

TECHNOLOGICAL MASS-MEDIA'S IN ENGLISH TEACHING AND LEARNING.

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Annotation: *In this article, media excels in helping teachers learn faster and easier for students. In addition, mass media has a positive effect and can change the behavior of students to be creative and dynamic, especially in the second case of English. After that, the role of the mass media as an integral part of the educational system and the learning process is needed, not as a tool in the learning process. In addition, using technology as media in the classroom is very beneficial in language learning. Media technologies can increase students' interest in the learning process.*

Key words: *mass-media's, teaching, learning, technology, methods, tools, materials, devices, systems*

INTRODUCTION

As in many countries worldwide, as part of the consequences of COVID-19 pandemic lockdown many schools in Uzbekistan were closed in March 2020. Although schools began later after some months, far-reaching restrictions remain in place, and any prediction as to when closures would end completely seemed to be hardly possible at the moment. Consequently, teachers face significant challenges adapting to media teaching and maintaining at least a minimum of communication with students and supporting students' learning and development. However, the extent to which teachers have successfully mastered these challenges and factors are most relevant remain unknown. The extensive school closures occurred during an era that has generally been shaped by rapid transformation in technological innovations and digitalization, not least in educational contexts. Subsequently, digitalization in schools has become a prominent issue independently of and before the COVID- 19 pandemic. However, in Uzbekistan as in other countries, many schools lag behind with respect to the expected Information and Communication Technologies (ICT) [1,2,3].

During last several decades, one of the most exciting changes in education is related to the word "technology". Although some debates regarding the effectiveness of technology have existed Kleiman & Kozma most researchers agree that technology can be used effectively as a cognitive tool as well as an instructional media. For example, Bruce & Levin suggest that technology can be helpful in classroom settings by encouraging inquiry, helping communication, constructing teaching products, and assisting students' self expression.

The technology in today's fields of teaching is often associated with the use of the information and communication technology (ICT). Related to the reality about the technology used in learning, the teachers have big roles in making it successful or not.

The teacher needs some skills in using those technology tools at school or university. Then to have a good result in using technology, the teachers should have a good attitude towards the technology used especially in in the era.

In addition, the result of some researchers has shown that the media has superiority to help teachers to deliver learning faster and easier for students. In addition, media have a positive effect and can change the students' behavior to be creative and dynamic especially in English language as a second situation. Then, the role of media is needed in learning process where media is not as a tool but as a part of integral in educational system and learning process [4,5]. Furthermore, the use of technology as media in classroom is very helpful in language learning. Media technology can increase the students' interest in learning process.

In this digital world the use of technology is ubiquitous and students' engagement with mass media is tremendous in the 21st century. Besides, technology has entered into our classroom, thereby pushing learning beyond the four walls of the classroom and textbooks. Hence, it is indispensable for the language teachers to forgo the use of mass media in the classroom. Effective usage of mass media can foster learner's learning experiences [6,7]. Mass media plays a significant role in all works of life and its intrusion in the English classroom can create wonders in the performance of the students. The use of the mass media resources can facilitate deeper learning such as problem solving skills and creative skills needless to mention cooperative learning. Furthermore, the amalgamation of sounds and visuals makes the learners understand the concept faster and their retention becomes stronger in teaching English as a second language. Teaching with technology can deepen student's learning by supporting instructional objectives [8,9].

Kress has affirmed that "the medium of books and mode of writing is giving way and in many domains has already given way to the constellation of medium of the screen and mode of image". In addition, Gurzynski-Weiss quotes Salomon who asserts that novel ideas and concepts can be easily comprehended when it is presented both in verbal and visual form. Further, "learner's attention and cognitive engagement are essential for language learning as it allows learners to focus on new information and to solidify formmeaning connections". Tafani in her research article on "Teaching English through Mass Media" states that the use of mass media for teaching English "provide students with lots of inside and outside classroom activities, promoting extensive reading by giving the students, the confidence and the ability to continue their reading outside the classroom and above all they enhance motivation". In addition, Sad is of the opinion that utilization of media technology breaks the monotony of traditional class teaching and makes learning enjoyable and stimulating". Further, Larsen-Freeman⁶ & Anderson⁷ supported the view that technology provides teaching resources and brings

⁶ https://www.uobabylon.edu.iq/eprints/publication_3_8715_1861.pdf

[https://www.scirp.org/\(S\(351jmbntv-nsjt1aadkposzje\)\)/reference/referencespapers.aspx?referenceid=2859166](https://www.scirp.org/(S(351jmbntv-nsjt1aadkposzje))/reference/referencespapers.aspx?referenceid=2859166)

⁷ [https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/referencespapers.aspx?referenceid=2440795](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/referencespapers.aspx?referenceid=2440795)
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learning experience in the learners' world. Through using technology, many authentic materials can be provided to learners and they can be motivated in learning language. Hence, it becomes imperative for the teachers to use mass media in the classroom for an effective and meaningful learning experience.

THE MAIN PART.

Technological media in teaching and learning English language

The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems, and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction. This is primarily achieved by enabling the students and/or teachers to revisit problematic content time after time until it is fully understood and assimilated. Familiarity with the concept of using modern technology is not merely limited to the use of modern appliances and devices, but rather obtains to the introduction of innovative systems and methods of teaching which facilitate faster and more comprehensive learning progression [10,11].

According to prevailing pedagogical theories, in utilizing the learning potential of technology students are better able to acquire and enhance their language knowledge and skills. The use of technology in teaching English consolidates the integrated view of the modern means, system and association with other components which benefits students by achieving the required results. The use of modern technology in English language teaching has therefore become indispensable, especially in the wake of unprecedented developments of the COVID-19 pandemic and insecurity in the nation and the world at large across numerous fields and disciplines. It is essential that the education sector keep pace of the global technological revolution by adopting modern technological means such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media, to optimize English language instruction and equip teachers to connect with classroom language learners in a systematic and advanced way especially in the era. The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning. While these affordances may be widely available to all, it is noted that teachers often play a key role in operating the different tools and teaching methods [12,13]. Moreover, many such programmes are specifically designed to promote effective English teaching whilst simultaneously increasing learner understanding and attainment of English language skills.

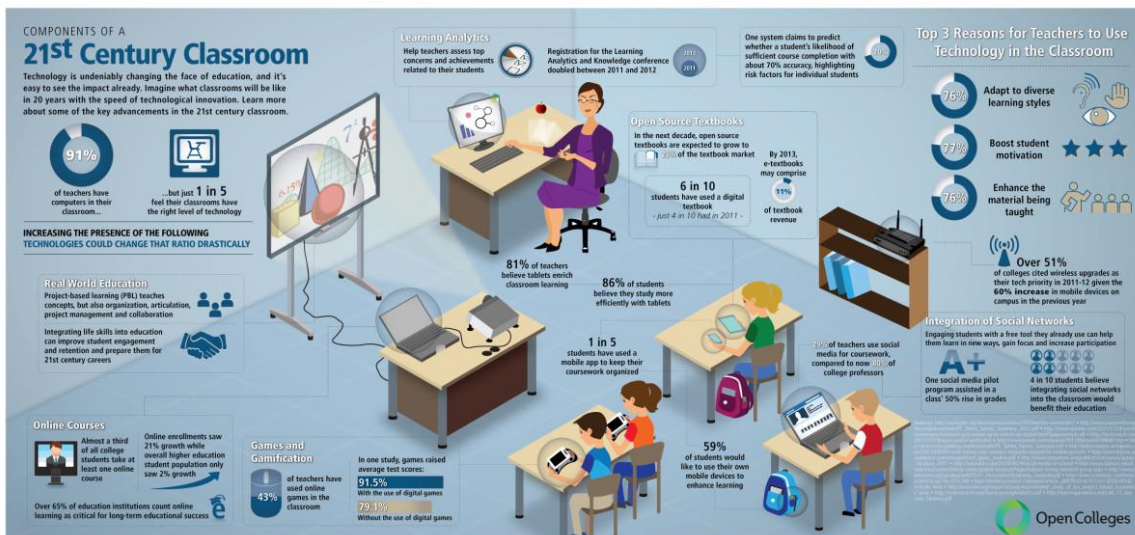


Figure 1

Reasons for using technology in teaching English language

Jacqui Murray, taxonomies the rationale for using technology in English language teaching as follows:

1. Technology allows students to demonstrate independence.
2. Technology differentiates the needs of students.
3. Technology deepens learning by using resources that students are interested in.
4. Students actively want to use technology.
5. Technology gives students an equal voice.
6. Technology enables students to build strong content knowledge wherever they find it.

Advantages and challenges of using technology in English language teaching

Merits of using technology in teaching English language

English-language students are highly implicated in and motivated by the use of modern technology such as radio, TV, computers, the Internet, electronic dictionary, email, blogs, audio-visual aids, videos, and DVDs or VCDs as follows:

1. The use of technology in teaching English is deemed interesting and motivating as the student reacts with the subject.
2. Technology plays an important role in the process of teaching English by enhancing timely understanding, and thereby enabling students more learn more efficiently.
3. Teachers perform more effectively when using modern technology since they can communicate with the students through a variety of ways.
4. The use of modern technology enables both teachers and students to access a wealth of books, publications, and references which are directly relevant to the English language curriculum.
5. Modern technology encourages student self-sufficiency which better equips them for the future.

6. Unlike traditionally passive teaching methods, modern technology teaching and learning aids incentivize both teacher and student.

Challenges of using media in teaching and learning of English language

The answers to the core research question are summarized as follows:

1. Studies confirm there are not enough English language instructors trained in the use of relevant technological teaching aids.

2. The survey found greater student response and interaction with the use of modern technology than traditional methods.

3. The study also showed that the language teaching process was hampered by the unequal availability of relevant technology across educational institutions.

4. Studies confirm that up-to-date sound and visual effects and tablet display devices are more effective in teaching English language skills due to their immediacy and user-friendly English content, which reflects real-life situations as opposed to the traditional means that students find contrived and boring.

5. As anticipated, the study confirms that the use of technological media leads to enhanced learner outcomes including better student motivation, improved achievement levels, and increased interaction between students and teachers. It improved student self-learning, self-reliance, positive self-talk were also observed, as were maximum utility of time and effort for both the teachers and students [14]. Going forward, it is evident that the various modes and sources of modern classroom technology have proven their reliability and effectiveness in the comprehensive, relevant, and timely instruction of contemporary English language skills.

RECOMMENDATIONS

In light of the findings, the researcher suggests the following:

1. Substitute modern technology for obsolete English language teaching methods.

2. Provide appropriate training for all teachers to use modern technology in English language teaching.

3. Adopt complete electronic curriculum projects in line with modern requirements.

4. Urge English teachers to encourage students to use modern technology as a means to develop their language skills.

5. Establish Internet networks within educational institutions to equip teachers to properly avail of modern technology.

6. Provide appropriate student training in all forms of available technology in order that they maintain pace with the requirements of the electronic curriculum.

7. Establish an English language teaching portal school-home connection to enable students to learn in their free time.

8. English teacher development of classroom dialogue and discussion programmes which use modern technical means such as screens, projectors, and smart panels in order to promote student mastery of the English language.

CONCLUSION

In summary, it is clear that despite genuine efforts to modernize traditional methods of teaching English, residual obsolete practices should be phased out and replaced by the use of the available technology on offer via computer, smart devices, display, audio-visual materials, and electronic approaches. This study underscores the vital educative potential and numerous benefits of technology in the English language classroom for positive learning outcomes in the language classroom and the wider world, the financial implications of setting up the infrastructure, and encouraging teachers to overcome their anxieties around of teaching technologies. Of course, the purpose of both traditional and modern technologies is to maximize students' English skills and provide a space where learning can be best facilitated. One of the ultimate goals of using technological media is to actively engage students in language learning and motivate them to acquire English language skills in a practical and realistic way.

This can be achieved through an open learning context which fosters openness and access to the subjects and information through modern technology means, wherein students are motivated and directed to communicate with each other. In terms of future development, it is clear that multimedia will be integral to the student-centred process of teaching English to modern standards. As such, the quality of teaching and application of students to modern educational foundations would benefit from an extensive survey of English language skills in to improve overall communication proficiency.

In conclusion, we believe that this process can fully enrich student thinking and practical language skills and promote improved efficacy in overall teaching and learning especially in the pandemic and insecurity era. Indeed it is evident that many routine learning issues that can be overcome through the effective incorporation of technology and appropriately trained teachers, while funding ramifications can be addressed through ministerial planning and the establishment of an infrastructure which prioritizes the interests of effective learning considering the bedeviling COVID-19 in the world at this time.

In fact, current technology offers a vast array of affordances to enhance the efficacy, methodologies and interest level of teachers. Moreover, studies of teaching English with the addition of technological tools found it enabled students to be more pro-active and to learn in line with their particular interests and abilities.

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