teachers must target authentic uses of materials and what's visiting be done by those materials. All in all, consistent with Shomoosi and Ketabi [47] "[an authentic material is] materialized within each context with the interaction of its participants" Tatsuki [52;17-21] concerning authenticity within the classroom context believes that the real-life is "out there within the outside world" and it's to be brought into the classroom. Conversely, Chavez [13;277-306] argues that taking authentic materials out of their real occurring situation and aloof from their real audience will cause them to lose the authenticity criterion, concerning globe he also argues that the globe inside the classroom could even be real if a true social interaction takes place. Yet, Berardo [7;60-69] disagrees and contends that whether or not the case of the category isn't as authentic because the natural situation of the language occurrence, still authentic materials are beneficial in exposing learners to world language. All in all, authenticity doesn't only reside in materials that are authentic. Thus, to form an authentic situation various factors like learners' perceptions, teachers' interference, the context of teaching and also the forms of activities and uses of the teaching materials must be considered.

According to Shrum and Glisan [48] "authentic materials provide a good means for presenting real language, integrating culture, and heightening comprehension." they convey two reasons for believing that authentic materials are beneficial. Firstly, by exposure to such materials, students are given the chance to work out language as is employed in globe to serve a true purpose. Secondly, such materials are often considered as an expensive source of cultural content. Gilmore [19;363-374] believes that: If our goal within the classroom is to organize learners for independent language use, then surely we are obliged at some stage to present them with realistic models of discourse… "the sooner the scholars are exposed to authentic language, the earlier they'll learn that comprehension isn't a function of understanding every word, but rather of developing strategies…., strategies essential in both oral and written communication". However, Velazquez [55; 133-138] values both authentic and

simplified texts since he believes that they both play a crucial role in learners' language development. Still he believes 'authentic texts provide students with everyday use of language and experiences within the target language" Guariento & Morley [20;347–353] also value using authentic materials since they believe that extracting real information from a true text in an exceedingly new/different language may be extremely motivating. Furthermore, Kelly et al. [31] state that when used effectively, authentic materials help bring the important world into the classroom and to a substantial point can bring life inside the ESL class. By exposing learners to cultural features in a very text a deeper understanding of the subject is often generated and thus interest within the text could also be raised. On one hand, the scholars develop their ability to acknowledge relevant information, and on the opposite, they find out how to disregard what's not relevant. Also, Paltridge [44] states that so as to supply awareness of language and its related skills, authentic materials must be used. Chavez [13;277-306] within the same way agrees that using authentic materials is to the good thing about the scholars because they're more enjoyable and students find an opportunity to interact with the language and its use. Oguz and Bahar [42] see the advantage of authentic materials within the incontrovertible fact that "they engage both the learners' and teachers' attention within the language being taught. They have high interest value due to their relevance to the important world keeping the students informed about what's happening within the world they live." (p:330-331)

Haley, Austin and Velazquez [22] encourage the use of authentic texts since they believe that such texts can provide a connection between the students on one hand and the target language and culture on the other hand. Also, the teacher is provided with "more opportunities to bring the real-world aspects into the class" (ibid: 93). As Burns and Seidlhofer [9] suggest, "authentic texts can introduce students to a full range of transactional and interpersonal speech". As they put it "they can highlight language variation and choice rather than fixed and formal sets of rules." Mishan [39] introduces the concept of 3Cs by which

she means culture, currency, and challenge in order to explain the advantages of authentic materials. Referring to culture she states that authentic materials can represent the target language culture. As she mentions, currency of the authentic materials is an exclusive quality especially when the materials are driven from the media because the topics offered are of the "language in current use". And finally, she asserts that authentic materials are more challenging than artificial materials. Berardo [7;60-69] lists the advantages of using authentic materials as follows:

- Having a positive effect on student motivation;
- Giving authentic cultural information;
- Exposing students to real language;
- Relating more closely to students' needs;
- Supporting a more creative approach to teaching

Taking affective factors such as motivation as important, Guariento and Morley [20;347–353] maintain that since authentic materials are real, they give the learners a sense of coping with a living entity and they conclude that in order to promote motivation they can be used.

Oguz and Bahar [42;328-336]contend that if learners' interaction with authentic materials is established with interest and without difficulty they can participate actively in learning and in the same way their motivation levels may raise.

As Berardo [7;60-69] mentions authentic materials can be used to promote motivation and give learners a "sense of achievement" and encourage them for further reading. When learners get out of the "safe" situation of the classroom they need to face the real world and need to have learned skills which can help them in coping with real situations outside of the class, so the teacher has to prepare the learners for the actual use of the language which can be accomplished by using authentic materials. The positive effect of using authentic materials on motivation is also discussed by Fei and Yu-feng [18;11-14]as a conclusion of the study they conducted for extensive reading courses.

Gulikers et al. [21;509–521] quotes from Huang who introduces two principles in describing adults' motivation in learning. The first principle is that adults prefer a problem-solving orientation in learning. In particular, adults express that they learn best when the problem is presented in a real-life context. The second principle is that adults are highly motivated to learn when they can gain new knowledge in such a way that this knowledge helps them to solve important problems in their professional lives. Huang's words that care for adult learners' professional lives, reminds us of ESP learners who are not only adults but also need to improve their English for a specific reason pertaining to a specific setting such as a vocational or professional one. Providing an authentic learning environment can build up such a connection with reality proposed by Herrington & Olive [25;23–48] that according to Huang is an important factor in adults' motivation.

In his work "Criteria for the substantive authenticity of the educational text" Nosonovich E.V. and Milrud [58;83-86] believe that it is preferable to teach the language on authentic materials, that is, materials taken from original sources and not intended for educational purposes. On the other hand, they point out that such materials are sometimes too complicated in the linguistic aspect and do not always correspond to specific tasks and conditions of learning, while at the same time highlighting separately methodically or educationally authentic texts.

The authors have developed the following parameters for an authentic educational text. They consider a set of structural features of such a text that meets the standards adopted by native speakers. According to them, such a text is a text taken in the event aspect, which is characterized by the naturalness of lexical content and grammatical forms, the situational adequacy of the linguistic means used, and illustrates cases of authentic word usage.

It seems appropriate to us to present the above parameters and criteria in summary tables.

Options for authentic teaching material.

1) Functional authenticity. The concept that implies the natural selection of linguistic means for solving a speech problem, work on a functionally authentic educational text brings the student closer to the real conditions of using the language, introduces him to various and linguistic means and prepares him for the independent functional and authentic use of these means in speech.

2) Lexico-phraseological authenticity. The authenticity of the educational text is largely determined by the correct selection of vocabulary and phraseology. The most important selection criteria are the authenticity of this or that unit, its frequency, use in natural foreign speech.

3) Grammatical authenticity. This concept is associated with the use of grammatical structures characteristic of a given language in oral and written speech.

4) Structural authenticity. The concept associated with the features of the construction of the text, its logic, content and formal integrity. Signs of the structural authenticity of a text are content and formal integrity, strong logical grammatical connections between its components.

5) Statistical characteristics of an authentic text. This means highlighting a number of patterns and quantitative characteristics inherent in a speech work. Statistical characteristics in combination with other aspects of text authenticity make it possible to develop an optimal model for an authentic text created for methodological purposes.

Content authenticity criteria.

1) Cultural aspect. The content in the teaching materials of a large amount of regional geographic information, elements of which contribute to a significant increase in interest and motivation for learning a foreign language.

2) Informative aspect. One of the determining factors in the selection of educational material. The presence in any educational material (text, video and audio recording of any new information that may be of interest to its intended recipient. Materials should be signed in accordance with the age characteristics and interests of the students, the information should be evaluated in terms of its

significance and accessibility. But not it should be forgotten that in a foreign language lesson information is not an end in itself, but a means to increase the motivation of students, to arouse interest in understanding the content of this material.

3) Situational aspect. It assumes the naturalness of the situation, assumed as educational material, the presence of a certain emotional charge. Situational authenticity helps to generate interest and emotional response from students, which in turn builds a positive attitude towards the subject.

4) Aspect of national mentality. When organizing the educational process in Uzbekistan, it is necessary to take into account the peculiarities of our mentality and the established foundations. Authentic material should not be too specific and contain such information that will be incomprehensible due to the deep difference in national cultures.

5) Aspect of the design. Necessary to create the impression of "real" material. In audio texts, the sound range is important: traffic noise, conversations of passers-by, phone calls, music. This helps to better understand the nature of the proposed circumstances and forms the skill of perceiving foreign language life. Working with authentic materials should have the properties of real communication, which always takes place in specific circumstances between specific people. Authentic design makes it easier to understand the communicative task of the material, to establish connections with reality.

6) Aspect of the study assignment. The authenticity of the study assignments to the material is very important. These include tasks that stimulate interaction with the text, based on operations that are performed in an extra-curricular environment when working with information sources. You should focus on tasks that develop a guess, since it is an authentic communicative action that students resort to in everyday communication; it also stimulates mental activity, serves as a further basis for subsequent authentic interaction within the lesson

Authors include authentic materials: personal letters, anecdotes, articles, excerpts from teen diaries, advertisements, culinary recipes, fairy tales, interviews, popular science and regional studies. They also emphasize the importance of preserving the authenticity of the genre and the fact that genre-compositional diversity allows students to familiarize themselves with speech clichés, phraseology, vocabulary associated with a variety of spheres of life and belonging to different styles.

Nevertheless, the authors especially emphasize that the authenticity of educational material is a relative property that depends on a number of factors: the conditions in which it is applied; individual characteristics of students; goals of the teacher, etc. Authentic materials are over and over discussed as beneficial in teaching English for various skills. However, for settings aside from general English, these materials may additionally work as a stimulating feature and as a link between students' public knowledge of language and their professional language needs. Authentic materials, being part of the 1000 world, can function excellent resources for introducing language in its real form to ESP learners whose final goal in taking ESP courses is to speak properly in real-world contexts. a number of these materials which ESP learners encounter in their professional settings include articles as part of their specific filed literature, product labels, advertisements, brochures, newspapers, reports, literacy excerpts, audio recordings, and videotapes and better of all internet which unlike other sources is updated continuously (Shrum & Glisan 2000; Kilickaya, 2004; Hwang, 2005; Awasthi, 2006; Berardo , 2006; Crossley et al. ,2007; Horwitz, 2008). Besides, Berardo refers to internet as a motivating and interactive source which promotes a more active approach towards reading. Internet is additionally appreciated by Bell [6] since "the authenticity, immediacy, and scope of materials now available via the online are unprecedented in history". However, ESP teachers who as literature suggests also take the role of fabric developers may consider the advantages inherent in authentic materials. this will be employed in creating a connection between ESP learners' needs/objectives and

therefore the universe outside the academic context. Thus, in professional settings it's going to be possible to simulate the important world in classrooms via presenting authentic materials that are probable in occurring outside the safe classroom context and in learners' future vocational settings.

Summing up, it is necessary to emphasize that teaching a natural, modern foreign language is possible only under the condition of using materials taken from the life of native speakers or compiled taking into account the peculiarities of their culture and mentality in accordance with accepted and used speech norms. The use of such authentic and educational-authentic materials, which are a natural speech work created for methodological purposes, will make it possible to more effectively teach all types of speech activity, in particular, listening, to imitate immersion in a natural speech environment in foreign language lessons.

1.2 Mass media resources as a type of authentic material

Living in the age of information technology, people are accustomed to an endless stream of new information. In this regard, awareness has appeared in various fields, be it politics, economics or education. All this provides an opportunity to satisfy many of the needs of human life. Every day a person receives new information about what is happening around. It can be in writing or orally, but the main sources of information flow are radio, television, newspapers or the Internet, which are combined into one single concept - "media".

In the modern world, the mass media is present in all spheres of public life and has a huge impact on people. The use of various types of mass media and the ability to correctly apply them in a foreign language lesson is a task that requires a lot of effort. Teaching students to analyze the media will contribute to the development of a number of individual, practical, social, cultural and intellectual skills that will be needed in the future [Fedorov A.V. Basic

theoretical concepts of media education / A.V. Fedorov, A.A. Novikova // Bulletin of the Russian State Humanitarian Fund. - 2012. - No. 1., C. 150].

The methodology of using mass media technologies for the development of linguodidactic communicative competence of students in a general education school requires close study and further development.

This topic is relevant in the framework of the global process of informatization of society and the search for a solution to intensify educational activity by all possible methods in order to promote the development of independent and creative thinking in a child, and the mass media, in turn, can have an effective influence on teaching a foreign (English) language and building a methodological system of the learning process.

The term "mass media" was first used to describe newspapers over two centuries ago, however today, the mass media has many different connotations, such as print media, visual media, radio, television and social media. Despite the fact that the media can take various forms, they have one purpose - they are a communication channel [Fedorov A.V. Basic theoretical concepts of media education / A.V. Fedorov, A.A. Novikova // Bulletin of the Russian State Humanitarian Fund. - 2012. - No. 1., C. 149].

In other words, the media is any information collected, processed and analyzed from sources such as: newspaper, radio, television, Internet, etc., which is freely available and on a massive scale, which means that the media are applicable in various types and areas. activity.

The use of mass media in the field of education, namely in foreign language lessons, is increasing every day.

With the use of information technology, teachers have the opportunity to use various media to enrich the language environment of their class, help accelerate the learning process, improve the mastery of the subject, and instill interest in the subject being studied.

[Novikova A. A. "Media at an English lesson: a technical means of teaching or media education?" // Media education. 2005. No. 1.]

The special role of authentic mass media in the teaching methodology of foreign languages is that they bring students as close as possible to real information sources and "immerse" in the world of current events. The use of authentic, self-selected media texts in the classroom has a long tradition. Until recently, these were mostly newspaper and magazine articles.

In recent years, television and radio programs, as well as texts taken from the Internet, have been added to the press materials. It is customary to divide the media into visual (periodicals), auditory (radio) and audiovisual (television, documentary films).

However, for the introduction of mass media into educational activities, it becomes necessary to develop a curriculum, which implies the teacher's management of the entire educational process. Moreover, the technology of using the media does not always explain the rules for using the language.

For supporters of the deductive way of teaching, studying only with the media can be problematic [Onkovich A.V. Media didactics / A.V. Onkovich // Journalism and Media Education. - 2011. - T. 1. / ed. A.P. Korochensky. - Belgorod: Publishing house Belgorod. state university, 2011., C. 245]. It is also important to find a reliable source that matches the level of English proficiency of students. Given the accelerating pace of technology change, educators face a constant challenge in choosing the most effective media platform for their students.

Teachers strive to deliver a wide variety of types of lessons to achieve the greatest result, and providing a rich learning experience through the mass media during classes, in turn, helps students to focus on the subject and engage in learning. The new model of language education involves updating the content, improving the methods, organizational forms and means of educational activities aimed at developing the intelligence of students, developing skills for independent work with information and using knowledge to solve problems that

may appear in real life. Lack of this kind of skills deprives a person of the opportunity to succeed, adapt and become a competitive specialist. Orientation on the development of a creative personality, the need to take into account their educational, social, economic, cultural and communicative needs requires the use of mass media, especially newspaper and magazine texts in the educational process [Onkovich A.V. Media didactics / A.V. Onkovich // Journalism and Media Education. - 2011. - T. 1. / ed. A.P. Korochensky. - Belgorod: Publishing house Belgorod. state University, 2011., P. 346].

Benefits of media for learners:

popular media (movies, music, YouTube) is a familiar environment for students that helps to attract attention and keep students interested in discussing theories and concepts, as well as their application in real life;

learners can hone their analytical skills by analyzing the media using the theories and concepts they learn;

learners can experience the world beyond their perceived reality. Some disadvantages of using mass media:

using media often requires additional work (for example, digitizing media for playback on a computer and ensuring that audiovisual equipment is working properly);

some points in the media (e.g. humor, drama) can distract students from theory.

Research shows that people learn abstract concepts more easily when presented both verbally and visually. Other empirical studies show that visual media make concepts more accessible to humans than textual media and help to quickly recall them later. [Mikhaleva G.V. Integrated media education in the British school: analysis of the mandatory minimum content: [text] / G.V. Mikhaleva // Integration of media education in a modern school: collection of articles. scientific. tr. - Taganrog: Publishing house Taganrog. state ped. in-ta, 2012., C. 20].

While the benefits of using the media in language teaching are undeniable, there are some aspects to consider when working with the media:

a successful lesson will be ensured by prior planning and selected material;

the language of the material must be carefully selected for use at different levels of English proficiency;

the content should be clear and appropriate to the individual characteristics of the learners.

The time has come for the Internet to be seen as a tool to facilitate learning. The success of this tool will depend on the ability of students and teachers to not only study and comprehend the information they receive, but also to evaluate this information.

Media provides participants in educational activities with a huge amount of information, motivates them to develop such speech skills as listening, reading, writing and speaking.

The texts of the newspapers in question are an endless source of the formation of language, speech, social and cultural competence. Completeness and logic of the formation of a sentence, clarity of thought, expressiveness of the use of language means are components of the speech culture of high-quality newspapers. Effective tasks relate to titles, article content, filling in missing information, advertisements, news exchanges, photographs for discussion, holding press conferences, interviews, forecasts, writing horoscopes, writing consultation columns, broadcasts from the field, weather forecast, puzzles and crosswords. Students can read articles, translate and analyze the use of neologisms, borrowings, newspaper clichés, slang expressions, and the brevity of titles used in journalism style [Weller D. and Burcham C. Roles of Georgia Media Specialists Perceived by Teachers, Principals and Media Specialists, Perceptual and Motor Skills / D. Weller, C. Burcham. - 2011., P. 1362].

Discussion of newspaper materials engages students in arguing the discussion and inspires independent study of the topics covered and additional

reading. After regularly working with the press, high school students acquire the skills of detailed analysis of newspaper articles, determine the type, topic, style of the article, assess the quality of material nutrition and comment on the presence of facts, quotes and arguments.

Students draw their conclusions about the content of the article, evaluate the effectiveness of the chosen format and structure, understand the reasons for using certain lexical and syntactic means, see the effect of using graphics, photographs, etc. Students can also conduct a comparative analysis of articles from different countries at the content and design level and identify the differences between tabloids and the serious press using the example of print and digital versions of articles [].

From a methodological point of view, as T. G. Dobrosklonskaya writes, working with a newspaper significantly enriches and revitalizes the educational process, while simultaneously allowing the teacher to solve a wide range of problems, for example: expanding the vocabulary of students, improving the skills of conducting a conversation on various topics, getting additional linguistic and cultural information.

But, despite the authentic texts, for greater motivation and variety of the educational process, teachers are introducing video materials and also audio materials for a foreign language lesson. Video and audio materials help to learn to understand speech by ear, you can also overcome the following educational tasks, for example, such as: considering dialects of the language, gaining new knowledge about the country of the target language, repeating the past vocabulary or vice versa, expanding vocabulary, using video material for the purpose of searching language information and much more. All this is not only motivation for the child, but also pushes him to delve into learning a foreign language on his own. [Dobrosklonskaya T. G. "Questions of studying media texts (the experience of researching modern English media speech)". Ed. 2nd, stereotyped. - M.: Editorial URSS, 2005]

The Internet is a unique way to be on the same wavelength with foreign culture, watch your favorite movies, listen to music, foreign radio stations, learn something new about your favorite actor, singer or group and learn English while doing these activities. There are also many different sites with interesting and useful audio and video materials, various online tutorials that help you learn the language.

The Internet is now successfully replacing television, radio, DVD players, newspapers and magazines. You can find everything on the internet. Currently, the issue of using the Internet in teaching foreign languages is relevant. In general, this is due to the opinion that the use of the Internet as a method of teaching a foreign language realizes many goals of upbringing and education.

In the era of modern technology and globalization, it is easier to find new ways and methods of teaching a foreign language. The educational process is becoming more and more interesting. Teachers can share their experiences and receive valuable advice from peers on the Internet. The teacher must guide his students in the correct use of the media in order to successfully master the language. Mass media informs us about what is happening in the world, they expand our knowledge and deepen our understanding [Ivanova L.A. Foreign language teaching and media education is a single process / L.A. Ivanova // Continuing education in Western Siberia: current state and prospects: materials of the fourth regional scientific and practical conference / otv. ed. OK. Sazonov. - Gorno-Altaysk: RIO GAGU, 2012., S. 91]

We should encourage students to watch as many films as possible outside the classroom or parts of films in the classroom. Watching films is very important as it increases their visual and critical awareness. Movies can be viewed in class by recording them. This can be done in different ways: asking questions about the film, discussing small group discussions, asking students to comment on various things, criticism, and others. We can also stop the film from time to time and ask the students what might happen next. Another way would be to mute the sound and ask the students to imagine or compose dialogues. The

leading role of the use of information technology is how to diversify the presentation of information, make it more perceived by students and immerse students in a foreign language environment. Also, the multimedia space for teaching a foreign language has such tasks that are not only to systematize and present educational material, but also to visualize the context of the practical use of a specific educational material.

The advantages of using media resources in the classroom are obvious, but there are a number of tasks that need to be solved. Among them, it is worth highlighting such as the need to combine information from media sources with the material of the school curriculum, changing the habit of learning a language exclusively with the help of textbooks to actively use newspapers and news sites, as well as creating a student-centered learning environment.

Thus, it must be said that the media have a number of advantages in teaching a foreign language, both for the teacher and the student:

1. The media can provide us with the latest news from the countries of the target language, demonstrate interesting regional material, as well as show feature or educational films;

2. The media provides an opportunity to create various tasks for the lesson that will help you delve into the study of a foreign language;

3. Media have a large number of illustrations, video material, due to which language learning will turn out to be more interesting both in the classroom and during independent study.

The role of media education in modern society is very important. The use of new media in the educational process is relevant problem in modern school education. New media allow the student to contemplate the finished material and be the creator of new information. Multimedia features, help the teacher to do their lesson more varied and interesting. Illustrative material, graphic allows you to more successfully memorize information. The use of new media brings with it

a novelty effect that leads to a motivated and interesting presentation of new material. As schoolchildren grow up in a world of strong media influence, the modern teacher needs to constantly improve skills use of media materials, increase media education. New media help uncover unlimited opportunities for communications. Thus, modern society should not ignore media education and media development, it is necessary to reckon with new media materials for the formation of media competence, which is very important in the development of modern society.

2.1 RESULTS OF ANALYSIS OF SYLLABUS, COURSE BOOK, LESSON PROCEDURES AND TEACHERS' ATTITUDE

STRUCTURE OF STATE EDUCATIONAL STANDARDS

The state educational standard for continuing education in foreign languages defines the following:

goals and objectives of the subject;

the content of teaching and learning a foreign language;

requirements for the level of compulsory training of graduates of educational institutions at all stages of education.

GOALS AND OBJECTIVES OF THE STUDY

The main purpose of teaching a foreign language at all stages of education in the Republic of Uzbekistan is to form communicative competence in a foreign language so that learners can work in everyday, scientific and professional fields in a multicultural world.

Communicative competence in a foreign language is the ability to apply the knowledge, skills and competencies acquired in a foreign language in the process of communication.

In this document, competencies are divided into the following groups:

Linguistic competence refers to the acquisition of knowledge of language material (phonetics, vocabulary, grammar) and skills in the types of speech activities (listening, speaking, reading and writing).

Sociolinguistic competence allows the speaker to choose the appropriate linguistic form, method of expression, based on a particular speech situation, communicative purpose and desire. Sociolinguistic competence includes socio-cultural competence, the ability to present the national characteristics of authentic speech: the customs, values, rituals and other national-cultural features of the country in which they live and to compare the language with the country of study.

Pragmatic competence refers to the ability to get out of difficult situations by repeatedly asking, apologizing, etc. when misunderstandings arise in a communicative situation in the foreign language being studied. In this standard, discourse competence is included in pragmatic competence. This competence refers to the expression of ideas in an oral or written language through appropriate linguistic means. Discourse competence refers to the ability to understand and interpret linguistic cues to ensure consistency in oral or written speech.

EDUCATIONAL CONTENT

The content of education consists of topics included in the curricula of general secondary, secondary special, vocational and higher education. The curriculum provides continuity, continuity and periodicity in all forms of education.

The content of this standard is used as a minimum in the development of curricula and textbooks at each stage of education.

REQUIREMENTS FOR THE LEVEL OF KNOWLEDGE, SKILLS AND SKILLS OF THE GRADUATES

Requirements for the level of knowledge, skills and qualifications of graduates in foreign languages are developed in accordance with the content of education, general secondary education, secondary special, vocational and higher education. Descriptors of speech skills and competencies are described in the context of "can do" and are filled with grammar, vocabulary, phonetics and spelling where appropriate. In order to adapt to international standards, descriptors of speaking skills and competencies were taken in relation to the European system of knowledge of foreign languages and were presented in a simple and understandable form. Descriptors based on the level of knowledge, skills, and competencies that graduates have acquired

- to be taken into account by the developers in the development of curricula and textbooks at all stages of education to ensure the full mastery of each level;

- All stages of education in the Republic of Uzbekistan should be considered in the development of assessment criteria for state certification of graduates.

According to this State Standard we can say that here is not given enough topics related to Mass media. If there are added some topics it will be helpful for pupils to understand Mass media.

Analysis of syllabus

In order to get clear idea of the current situation on using the topic "Mass Media" at schools we put forward the task of analyzing the documents, requirements to teaching the subject "English" in secondary schools. One of the documents we analyzed is the syllabus.

Syllabus is a regulatory and legal document that fixes the goals, volume and content of education, the results of development educational program in a specific subject, determines the logical sequence of assimilation of content elements. This document sets the number of hours and the use of various organizational forms of training.

First, we would like to define the term:

In the Oxford Dictionary syllabus is defined as a list of subjects, etc., that are included in a course of study. Jack C. Richards, John Platt and Heidi Platt (1992:368) define the syllabus as "a description of the contents of a course of instruction and the order in which they are to be taught." Another definition of syllabus is that it is the summary of the course and usually contains specific information about the course.

Collins Essential English Dictionary defines syllabus as an outline or summary of the main points of a text or a course study. Brumfit in (1984a) discerns similarities among syllabuses and their components and he lists these as following:

1. A syllabus is the specification of work of a particular group or class.

2. It specifies the time in which this work has to be achieved.

3. It specifies the order in which the material has to be taught.

4. It is negotiable and adjustable.

5. It can only specify what is taught; It cannot organize what is learnt.

6. It is a public document and an expression of accountability.

The term "syllabus" refers to a section of the curriculum that specifies the units that will be taught. The syllabus is a standard outline of what will be accomplished by instruction. A syllabus is a list of topics that are covered in a

class. what the teacher is supposed to teach However, there is a lot of work to be done in class. It's not about teaching, but about learning.

Syllabus is described by Breen (2001, p. 151) as a plan of what is to be achieved through teaching and learning. The syllabus can serve in providing detailed information for students on what is to be achieved in the course and therefore, can act as an implicit contract. Perhaps the most noted function of a syllabus is administrative in that it provides organizational structure to the course. Course syllabi are generally product or process oriented. The product syllabus "are those in which the focus is on the knowledge and skills which learners should gain as a result of instruction" (Nunan, (1988, p. 27). This approach can be chosen in exam classes where students need to work towards a fixed goal i.e. passing the exam. This type of syllabus suits programmes where the focus of the syllabus is on the textbook. Included within this type of syllabus is the grammatical (analytical) and functional (notional) syllabus. The process syllabus focuses on the way in which "knowledge and skills might be gained" (Nunan, 1988, p. 40). Included within this process-oriented syllabus is task-based learning, and content syllabus. Syllabus often times do not fall squarely into process or product but somewhere along a continuum between the two, for example in a product-oriented syllabus there can be aspects of process in objectives such as wanting to develop learner autonomy and student responsibility for their learning. This approach may seem to lack direction, but Dubin and Olshtain (1986, p. 45) express that attention to all three dimensions of syllabus design as vital. The syllabus is cyclical, a theme can be revisited at different times or in different formats and each time the language or skill becomes more difficult e.g. the letter writing from a letter of introduction to a letter of complaint.

Rogers (2010) argues that top-down syllabuses, which are written by experts and then distorted and delivered to learners by language teachers which is the common practice, regards learners as passive receptors of language leading to cultural imposition, teacher - learner dichotomy, and not enough

learning. This leads to a call for a syllabus that is negotiated between and with the students/participants, undertaking the environmental and needs analysis and developing a syllabus for the context or bottom-up syllabus as described by Kumaravadivelu (1994) thereby preventing this dichotomy and developing student learning For future generations, it would be better to think about the role of technology, cognitive processes, social needs, student self-actualization, and subject material. "Learners' needs, skills and abilities, subject matter, and culture" should all be discussed in a syllabus.

According to Posner (1992) syllabus is a plan for the entire course which includes the goals and/or rationale for the course, topic covered, resources used, assignments given, and evaluation strategies recommended. Syllabus might also include learning objectives, learning activities, and study questions. Rodgers (1989, 26) in Richards (2001) commented that syllabi, which prescribe the content to be covered by a given course, form only a small part of the total school program.

What are the advantages of having a syllabus for a course?
By outlining the objectives and goals to be accomplished at the end of the course, it creates a contact and link between students and instructors. It establishes the tone for the course by simplifying the material. Finally, it contains material that will assist students in achieving academic success.

Below we would like to show the purpose of syllabus: We learned the amount of attitude toward using media resources in order to evaluate using media resources in the classroom. With the help of Pupil's Book "Teens' English", the process learning is active, the study of vocabulary and grammar is carried out using the example of life experience and circumstances, contributes to the analytical and creative work of the brain, and the assimilation of the material is achieved through participation in situations of positive content, taking into account the needs, feelings and pupils wishes.

In the 8th grade, the duration of teaching is 35 weeks, academic week-6 days, the lesson is 45 minutes long. Planning according to "Teens' English", is calculated for 70 hours, 3 teaching hours per week.

Study material is structured in quarters and divided into 10 modules. At the end of each module, it is supposed to do exercises that help to evaluate communicative, lexical, grammar skills of grade 8 students through listening, reading, writing and oral speech.

We analyzed the syllabus of the subject "English" for secondary school in this subject. There are 103 lessons and 10 units in the action syllabus. 8 units are devoted to general themes like public holidays, environment, science and technology, literature and life etc. 2 topics are devoted to mass media. According to this syllabus pupils learn vocabulary, grammar, reading, listening and speaking skills. We like these topics in the syllabus as they give chance to improve their skills. But it would be better if this syllabus contains more units related to the topic "Mass media". The reason is that just in two units' pupils aren't fully understand the topic. In this modern world there are a lot of mass media.

And these tasks give us opportunity to consolidate pupil's knowledge on media resources. We liked the objectives of the syllabus.

In the below table we can see the topics of the syllabus for grade 8 in secondary school:

Table 1.1 Syllabus for grade 8

№	Units	Units and lessons	Hours	Date		Update		Homework
	Unit I	**Public holidays and tradition**						
1	**Lesson 1**	Independence Day	1					Ex 1, 2 page 86
2	**Lesson 2**	International Youth Day	1					Ex 1, 2 page 87
3	**Lesson 3**	Old traditions in modern life	1					Ex 1, 2 page 88
4	**Lesson 4**	What's in a name?	1					Ex 1, 2 page 89
5	**Lesson 5**	New Year around the world	1					Ex 1, 2 page 89
6	**Lesson 6**	Project	1					revision
7	**Lesson 7**	Home reading	1					Page 12
8	**Lesson 8**	Grammar practice	1					to make sentences
9	**Lesson 9**	Control work 1	1					revision
10	**Lesson 1**	Revision	1					revision
	Unit II	**Mass media**						
11	**Lesson 2**	What is mass media?	1					Ex 1, 2 page 90
12	**Lesson 3**	Mass media in our lives	1					Ex 1, 2 page 91
13	**Lesson 3**	She says that ...	1					Ex 1, 2 page 91
14	**Lesson 4**	He said that ...	1					Ex 1, 2 page 92
15	**Lesson 5**	What's your favourite mass media?	1					Ex 1,2 page 93
16	**Lesson 6**	Project	1					revision
17	**Lesson 7**	Home reading	1					Page 20
	Unit III	**Information age**						

№	Units	Units and lessons	Hours		Date		Updat e	Homework
18	Lesson 1	Digital media	1					Ex 1a, 1b page 94
19	Lesson 2	After I'd watched TV ...	1					Ex 1,2 page 94
20	Lesson 3	She said that she had watched ...	1					Ex 1 page 95
	Unit IV	**Literature and life**						
22	Lesson 5 1	Is social media dangerous? How important is literature?	1	1			Ex 1 page 96	Ex 1 page 98
23	Lesson 6 2	First in literature Project	1	1			revision	Ex 1 page 99
24	Lesson 7	**Control work 2**	1				revision	
25	Lesson 8 3	Why do we read? Revision	1	1			revision	Ex 1 page 100
26	Lesson 9 3	Home reading	1				Page 28	
27	Lesson 10 4	At the library Grammar practice	1	1			to make sentences page 101	Ex 1 2 3

5	**Lesson 5**	Books or e-books?	1						Ex 1 page 102
6	**Lesson 6**	Project	1						revision
7	**Lesson 7**	Home reading	1						Page 36
8	**Lesson 8**	Grammar practice	1						to make sentences
9	**Lesson 9**	**Control work 3**	1						revision
10	**Lesson 10**	Revision	1						revision
	Unit V	**Cinema**							
11	**Lesson 1**	History of the cinema	1						Ex 1 page 103
12	**Lesson 2**	What kind of films do you like?	1						Ex 1 page 103
13	**Lesson 3**	At the cinema	1						Ex 1 page 103
14	**Lesson 4**	How to choose a film to watch	1						Ex 1, 2 page 104
15	**Lesson 5**	What's the film like?	1						Ex 1,2,3 page 104
16	**Lesson 6**	Project	1						revision
17	**Lesson 7**	Home reading	1						Page 44
18	**Lesson 8**	**Control work 4**	1						revision

19	**Lesson 9**	Revision	1					revision
20	**Lesson 10**	Independent work	1					to make sentences
21	**Lesson 11**	Grammar practice	1					to make sentences

1	**Lesson 1**	How does music make you feel?	1					Ex 1 page 104
2	**Lesson 2**	Uzbek national music	1					Ex 1,2,3 page 105
3	**Lesson 3**	Classical music? It's great!	1					Ex 1, 2 page 105
4	**Lesson 4**	What about going to the concert?	1					Ex 1,6 page 106
5	**Lesson 5**	What is the future of music?	1					Ex 1,2 page 107
6	**Lesson 6**	Project	1					revision
7	**Lesson 7**	Home reading	1					Page 52
8	**Lesson 8**	Grammar practice	1					to make sentences
9	**Lesson 9**	**Control work 5**	1					revision
10	**Lesson 10**	**Revision**	1					revision
	Unit	**Science and technology**						

		VII							
11	**Lesson 1**	Everyday inventions	1						Ex 1, 2 page 107
12	**Lesson 2**	What is science?	1						Ex 1 page 108
13	**Lesson 3**	Looking into space	1						Ex 3a page 108
14	**Lesson 4**	Looking into space	1						Ex 1 page 108
15	**Lesson 5**	How techie are you?	1						Ex 1a, b page 110
16	**Lesson 6**	Just like humans.	1						Ex 1,2,3 page 111
17	**Lesson 7**	Project	1						revision
18	**Lesson 8**	Home reading	1						Page 60
19	**Lesson 9**	Grammar practice	1						to make sentences
20	**Lesson 10**	Independent work	1						revision
	Unit VIII	**Painting and sculptures**							
21	**Lesson 1**	What do they want to say?	1						Ex 1 page 112
22	**Lesson 2**	What's this museum famous for?	1						Ex 1 page 113
23	**Lesson 3**	What genre is this picture?	1						Ex 2 page 113

24	**Lesson 4**	What's your favourite picture?	1						Ex 1, 2 page 114
25	**Lesson 5**	Do modern sculptures have meaning?	1						Ex 1, 2 page 115
26	**Lesson 6**	Project	1						revision
27	**Lesson 7**	**Control work 6**	1						learn new words
28	**Lesson 8**	Revision	1						revision
29	**Lesson 9**	Home reading	1						Page 68
30	**Lesson 10**	Grammar practice	1						to make sentences

	Unit IX	**The environment**					
1	**Lesson 1**	Mother Nature	1				Ex 1 page 116
2	**Lesson 2**	Mother Nature	1				Ex 2 page 116
3	**Lesson 3**	What are the alternative sources to fossil fuels?	1				Ex 1 page 116
4	**Lesson 4**	Our green planet	1				Ex 1 page 117
5	**Lesson 5**	Our green planet	1				Ex 2 page 117
6	**Lesson 6**	Global climate change	1				Ex 1,2,3 page 117

7	**Lesson 7**	How can we help improve the world?	1					Ex 1 page 117
8	**Lesson 8**	Project	1					revision
9	**Lesson 9**	Home reading	1					Page 76
10	**Lesson 10**	Grammar Practice	1					to make sentences
11	**Lesson 11**	**Control work 7**	1					Learn new words
12	**Lesson 12**	Revision	1					revision
13	**Lesson 13**	Independent work	1					to make sentences
	Unit X	**All the world's a stage**						
14	**Lesson 1**	Ancient theatres	1					Ex 1 page 118
15	**Lesson 2**	Ancient theatres	1					Ex 2 page 118
16	**Lesson 3**	He asked her to say ...	1					Ex 1, 2 page 118
17	**Lesson 4**	Cinema or theatre?	1					Ex 1a, b page 119
18	**Lesson 5**	Great playwrights	1					Ex 1, 2 page 119
19	**Lesson 6**	At the theatre	1					Ex 1,2,3 page 120
20	**Lesson 7**	Project	1					revision

21	Lesson 8	Control work 8	1					Learn new words
22	Lesson 9	Revision	1					revision
23	Lesson 10	Home reading	1					Page 84
24	Lesson 11	Grammar Practice	1					to make sentences

Our purpose is to learn the course book's content in order to find mass media topics, related to mass media and suggest points that it is necessary to develop and create a more units on the topic Mass media for the purpose of effective modeling of educational process, as from the given hours to the topic Mass media pupils can't understand fully about mass media.

Analysis of Course book

We analyzed the course book "Teens English 8" suggested for the subject English at secondary school. Each educational process is supplied with a course book. A course book is a valuable source of learning and experience for both the teacher and the student. As a result, this instructional content should be tailored to the needs of the learner, and language learning should be organized and graded by professionals. Some course books struggle to discuss real-world problems and instead concentrate on divisive issues. As a result, they are no longer acceptable as they do not represent the needs and desires of students, they are needed.

In the Collins Dictionary course book is defined as a textbook that students and teachers use as the basis of a course.

Below we give the analysis of course book "Teens' English 8"

There are 2 course books suggested to the secondary school learners: "Fly High" and "Teens English" which were compiled by the team of authors Khan Svetlana, Kamalova Lyudmila, Jorayev Lutfullo published in "Toshkent" "Oqituvchi", 2020, meets the requirements of the component of the State educational standard of primary, basic and secondary general education in foreign languages, specifies the content subject topics, clearly distributes teaching hours, as well as the sequence studying language material, taking into account the educational process and age characteristics of students. The basis of the teaching and learning method "Teens' English" is communicative, grammar and cognitive approach, which makes it possible to step by step to form knowledge and develop comprehensive communication competence.

The course book "Teens' English" consists of pupils' book, workbook, CD material for work in the classroom and at home, as well as home reading text.

The course material is selected qualitatively, this allows the student use it in creating their own expressions, understanding various types of texts. It is important to note that the student can work individually in pairs or in a group.

At the end of each module, the student completes tasks from the part "Progress check", which allows them to check their linguistic knowledge and skills.

The content of the textbook "Teens' English" is characterized by socio-cultural orientation, viewed in the thematic content. Dialogue communication (instruction, admiration, gratitude). And also relevant in modern society Internet communications, how they are useful / harmful.

It should be noted that the textbook is also oriented towards cultural development.

It is seen in learning the topics painting and sculptures, music, cinema, environment, science, classics of world literature, the study of their works. The course book is that the study of these topics occurs with the help various types of media texts: advertising, Internet texts, journalistic, texts, which are presented

in each section. We designed checklist in order to clarify the points. The checklist consists the following questions.

Table 1.2 Checklist for course book analysis

Skills		
1.	Are all 4 skills covered?	
2.	Is there materials provide a balance for integrated skills?	
3.	Are reading tasks are suitable for pupils' levels and interest?	
4.	Is material for spoken English sufficient?	
5.	Are writing tasks suitable in terms of developing pupils' knowledge on topic media?	
Topics		
1.	Are the topics capture pupils' interest?	
2.	Are there different types of topics?	
3.	Do the topics help to improve student's world knowledge?	

Research findings of the course book "Teens' English"

Our research findings explain the character of good course book including language skills and topic.

1. Are all 4 skills covered? In all unit's relevance of skills aspect toward course book are covered, but some of them have not all skills in one lesson. For example:

The first section is "Public holidays and traditions"(pp.5-12), and consists of 7 lessons. All lessons are represented by the different texts about holidays. When studying texts associated with a well-known world holidays such as New year, Independence Day, and International youth Day. We think that these lessons are

aimed to give basic knowledge about holidays. Students develop a linguistic competence. After reading the text, students perform tasks related to text: completing the text with phrases, matching headings with the text. Next, students must write a report about Independence Day in Uzbekistan;

The second is "Mass media" (pp. 13-20), consists 7 lessons. Lesson 1 is named "What is mass media?". The tasks of this lesson devoted to give background information about mass media. Let's look through tasks. Ex 1 Work in pairs. Think about how people sent messages in the past. Ex 2. Find the words in the Word list. Listen and repeat. Ex 3a. Work in pairs. Think of when these message technologies appeared and complete the timeline. Ex 3b. Listen and check. Ex 3c. Work in pairs. Listen one more time. Do the test. Ex 4a. Work in pairs. Match the parts. Ex4 b Work in pairs. Read and check your ideas. Answer the questions.

Ex 4 c Work in groups of 3 /4. Answer the questions. Lesson 2 is called "Mass media is our lives". In this lesson overall 7 tasks are given. among 7 tasks of lesson 2 tasks are aimed to reading, 2 tasks are given for listening and 2 tasks for speaking. Lesson 3 is called "She says that". Here given 7 tasks and 2 reading tasks, 3 listening tasks, 1 for speaking and 1 for writing. Lesson 4 is entitled "He said that" there are 7 tasks and 2 reading tasks, 1 task for listening, 2 for writing, 1 for speaking and 1 task for role playing. Lesson 5 is named "What's your favorite mass media?" there are 5 tasks, 3 for reading, 1 task for writing and 1task for listening. Lesson 6 is named "Project" in this lesson pupils should prepare a newspaper in groups. Lesson 7 is "Home reading" in this lesson given a text about S.Jobs.

The third module "Information age" (pp. 21-28) consists 7 lessons. Lesson 1 is called "Digital media" there are 10 tasks among of them 3 tasks for reading, 3 tasks for listening, 1 task for writing and 3 tasks for speaking. Lesson 2 is called "After I've watched TV" is presented by 5 tasks. 1 task for reading, 1 task for listening, 3 tasks for speaking. Lesson 3 is entitled "She said that she had watched". There are 8 tasks and 2 tasks for reading, 2 tasks for writing, 4 tasks

for speaking. Lesson 4 is named "Future technologies", there are 6 tasks and 1 task for reading, 3 tasks for listening, 1 task for reading, 1 task for writing. Lesson 5 is named "Is social media dangerous?" and 7 tasks are given. 3 tasks for reading, 1 task for writing, 3 tasks for speaking. Lesson is named "Project". This lesson devoted to presenting new tech device. In this lesson pupils should tell the type of technology (Machine, digital, computer, robot) then they should explain what this technology is for (education, entertainment, health, business, home, life, school) After that they describe what can do this technology and give a name. Lesson 7 is called "Home reading" the text about a moral story "A carrot, an Egg, and The Coffee Beans"

In the fourth section of the book - "Literature and life" (pp-29-36), presented several texts about Uzbek and British well-known writers A.Navoi, Chaucer, A.Kodiri and Shakespeare, with working with this text, students complete tasks: guess the meaning the words in bold, work in pairs. Read and find who…, as well as complete the sentences. Purpose: development of communicative competence, expressing opinions and skill improvement listening. As home reading there is given the text "The Secret" by A.C.Clarke;

The fifth section, "Cinema" (pp. 37-44), offers students 6 lessons "History of the cinema", "What kind of films do you like", "At the cinema", "How to choose a film to watch", "What's the film like" and "Project", Purpose: Form the ability to use vocabulary on the topic, teach writing a review. For assimilation of these texts, students must complete the following tasks: answer the questions "What kind of films are they?", "Where can you find them?" supplement text-based sentences; put the texts in order and to write film review;

Module 6 - "World of music" (pp. 45-52) is presented by the text – "Yalla" (P. 50) Purpose: To develop the skills of speech, ability to work with text (search, recovery), expansion vocabulary on the topic "Music" After the text, students are offered assignments: compose a statement that will be the answer to the question posed: "What do you think about Uzbek national music? " fill in the

blanks in the text, check with listening to audio recording; write a text about the musical hero;

Section Seven- "Science and technology" (pp.53-60) presented by text- "Master of the web" (P.57). Goal: Formation of communicative competence by building monologue statements based on media text, be able to express argue your attitude to the material read. At work with this media text, the student is invited to complete the following tasks: choose suitable article explain why; supplement sentences with missing words, choosing them from the given context; make a presentation;

Section 8- "Painting and sculptures" (pp.61-68) is presented by several texts. Purpose: development of communicative skill, improving listening skills, understanding attitudes towards traditional and modern art, identifying speculations and categorizing information. Before reading the text to the student you need to predict the content based on the title and discuss the questions using the words (I think, I'm sure that, In my opinion, As for me etc.);

Section 9- "The environment" (pp.69-76) is presented by several texts as "Advantages of Biofuels". Purpose: understanding main ideas of paragraphs, guessing meaning from the text and activating prior knowledge. Pupils are offered tasks after the text: match the titles, discuss questions; make notes about each of the suggested ideas, tell the class about them;

Section 10- "All the worlds stage" (pp.77-84) is presented by several exercises Purpose: To form lexical speaking skills on a given topic, use an individual and group work. Suggested tasks in the text: answer questions, work in pairs and role playing, find the difference and complete the sentences.

We should mention that most of tasks are helpful to develop pupil's knowledge on topic media and included 4 sills. For instance: Ex 1 of the Lesson 1. Work in pairs. Think about how people sent messages in the past. Task 3a. Work in pairs. Think of when these message technologies appeared and complete the timeline. Task 2 of the lesson 2 p 15. Work in pairs. Look at the text and try to answer the questions as quickly as you can. Ex 4a of the lesson 2

at p 15. Work in pairs. You are going to interview pupils in your school about how they learn news and which mass media they use. Write five questions. Ex 3b from Lesson 3 at p 16. Work in pairs. Read and compare this newspaper article with the interview. Ex 1a of the lesson 4 at p 17. Play the Press Conference. Ex 3a of the lesson 4. Work in pairs. Read the article and say what grammar tenses are used in Direct Speech. Ex 2 of the lesson 5. Read and complete the pyramid. Ex 1a, 1c, 1d of lesson 6. Work in groups of four. You are going to make a class newspaper. Discuss what sections it should have. Choose the best sections for the class newspaper. Find a name for your class newspaper. Ex 3a, 4a, 5 of lesson 1 Unit 3 "Information age" at p 22. Work in pairs. Think and say what you know about digital media. Work in pairs. Read and check your ideas. Put the words to complete the sentences in the text. Work in groups of four. Say w here and how you use the digital media. Ex 2a, 3a of the lesson 3. Work in pairs. Interview your partner. Ask what her/his family members did last Sunday. Listen and make notes. Work in pairs. Read what people write to their newspaper. Ask and answer to complete the sentences. Ex 2b, 2c of the lesson 5. Work in groups of 4. Answer the questions. Put the sentences in order. Read and check your ideas. All of these tasks lead to learners to think and reflect how to use media sources in a good way.

2. Is there materials provide a balance for integrated skills? We analyzed the course books tasks and found that mostly tasks directed to the integration of at least 3 skills; reading, listening and speaking. For example: In unit 2 lesson 1 p15 there is not writing task. 2 tasks are aimed to reading, 2 tasks are given for listening and 2 tasks for speaking. (integration of reading, listening and speaking) in unit 2 lesson 3 at p16. Here is not given writing task. (integration of reading, listening and speaking). In unit 2 lesson 5 at p18. There is not speaking task (integration of reading, listening and writing). Unit 3 lesson 2 at p23. There is not given writing task (integration of reading, speaking and listening). In unit 3 lesson 5 at p25. There is not given writing task (integration of reading,

listening and speaking). But in these 2 units' 2 lessons just included 2 skills. The tasks are suitable for pupils' levels and interests.

Are reading tasks suitable for pupils' levels and interests? In order to find answer for this question we asked pupils and observed lessons. It seems us that the level of reading texts is a little bit difficult. As an example, we can say nearly all home reading texts are difficult to understand. While observing the lessons we noticed that understanding the meaning of the texts is difficult in terms of lack of pupils' vocabulary. But pupils are interested in the content of the texts, tried to answer the questions according to their own experiences.

Is there sufficient spoken material? The analysis of spoken tasks show that the tasks are not easy but interesting and motivating. The tasks make learners speak and interact. The phrase like "Those who have information have the world", "Your time is limited, so don't waste it living someone else's life" lesson observations show that students are interested this kind of phrases they tried to give answer as quickly as possible. Tasks like "Answer the questions". Pupils said that this type of tasks are not interesting. Tasks like "Think is social media could be dangerous. Why/why not" This kind of tasks let pupils to define their opinions, reflect their learning, analyzing information they know and present their own opinion. We liked this kind of tasks but they are nearly not given.

Are writing tasks suitable in terms of developing pupils' knowledge on topic media? There are not many tasks for writing in this course book, just 10 for writing. The tasks are suitable for the topics learned. Pupils found difficult to write newspaper article, writing stories and designing questions. But tasks are helpful to understand the topic. We would like to present several writing tasks which we consider are valuable for mass media. Below they are given:

1. Task 4a p15. Work in pairs. You are going to interview pupils in your school about how they learn news and which mass media they use. W rite five questions.

2. Task 6 p19. Work in groups of 4. Play Running Dictation.

3. Task 1b p17. Work in pairs. Write about celebrity

4. Task 2a p17. Work in pairs. Read the answer and write questions

5. Task 1b. p18. Work in pairs. Listen to the news and complete the table.

6. Task 1c p18. Work in pairs. Choose one and write a lead to it.

7. Task 2b p19. W rite your section. Ask your teacher for help if necessary. When you finish ask your teacher to help you edit your work.

8. Task 1b p24. This is what the interviewer wrote in his report. Say what changes he has made.

9. Task 1c p24. Finish the story about Ann

10. Task 2b p24. Look at the notes about your partner. Write a story about him/her

Questions related to topic

1. Do the topics capture pupils' interest? As our pupils are learners of secondary school, they are interested in internet, studying abroad, gadgets and social media. From this point of view the topics are a little bit interesting. There are interesting reading materials about Steve Jobs (p22) and "Tips for children" (p26) "A Carrot an Egg and the Coffee Beans" (P 28) and some interesting pictures. But there are not given so many interesting activities. Some pupils said that all exercises are similar to each other. It will be better to include more authentic reading materials which our pupils can use their own lives.

Are there various types of topics? In general, there are a lot of interesting and a range of topics but there are given just 2 units for Mass media. There are 10 units with 70 lessons. In the following table we can see all units and topics of the course book "Teens' English 8"

Table 2.1 Topics of course book "Teens' English 8"

Unit	Titles	Page	Unit	Titles	Page
1	**Public holidays and traditions**	5		**World of music**	45
	1 Independence Day	6		1 How does music make	46

	5 What's the film like?	42		5 At the theatre	82
	6 Project	43		6 Project	83
	7 Home reading	44		7 Home reading	84

As we see from the above table the topic is different and interesting. During the whole year pupils learn to read, to speak a range of topics and we think that it will be better if there are added more topics related to Media. Because nowadays this type of topics can easily attract pupil's attention. Our pupils are so interested in media technologies so that they do tasks without any difficulties.

Do the topics help to improve student's world knowledge? This course book's topics will help to expand pupil's world knowledge and critical thinking. As we mentioned above this course book covers a range of information. For example: reading the text "Steve Jobs", Ex 2c at p22 which includes the questions such as: 1. How did pigeons help the Rothchild brothers? 2. Why did many businessmen sell their papers after the Battle of Waterloo? 3. Who bought all the papers?

4. Do you think that the Rothchild brothers were honest people? These tasks let the learners think and reflect their learning and find answers. Next tasks Ex 2a p25. Work in pairs. Listen and choose a title to each text.

a) Social Networks b) Robotics c) GPS d) Laser Eye Surgery e) Self-Driving Cars 2b Work in pairs. Read and choose a robot you would like to have. Explain why.

From these tasks' students learn more about world technologies and expand their knowledge on topic media. Unfortunately, this kind of tasks are not much.

In general, the course book is good in presenting the language use and develop pupils' level. One of the good points of this course book is vocabulary. Each topic is provided with a new vocabulary. The course book includes four language skills but they aren't in balance. The writing task is given less than other language skills. The speaking, reading and writing tasks should be

developed by using real programs from TV, radio, films and local newspapers. The topics presented in this course book are relevant to students' interest.

Analysis pf lesson procedure

Teachers need a "map" to follow in order to achieve specific learning goals by providing more information from the syllabus and clearer steps of teaching learning procedure in the classroom. As a result, teachers must prepare the "way," also known as a lesson plan. A lesson plan can be very useful for both teachers and pupils. According to Harmer (2007), we must consider the following features when creating a lesson plan: goals, class profile, assumptions, personal goals, ability and language orientation, timetable fit, future learner issues and solutions, and achievement determiners According to a study conducted by Ratnawati (2017), lesson plans are extremely important to evolve in order to solve problems in the classroom.

We observed the lesson procedure in order to clarify how media sources are using in secondary schools in English subject. We designed an observation sheet to observe a lesson. In the following table you can see the observation sheet.

At this stage, our goal was to clarify how teachers are using media sources in their lessons.

The teachers: Dauletjanova Amangul, the English teacher of school N6 Nukus city, has twenty years of work experience and 2nd category English teacher and, Turganbaeva Ayzada English teacher of school N23 Nukus city, has one year of work experience.

The lesson was conducted in two classes:

1. Nukus City, school number 6 – 12 pupils;

2. Nukus city, school number 23-13 pupils

Analysis of the English lesson on the topic "What is your favorite picture" in the 8th grade.

Teacher: Dauletjanova A. B.

The topic of the lesson corresponds to the program material. A lesson with elements of a game, provides language and speech skills for pupils. During the lesson, a communication situation is created that is close to reality. The stages of the lesson are interconnected, logically follow one from the other. In the process of organizing communication, oral types of work are used that contribute to the realization of the goal of the lesson - the formation and development of the communicative competence of students.

The main goal of the lesson: the development of the communicative competence of students in a foreign language lesson.

Lesson Objectives:

1.Educational: expand the knowledge of students on the topic: "What is your favorite picture?"

2.Developing: development of speech skills, other skills of pupils and develop pupils love for pictures and paintings.

3. Introduction and practicing of new vocabulary.

4. Development of attention, memory, interest in the studied language.

Organizational moment: The teacher talks with pupils in a foreign language, reports on the picture of the work in this lesson. The teacher makes sure that the students themselves formulate the topic of the lesson. The lesson plan guides pupils towards achieving communication goals. During the organizational moment, phonetic and speech warm-ups were held to improve pronunciation skills, with the help of which the teacher establishes contact with the class. During the speech warm-up, the teacher uses materials on a new educational topic.

Introduction and introducing of new material: The teacher introduces new teaching material in a communicative form. For the introduction of educational material teacher used a book. The method is interactive.

The main forms of classroom work: group work and individual. All pupils are engaged in a variety of tasks. The lesson quite fully presents such forms of work as student-student.

Procedure: To develop creativity, an activity was included at the end of the lesson to help students feel at ease. (pupils were asked to write a feedback on the topic "My attitude to today's lesson"). In the teacher's activities, the general didactic principles of consciousness, practical orientation, the transition from the simple to the complex, from the known to the unknown were observed.

Teacher and class: the general atmosphere of the class can be called optimistic, active and friendly. In general, the lesson time seems appropriate and consistent with the lesson plan. The overall assessment of the lesson is satisfactory. Each of the objectives of the lesson was achieved, which were reported to the pupils as positive marks at the end of the lesson.

To sum up, the lesson was good. Additionally, teacher should present materials in interesting and challenging ways by using real authentic materials and media sources. This type of materials gives both teachers and pupils opportunity to practice using media and using it in their own purposes.

Results of teachers' attitude

The data collection process of the thesis began from March 2020. First, we designed an interview for teachers and questionnaire for pupils in order to gather information for our research. The survey was conducted among the language teachers who worked at school. Instruments for data collection:

We used two methods in conducting survey:

1) questionnaire

2) interview

The purpose of both methods was to identify the most effective ways of using media in teaching process of karakalpak teachers and how they use them in their lessons.

Participants:

The participants included school English teachers. In total, 15 school teachers took part in survey. Exact 25 % of them had 20-25-year experience, 35%- 10-15 years; 40%- 1-5 years. As regards language taught, 100% of them taught English.

We tried to collect data according to the following questions:

The interview consists of fifteen questions. (see appendix A). The first three questions were aimed at understanding the views of teachers on the use of educational media sources, whether or not they used it and how its effects on their teaching process. In order to see if the interviewees allowed their learners to use media technology in the classroom, the next question was answered. Questions 6 and 7 asked the interviewees about the feeling of their learners when they used the mass media in the classroom and if they had any problems when they used it. Question No 8 sought to know whether the teachers thought that the use of technology misled the learners in their studies and how.

The ninth question was designed to know which tool the interviewees used.

Question 10 asked whether they had encountered any technical issues in the use of media in teaching. The following questions (once, twelve and nineteen) were intended to establish whether or not the use of mass media helped interviewees, if they thought that their use would replace their role as teachers, as well as whether they could change their traditional way of teaching. The next question (fourteen) sought to discover whether the interviewees had got any chance of professional development in the use of media resources. Question 15 was intended to outline the views of teachers on the benefits of using mass media for EFL teachers and learners. The last question was whether or not the interviewees preferred media teaching.

When asked whether using media sources could help teachers to improve lesson's quality, the response was as seen in table 3.
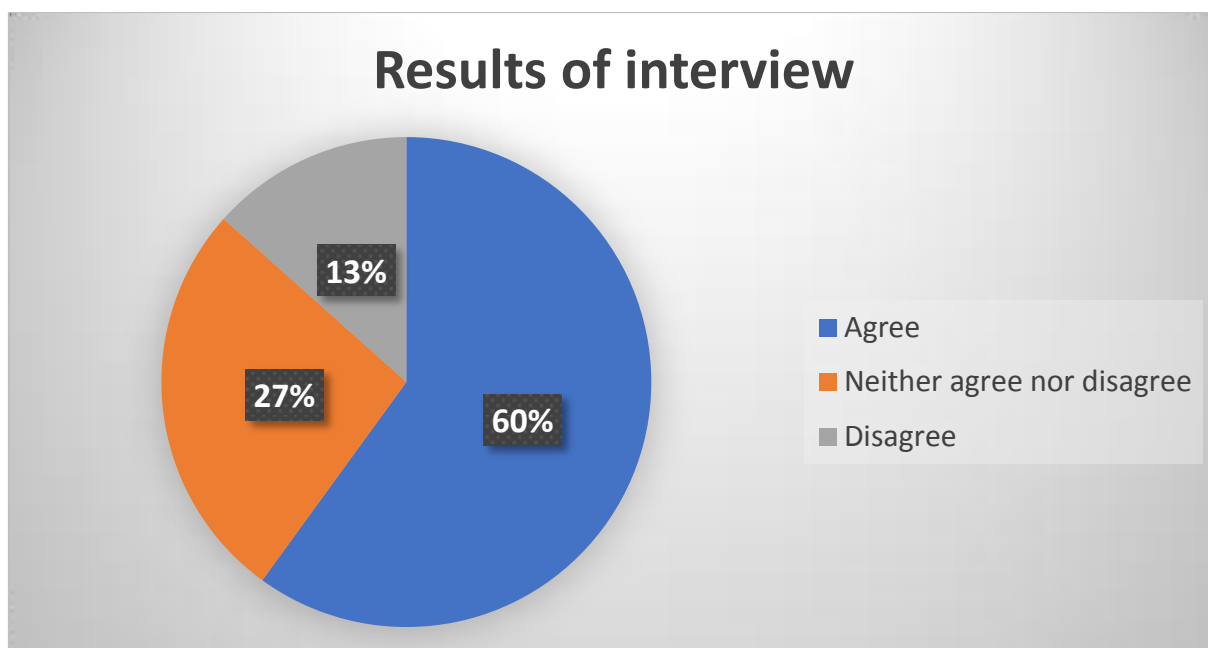

Results of interview

- Agree
- Neither agree nor disagree
- Disagree

60%
27%
13%

Table 3. Percentage of teachers based on attitudes to using media sources as a   tool for improvement of lesson's quality.

Some of the most frequent positive comments were linked to how media sources could improve teaching skills. In the opinion of most teachers, using media resources makes the teacher question their own style of teaching: *'you can always learn something new or people's experiences and different ways of doing things'.*

The teachers were also asked if they had ever been confident in class while using media. As regards being used by a teacher, half had had this experience, and 70% of these believed that it helped to improve their teaching, basically because they had had a big reaction from pupils. Of the 10 % who had not found it useful, the reason is they couldn't implement their tasks in class they prefer using just course books.

20% percent agree nor disagree neither, while just 70% preferred to be using media. for example, *"I don't want to prepare or to find new materials"* (teacher 5). On the other hand, those attracted by the advantages of video,

newspaper, magazines underlined the importance of using and improving lesson procedure: *"it makes it possible to get a global perspective of the classroom, and examine pupils' interest in media"* (teacher 13). To sum up, we can say there is a difference of opinions regarding video, newspaper, magazine use, which seems to depend mainly on the personality and creativeness of the teacher.

Next, we took a questionnaire form pupil (see Appendix B). These were the results of the interview and questionnaire that were conducted among local teachers and pupils.

The results of each stage are listed in tables.

In addition, we made up the following work plan:

- Organization of school press center after the first experiment;

- Conducting a control experiment;

- Processing the results, identifying the influence of mass media in English lessons

Questionnaire consisting of 10 questions.

Before experimenting

Pupils	1-question	2-question	3-question	4-question	5-question

answer					
	Yes=30% No=70%	Yes=40% No=60%	Yes=56,6% No=43,3%	Yes=46,6% No=53,3%	A little =83,3% lot=16,6 %
	6-question	**7-question**	**8-question**	**9-question**	**10-question**
	Yes=43,3% No=56,6%	Yes=46,6% No=53,3%	Yes=40% No=60%	Yes=53,3% No=46,6%	Yes=40% No=60%

As you can see from the chosen answers of pupils, 21 pupils answered that they do not know what is mass media; 21 pupils say that the English teacher do not use media resources, 17 pupils said they think using media sources is time consuming; 14 pupils say that their class is not equipped with enough materials; 25 pupils answered radio is helpful to improve listening skill; for the 6th question 9 pupils answered "Positive effect"; 15 pupils do not want "No effect" and 7 pupils say that "Negative effect"; for the 7th question 12 pupils say that they prefer Radio center 15 pupils prefer Newspaper center and 3 pupils preferred both of them; "What are the media tools that usually use in your class?" 15 pupils say internet, 12 pupils newspapers and 3 pupils say magazines; for the 9th question 21 pupils say that lack of technical equipment 9 pupils say that Internet; 12 pupils say that to improve equipment and 18 pupils say that to improve using magazines and newspapers.

2.2 Designing technology on using mass media sources

We had to plan our plans for a second experiment a bit later. Because the authorities of Uzbekistan decided from Monday March 16 to temporarily close universities, schools, kindergartens throughout the country because of the threat of the spread of the coronavirus COVID-19.

Teachers and employees of the sphere of public education were involved in the organization of distance learning, continued to work remotely.

Due to several reasons, including technical ones and hybrid learning process in our experimental school we decided to begin a second experiment in January. At this stage, our goal was to organize school press center.

So, this press center was developed on the basis of the results of a questionnaire, which we designed and conducted to define the level of interests of each pupil to study the English language by using media sources.

The aim of the press center was to determine the interest in learning English and to identify the various media sources that encourage the learning process.

School press center.

Editorial staff

Creation of the editorial office and its structure: In order to edit monthly school newspaper, we need to create a permanent editorial office. The editorial is everything who publishes one newspaper: journalists, photojournalist, designer, layout designer and others led by the editor. At the same time, we need editor who is good organizer - he has to unite around the newspaper of many children, juniors. How many juniors should there be? It depends on the structure of the edition. We can build work like in real editorial offices, organize departments: for example, school life department, department sports, information department, creativity department, etc.

Who and what to do in the editorial office?

The editor is the most important person. His main work is any destiny to make sure that the newspaper came out on time and was interesting to read. The editor is responsible for everything and everyone is responsible, thinks over which articles will be in the issue, edits manuscripts (originals), monitors performance of all works, behind the release of each issue of the newspaper, solves all important and controversial questions.

Secretary (responsible secretary) is the one without whom the newspaper also cannot will come out. Secretary will be typed text and title, where the picture or photo will be placed, whether the material will fit into the number or it is better to shorten it - these and other questions (of course, together with experienced editor and assistants) decides the responsible section, making a layout number.

Young journalist - those who collect information, process it and write to newspaper articles, interviews, etc. Of course, everyone has their own tastes and addictions, we do not understand different things in the same way. Therefore, one likes to write about sports, the second about environmental issues, the third chasing impressions for travel notes.

Designer - develops issue design, newspaper cover, creates illustrations for texts, develops new styles and design options newspapers, etc. It would be nice for him to be able to work in graphic programs Adobe Photoshop, Corel Draw, In design and Publisher etc.

Photojournalist - the one to whom the illustrations for materials and who can also write their own materials.

Layout designer - performs layout of the newspaper, deals with layout of the publication and its release.

We would like to organize such an editorial staff in school.

Editorial work

The main work of the editorial office is the publication of the school newspaper. However, pupils in addition to the newspaper, they can publish supplements in different languages. But now we will talk about the newspaper,

as well as about the forms of work of the editorial staff that can help release interesting edition.

First of all, we discussed the structure of the school newspaper. It is necessary to think about which direction will be have your newspaper. What will be the content and style - strict and official? bright and sharp? The next task which we need to create a newspaper model, discussion of headings, possible departments, genres of the newspaper, drawing up a plan, thinking about topics, distributing work within the editorial office, etc.

Plan. Our editors will make their task easier if the newspaper is published according to plan. Occasional newspaper filled with materials, reprinted from other newspapers and magazines, will be of little interest to the children. The editorial board should think over the line, strategy and tactics of the newspaper in all questions. The task is to be always in the thick of things, to make a school newspaper relevant and topical. The newspaper plan consists of two parts: the structure, that is, the order in which its content goes, and design - the appearance of the newspaper.

Spend theoretical lessons combined with practice. It is advisable to invite to occupations of professional journalists, printers, poets or writers, interesting people. Design classes can be conducted by a professional artist, designer. There is no need to make them journalists. Finally, it is not so important whether the pupils will write notes and reports according to all the rules. It is important that juniors take an active part in those matters about which they will later tell in the newspaper.

What to write to the pupils? Where can we get a theme for materials? Themes around us. But often the pupils have no idea what they can write about in the newspaper. But we can write about almost anything. For example, about how the pupils learn, how they go in for sports, about their favorite circle, about their friend, poems, fairy tales and humor.

The pupils want to get an answer not from adults, but from their own peers, compare their own view of the problem with the opinion classmates. Most

importantly, we should try to make the newspaper interesting: intrigue the reader with materials about interesting events, discussion on the pages of the newspaper of the difficult problems of youth life, involve reader discussions, print school advertisements, stories with continuation, photo reports, etc. Competitions greatly enrich the editorial portfolio. We may use in the newspaper games, fun, humorous, practical jokes or contests (for example, for the shortest humorous story). Competition for young encyclopedists, or an editorial campaign dedicated to any problem, etc. In addition to the so-called current material, the newspaper must have and spare. The value of a newspaper depends on the wealth of editorial portfolio. Our editors should take care of diversity: long articles should be replaced by short, serious - playful, difficult - light. Let's say there was a performance at the school or an excursion. About it wrote as many as four correspondents. Which is better: give all four articles in one room or one in different rooms? You can make a thematic selection out of them or open the Round Table heading on the topic ...

A newspaper is like a bouquet of different flowers. How much prettier he is when there is what to choose!

How to distribute work?

We discussed newspaper headings with our pupils. We give our pupils more chance to writing in our school newspaper different sections, we did not limited them to write the usual ones, publish, for example, such thematic blocks: news, sports, business, work, books, culture, television, computers, environment, media information, family problems, travel, announcements, foreign news, leisure, posters, fashion, various messages ... Each young journalist can have his own diary, in which he enters information on your topic. Let one write down name days and birthdays fellow practitioners, another collects information about tests or records the events at the big break, the third reports the lessons mathematics, geography, etc. Can anyone take over the heading about books, about teachers, about the youth environment. Probably, new rubrics will appear, and some of the old ones will die away.

At this stage we designed school newspaper with a help of our school director and a number of pupils, we named this newspaper "News month junior"

In order to begin writing our newspaper first of all we designed an Academic-thematic plan for 16 hours. During these lessons our pupils learnt a lot of themes and special program for designing newspapers "In design".

Academic-thematic plan

№	Themes	Hours
1	Structure of the newspaper	1
2	Style of articles	2
3	Writing headlines	1
4	Paragraph writing	1
5	Key words and linking words	1
6	Choosing right pictures	1
7	Learning the program in design	3
8	Writing newspaper articles (Draft 1)	1
9	Writing newspaper articles (Draft 2)	1
10	Writing newspaper articles (Draft 3)	1
11	Writing newspaper articles (Final Draft)	1
12	Designing a newspaper	2
		Total: 16 hours

CHAPTER III. IMPLEMENTATION OF WAYS OF USING MASS MEDIA INTO THE LEARNING PROCESS

3.1 Results of experiments on using mass media sources

In the second experiment, pupils were asked to fill out the same questionnaire *(Appendix 1)* to compare the difference in their using media sources for learning English.

Pupils answer	1-question	2-question	3-question	4-question	5-question
	Yes=60% No=40%	Yes=63,3% No=36,6%	Yes=53,3% No=46,6%	Yes=56,6% No=43,3%	A little =80% A lot=20%
	6-question	**7-question**	**8-question**	**9-question**	**10-question**
	Yes=63,3% No=36,6%	Yes=56,6% No=43,3%	Yes=46,6% No=53,3%	Yes=56,6% No=43,3%	Yes=43,3% No=56,6%

Questions	Before experimenting	After experimenting	Changes %
1. Do you know what is the mass media?	30 %	60 %	+ 30%
	70 %	40%	-30 %
2. Do your teachers use magazines or newspapers during classes?	40 %	63,3%	+ 23,3 %
	60 %	36,6%	-23,4%
3. Do you think using media sources in class is time consuming?	56,6 %	53,3 %	+ 3,3 %
	43,3 %	46,6 %	-3,3 %

4. Do you think that the English class is equipped with enough materials?	46,6 %	56,6 %	+ 10 %
	53,3 %	43,3 %	-10 %
5. Do you think using radio would improve your language skills?	83,3 %	80 %	+3,3 %
	16,6 %	20 %	-3,4 %
6. Do you have any interesting in school press center?	43,3%	63,3%	+20 %
	56,6%	36,6%	-20 %
7. Do you prefer newspaper center in your school?	46,6	56,6%	+10%
	53,3%	43,3%	-10%
8. Do you usually read newspapers?	40%	46,6%	+6,6 %
	60%	53,3%	-6,7%
9. Do you think newspaper and magazines are helpful in studying process?	53,3	56,6 %	+3,3%
	46,6 %	43,3 %	-3,3 %
10. Are you satisfied with the usage of media in the learning process?	40 %	43,3%	+3,3%
	60 %	56,6%	-3,4%

A comparative analysis of the learning outcomes of primary school pupils shows *(Appendix 3)* that using mass media in school as extracurricular activity influences positive changes in the level of formation of motivation of pupils to using mass media sources. The level of using media resources of high school pupils has increased significantly.

The use of newspaper in the classroom engages students in reasoned discussions and inspires self-study of the topics covered. After systematic work with the media, high school students acquire the skills of detailed analysis of

newspaper articles, determine the type, topic, style of the article, assess the quality of the presentation, comment on the presence of facts, quotes and arguments. They draw their own conclusions based on the content of the article, they evaluate the effectiveness of the selected format and structure, understand the reasons for using certain lexical and syntactic means, see the effect of using graphic means and photographs.

3.2 Suggestions and recommendations on using Mass Media in English classes

Taking into consideration the obtained results, the present chapter aims at providing some suggestions and recommendations that would help teachers and learners to use mass media during classes. Moreover, it gives advice about how to use mass media to get effective achievement for the teachers and learners.

Here are some techniques for using newspapers and videos:

- organize school press center

- to connect newspaper themes with pupil's real life

- to encourage pupils to use videos

- give learners materials before the lesson, ask them to look for vocabulary in advance;

- summarize the article in the newspaper;

- ask the students to brainstorm (what do they know about the newspaper article?);

- tell students the headline and show the accompanying photo;

- before reading, write on the board and explain the basic vocabulary;

- ask students to predict the storyline;

- allow your students to use the vocabulary during class.

- encourage your students to understand the general meaning of the text, rather than individual words and phrases;

- it is necessary to advise students on what is required of them and what should be paid attention to while watching video material, listening to an audio recording or reading a newspaper article;

-the media is not intended to entertain students; therefore, it will take time and a clear presentation of the expected results to effectively integrate the media into the curriculum;

- to focus the attention of students on the spoken words found in the video, the function of subtitles in visual media will help;

- in order to ensure control of the understanding of the content of the material by students, written or oral feedback from students, essays, tests or questions directly related to the media content can serve.

As a result, the teacher is forced to abandon the conventional role of "teacher" and become a presenter or conductor who uses an extremely rich range of content to illustrate teaching materials (films, music, and news).More importantly, the use of the media demonstrates, to what extent your particular discipline matches cultural characteristics and events in the real world. First, students are in contact with authentic language and factual history. Second, students are used to textbooks and may be bored and bored of using them, so a different form of teaching material can grab their attention and make the lesson enjoyable. Students can pay attention not only to the grammatical forms of words and sentences, but also focus on vocabulary and engage in reading, and after reading, they can start discussing issues, related to a newspaper article. When it comes to writing skills, learners may be given an overview of an article, an essay related to a topic, or a similar story to write. The ability to use a single source in teaching activities facilitates lesson preparation and is an economical solution.

 It is imperative to understand that teaching is only one part of teacher preparation. On top of that, teachers should also receive training to integrate technology into their curriculum.

This study can directly serve the introduction of communication skills at all levels of education, developing not only speech competencies, but also forming in schoolchildren persistent associations with the discursive reality of the country of the target language. The use of materials and media also helps develop receptive and productive learning skills in students, making the learning process an enjoyable experience for stakeholders.

The use of the media in English language learning is becoming more and more popular in education as a diverse source of information and self-expression. Modern newspapers provide print and digital content using text, images, graphics, animation and video to create the rich and immersive learning environment you need to improve your English lesson. The media also provides the teacher with unlimited opportunities to create innovative approaches to the school curriculum. Working with the media involves a variety of tasks, updating the textbook information, learning to understand the modern style of presenting information in the media, and at the same time helps students to achieve fluent and competent language proficiency.

The study of print media in the form of a newspaper, electronic media in the form of videos in the classroom, motivates students to lead reasoned discussions and promotes independent study of the topics raised. After systematic work with the media, high school students acquire the skills of detailed analysis of newspaper and electronic articles. They draw their own conclusions based on the content of the article, evaluate the effectiveness of the chosen format and structure, understand the reasons for using certain lexical and syntactic means, see the effect of using graphic means and photographs.

CONCLUSION

This master's thesis examines one of the important problems that exist in the teaching foreign languages – the problem of using Mass media resources in English classes.

The problem of using Mass media resources in English lessons is well studied. This problem was studied by Dobrosklonskaya T. G., Ivanova L. A., Miklaleva G. V., Onkovich A. V., Korocheskiy A. P., Novikova A. A., Fedrov A. V and others.

The study has begun with scholar's points on the effectiveness of authentic materials in learning process and Mass media sources as a type of authentic material. As an entry, the researchers provided an idea of using Mass media in educational process. Researchers mentioned some of the sources that Mass media offers, and the impact of Mass media on language teaching and learning. The first chapter also discussed the challenges encountered in classrooms, resulting from the integration of Mass media according to scholar's point of view.

The second chapter dealt with the exploration of current situation on using Mass media sources in English classes, collection and the analysis of information
related to the topic of this study and we designed a technology on using Mass media sources. For this study, two types of research instruments have been used to elicit data; a questionnaire and an interview. For the analysis of the data, two different methods were applied, quantitative data analysis and qualitative data analysis.

Based on the opinions of the participants, the researchers have tried to prove the research hypotheses. Through the previously mentioned instruments, we dealt with questions concerning their attitude towards the use of Mass media

material and its impact on their studies, what preference they have when it comes to the use media and what could enhance learning. Concerning the interview, we attempted to gather information as out the importance of media in classroom, the teacher's thoughts about the impact of media sources on teaching and learning, the role of the teacher, and if the use of Mass media is problematic or not.

The analysis of the collected data gave positive and negative results. Concerning the use of Mass media and the frequency of its use in and outside the classroom, all the participants showed attitudes towards the usefulness of the tools. However, some of the participants indicated negative statements due to some disadvantages.

The third chapter provided recommendations and suggestions for the implementation of ways of using Mass media into the learning process. As a result, the teaching and learning can be efficient. In the end, the chapter gave an insight on the using Mass media in the field of education.

Taking into consideration questionnaire data we would like to suggest some principles which will be useful in teaching English:

Here are some techniques for using newspapers and magazines:

• give learners materials before the lesson, ask them to look for vocabulary in advance;

• summarize the article in the newspaper;

• tell students the headline and show the accompanying photo;

• before reading, write on the chalkboard and explain the basic vocabulary;

• ask students to predict the storyline;

• allow your students to use the vocabulary during class.

• encourage your students to understand the general meaning of the text, rather than individual words and phrases;

• encourage your students;

Methodological recommendations on the use of mass media in teaching a

foreign (English) language:

• first of all, it is necessary to advise students on what is required of them and what should be paid attention to while watching video material, listening to an audio recording or reading a newspaper article;

• the media is not intended to entertain students; therefore, it will take time and a clear presentation of the expected results to effectively integrate media into the curriculum;

• to focus the attention of students on the spoken words found in the video, the function of subtitles in visual media will help;

• in order to ensure control of the understanding of the content of the material by students, written or oral feedback from students, essays, tests or questions directly related to the media content can serve.

First, students are in contact with authentic language and fact-based history. Second, students are used to textbooks and may be bored and bored of using them, so a different form of teaching material can grab their attention and make the lesson enjoyable. Students can pay attention not only to the grammatical forms of words and sentences, but also focus on vocabulary and engage in reading, and after reading, they can start discussing issues related to the newspaper article. When it comes to writing skills, learners may be given an overview of an article, an essay related to a topic, or a similar story to write.

It is imperative to understand that teaching is only one part of teacher preparation. On top of that, teachers should also receive training to integrate technology into their curriculum.

More importantly, the use of the media demonstrates how well your particular discipline is culturally and realistically relevant.

As a concluding statement, one might add that the present study has attempted to present an idea of education in relation to Mass media through investigating many aspects of that relation like the major contribution of media education, its advantages and also the disadvantages. Moreover, this research work tried to provide an outcome of educational process on the teaching and

learning process.

This study can directly serve the introduction of communication skills at all levels of education, developing not only speech competencies, but also forming in schoolchildren persistent associations with the discursive reality of the country of the target language. The use of materials and media also helps develop receptive and productive learning skills in students, making the learning process an enjoyable experience. Just like an artist has many colors, and he creates a new composition each time, each teacher has a scattering of various pedagogical techniques, methodological ideas.

BIBLIOGRAPHY

I. Normative acts:

1.   O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi "Ózbekiston Respublikasini yanada rivojlantirish bo'yicha harakatlar strategiyasi to'ǵrisida"gi PF-4947-sonli farmoni.

2.   O'zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrdagi "Chet tillarini o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida". PQ-1875- sonli qarori.

3.   O'zbekiston Respublikasi Vazirlar Mahkamasining 2013-yil 8-maydagi 124-son Uzluksiz ta'lim tizimining chet tillar bo'yicha davlat ta'lim standartini tasdiqlash to'g'risidagi qarori.

II. Works of the President:

4.   Mirziyoev Sh.M. Erkin va farovon, demokratik Ózbekiston davlatini birgalikda barpo etamiz. - T.: Ózbekiston, 2016.

5.   Mirziyoev Sh.M. Buyuk kelajagimizni mard va olijanob xalqimiz bilan birga quramiz. - T.: Ózbekiston, 2016.

III. Textbooks and manuals:

6.   S. Xan, L. Jo'rayev, L. Kamalova. "Teens English 8" pupils' book. Toshkent. "O'qituvchi". 2020.

IV. Special literature:

7. Anderson, N. J. (1999). Exploring second language reading: issues and strategies. Canada: Heinle & Heinle.

8. Awasthi, J. R. (2006). Textbook and its Evaluation. Journal of NELTA Vol. 11 (1-2). Pp1-10.

9. Bax. S. (2003). The end of CLT: a context approach to language teaching. ELT Journal, 57(3), Pp 278–287.

10. Belcher, D. D. (2004). Trends in teaching English for specific purposes. Annual review of applied linguistics. 24. Pp 165-186.

11. Bell, F. L. (2005). Comprehension aids, internet technologies, and the reading of authentic materials by adult second language learners. PhD dissertation. The Florida State University.

12. Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. The reading matrix 6(2). Pp 60-69.

13. Breen, M.P. (1985). Authenticity in the language classroom. Applied Linguistics, 6, 60–70.

14. Breen, M. P. (2001). Syllabus design. In R. Carter & D. Nunan (Eds.), The Cambridge guide to teaching English to speakers of other languages (pp. 151-159). Cambridge: Cambridge University Press.

15. Burns, A. & Seidlhofer, B. (2002). Speaking and pronunciation. In Schmitt, N. (Ed). An introduction to applied linguistics. New York : ARNOLD.

16. Canale, M. and Swain, M. (1980) Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics 1 (1), 1- 47.

17. Carter, R. & Nunan, D. (2001). The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press.

18. Chastain, K. (1988). Developing second language skills: Theory and practice. Orlando, FL: Brace Jovanovich.

19. Chavez, M. T. (1998). Learner's perspectives on authenticity. IRAL. 36(4). Pp 277-306.

20.   Crossley, S.A., Louwerse, M.M, McCarthy, P.M., & McNamara, D.S. (2007). A linguistic analysis of simplified and authentic texts. The Modern Language Journal, 91(1), 15-30.

21.   Dubin, F., & Olshtain, E. (1986.) *Course design*. Cambridge: Cambridge University

22.   Dobrosklonskaya T. G. "Questions of studying media texts (the experience of researching modern English media speech)". Ed. 2nd, stereotyped. - M.: Editorial URSS, 2005

23.   Farhady, H. (1995). On the specificity of purpose in ESP. in Miremdi, A. the proceedings of the second international conference in linguistics and applied linguistics. Tehran:Allameh Tabatabaee University Press. Pp 479-490.

24.   Farhady, H. (2005). Reflections on and Directions for ESP Materials Development in SAMT. In: Kiany, G. R., Khayyamdar, M. (Eds.), Proceedings of the First National ESP/EAP Conference (vol. 3). SAMT, Tehran. Pp 2-32.

25.   Fei, L. & Yu-feng. J. (2008). Application of authentic materials in extensive reading class in Chinese universities. US- China foreign language, 6(3). 11-14.

26.   Fedorov A.V. Basic theoretical concepts of media education / A.V. Fedorov, A.A. Novikova // Bulletin of the Russian State Humanitarian Fund. - 2012. - No. 1., C. 150

27.   Fedorov A.V. Basic theoretical concepts of media education / A.V. Fedorov, A.A. Novikova // Bulletin of the Russian State Humanitarian Fund. - 2012. - No. 1., C. 149

28.   Gilmore, A.(2004). A comparison of textbook and authentic interactions. ELT Journal, 58(4). Pp 363-374.

29.   Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. ELT Journal, 55(4), 347–353.

30. Gulikers, J. T. M. & Bastiaens, T. J. & Martens, R. L. (2005). The surplus value of an authentic learning environment. Computers in Human Behavior. 21. Pp 509–521.

31. Haley,M. H. & Austin, T.Y.(2004). Content-based second language teaching and learning. USA: Pearson education.

32. Harding, K. (2007) English for specific purposes. Oxford: Oxford University Press.

33. Harmer, J. (1991). The practice of English language teaching. London: Longman.

34. Harmer, J. (2007). *The Practice of English Language Teaching.* Malaysia: Pearson Education Limited.

35. Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. Educational Technology, Research and Development, 48(3), 23–48.

36. Horwitz, E. K. (2008). Becoming a language teacher: a practical guide to second language learning and teaching. Boston: Pearson Education.

37. Hwang, C. C. (2005) Effective EFL Education through Popular Authentic Materials. Asian EFL Journal. vol 7(1).90-101.

38. Ivanova L.A. Foreign language teaching and media education is a single process / L.A. Ivanova // Continuing education in Western Siberia: current state and prospects: materials of the fourth regional scientific and practical conference / otv. ed. OK. Sazonov. - Gorno-Altaysk: RIO GAGU, 2012., S. 91

39. Jordan, R.R. (1997). English for academic purposes: A guide and resource for teachers.

40. Karpova, L. V. (1999). Consider the following when selecting and using authentic materials.TESOL Matters, 9 (2).

41. Kelly, C. & Kelly, L. & Offner, M. & Vorland, B. (2002). Effective ways to use authentic materials with ESL/EFL students. The internet TESL journal. 8(11). Retrieved: http://iteslj.org/Techniques/Kelly-Authentic.html

42. Khaniya, T. R. (2006). Use of authentic materials in EFL classrooms. Journal of NELTA, 11(2). 17- 23.

43. Kilickaya. F. (2004). Authentic materials and cultural content in EFL classrooms. The Internet TESL Journal, 10 (7). Retrieved: http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html.

44. Kumaravadivelu, B. (1994). The postmethod condition: (E)merging strategies for second/foreign language teaching. *TESOL Quarterly, 28(*1), 27–48

45. Lee, W. (1995). Authenticity revisited: Text authenticity and learner authenticity. ELT Journal 49(4), 323–328.

46. Lin, Y. (2004). The effect of authentic materials on motivation and reading achievement of EFL learners in Taiwan. Unpublished PhD dissertation. La Siera University.

47. MacDonald, M. N.& Badger, R. Dasli, M. (2006). Authenticity, culture and language learning. Language and Intercultural Communication Vol. 6, No. 3&4. Pp 250-26.

48. McDonough, J. & Shaw, CH. (2003). Materials and methods in ELT. UK: Blackwell Publishing.

49. Maher Salah, Sh. (2008). The relationship between vocabulary knowledge and reading comprehension of authentic Arabic texts. Unpublished MA thesis. Brigham Young University.

50. Mishan, F. (2005). Designing Authenticity into Language Learning Materials. Bristol:Intellect.

51. Morrow, K. (1977). Authentic texts in ESP. In Holden, S. (Ed). English for specific purposes. London: Modern language publications.

52. Mikhaleva G.V. Integrated media education in the British school: analysis of the mandatory minimum content: [text] / G.V. Mikhaleva // Integration of media education in a modern school: collection of articles. scientific. tr. - Taganrog: Publishing house Taganrog. state ped. in-ta, 2012., C. 20

53.   Nunan, D. (1989). Designing tasks for the communicative classroom. Cambridge: Cambridge University Press.

54.   Nunan, D. (1988). *Syllabus design.* Oxford: Oxford University Press

55.   Novikova A. A. "Media at an English lesson: a technical means of teaching or media education?" // Media education. 2005. No. 1.]

56.   Oguz, A. & Bahar, H. O. (2008). The importance of using authentic materials in prospective foreign language teacher training. Pakistan Journal of social sciences, 5(4), 328-336.

57.   Onkovich A.V. Media didactics / A.V. Onkovich // Journalism and Media Education. - 2011. - T. 1. / ed. A.P. Korochensky. - Belgorod: Publishing house Belgorod. state university, 2011., C. 245

58.   Onkovich A.V. Media didactics / A.V. Onkovich // Journalism and Media Education. - 2011. - T. 1. / ed. A.P. Korochensky. - Belgorod: Publishing house Belgorod. state University, 2011., P. 346

59.   Palmero, N. C. (2003). The ESP teacher as a materials designer: A practical example. ELAI (4), 189-200.

60.   Paltridge, B. (2001). Genre and the language learning classroom. Michigan: University of Michigan.

61.   Posner, G.J. (1992). *Analyzing the Curriculum.* United States of America: McGraw-Hill, Inc

62.   Ratnawati. (2017). Developing A Lesson Plan for Teaching English Fo rSpecific Purposes to Adult Learners at A Private University. Journal of Applied Linguistics and Literacy. Vol 1 (2)

63.   Rechards, Jack C., Platt John and Platt Heidi, Longman Dictionary of Language Teaching and Applied Linguistics. Longman Group Limited, 1991. P. 90.

64.   Richards, J. C. (2001). Postscript: the ideology of TESOL. In Carter, R. & Nunan, D. (Eds). The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press.

65. Richards, J. C. (2001). *Curriculum development in language teaching.* Cambridge: Cambridge University Press.

66. Rogers, C., & Medley, F., Jr. (1988). Language with a purpose: using authentic materials in the foreign language classroom. Foreign Language Annals, 21, 467–478.

67. Shomoossi, N. & Ketabi, (2007). A critical look at the concept of authenticity. Electronic Journal of Foreign Language Teaching. 4(1). Pp 149-155.

68. Shrum, J. L. & Glisan, E. W. (2000). Teacher's handbook: contextualized language instruction. Boston: Heinle & Heinle.

69. Spelleri, M. (2002). From lessons to life: Authentic materials bridge the gap. ESL Magazine.

70. Su, Sh. (2007). Attitudes of students and instructors toward textbook-based language skills and authentic materials in selected adult English as a second language programs. PhD thesis. Spalding University.

71. Tarnopolsky, O. (2009). Content-based internet-assisted ESP teaching to Ukrainian university students majoring in psychology. The reading matrix. 9(2) pp 184-197.

72. Tatsuki, D. (2006). What is authenticity? The language teacher. 16(5). Pp 17-21.

73. Taylor, D. (1994). Inauthentic Authenticity or Authentic Inauthenticity? The Electronic Journal for English as a Second Language, 1(2).

74. Tomilson, B. (2001). Materials development. In Carter, R. & Nunan, D. (Eds). The Cambridge guide to teaching English to speakers of other languages. Cambridge: Cambridge University Press.

75. Velazquez, A. C. & Redmond, M. L. (2007). The Use of Authentic Texts in the K-12 Spanish Program. In McCoy, L. P. (Ed), Studies in Teaching 2007 Research Digest. Research Projects Presented at Annual Research Forum. NC, Winston-Salem. Pp 133-138.

76. Widdowson, H.G. (1998). Context, community and authentic language. TESOL Quarterly, 32(4). Pp 705-616.

77. Weller D. and Burcham C. Roles of Georgia Media Specialists Perceived by Teachers, Principals and Media Specialists, Perceptual and Motor Skills / D. Weller, C. Burcham. – 2011. – P. 1360-1362.

78. Weller D. and Burcham C. Roles of Georgia Media Specialists Perceived by Teachers, Principals and Media Specialists, Perceptual and Motor Skills / D. Weller, C. Burcham. - 2011., P. 1362

79. Кричевская Е.С. Аутентичные материалы, знакомящие учеников с культурой и средой обитания жителей страны изучаемого языка. // Иностранные языки в школе. -2006. - № 1.- с. 33-37.

80. Носонович Е.В., Мильруд Г.П. Параметры аутентичного учебного текста. // Иностранные языки в школе. - 2009. - № 1.- с.83-86.

81. Носонович Е.В., Мильруд Г.П. Критерии содержательной аутентичности учебного текста. // Иностранные языки в школе. - 2009. - № 2.- с.79-81.

82. Добросклонская Т. Г. «Вопросы изучения медиатекстов (опыт исследования современной английской медиаречи)». Изд. 2-е, стереотипное. — М.: Едиториал УРСС, 2005. — 288 с.

83. Медведева С. Ю. «Специфика языка печати как средства массовой коммуникации // Роль языка в средствах массовой коммуникации» — М.: 1996.

84. Новикова А. А. «Медиа на уроке английского языка: техническое средство обучения или медиаобразование?» // Медиаобразование. 2005. № 1. С. 107–112.

85. Пиванова, Ю. Е. Важность применения материалов СМИ при обучении иностранному языку / Ю. Е. Пиванова. — Текст : непосредственный // Молодой ученый. — 2018. — № 20 (206). — С. 407-409. — URL: https://moluch.ru/archive/206/50370/ (дата обращения: 16.08.2020).

86. Федоров А.В. Основные теоретические концепции медиаобразования / А.В. Федоров, А.А. Новикова // Вестник Российского государственного гуманитарного фонда. – 2012. – № 1. – С. 149-158.

87. Онкович А.В. Медиадидактика / А.В. Онкович // Журналистика и медиаобразование. – 2011. – Т. 1. / ред. А.П. Короченский. – Белгород: Изд–во Белгород. гос. ун–та, 2011. – С. 243–248.

88. Михалева Г.В. Интегрированное медиаобразование в британской школе: анализ обязательного минимума содержания: [текст] / Г.В. Михалева // Интеграция медиаобразования в условиях современной школы: сб. науч. тр. – Таганрог: Изд-во Таганрог. гос. пед. ин-та, 2012. – С. 17–22.

89. Иванова Л.А. Обучение иностранному языку и медиаобразование единый процесс / Л.А. Иванова // Непрерывное образование в Западной Сибири: современное состояние и перспективы: материалы четвертой региональной научно-практической конференции / отв. ред. О.К. Сазонова. – Горно-Алтайск: РИО ГАГУ, 2012. – С. 90–92.