



ENGLISH-LANGUAGE MEDIA TEXTS IN THE CONTEXT OF INTERACTIVE TEACHING METHODS

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Annotation:

This article offers some interactive methods of teaching English on the material of British high-quality newspapers based on media linguistics. Media linguistic categories are system-forming factors for the development of methodological support. Interactive techniques contribute to the success of the language acquisition process.

Keywords: English language teaching, interactive teaching techniques, media linguistics, news text.

The global integration process and new information technologies have led to the formation of a qualitatively new level of cultural and communicative space. The changed conditions dictate updated approaches to the goal of educational policy. The education system faces challenges related to meeting the current needs of the country in training a well-educated person who has a good command of his chosen specialty and is able to use a foreign language as a means of communication. Teaching foreign languages is becoming a dynamically developing link in the education system, covering not only schoolchildren, but also a significant part of the adult audience who want to master a foreign language both for professional activities and for communication at the level of personal contacts. In our opinion, a new approach to understanding the goals of language education in the system of additional vocational education can be implemented on the material of quality newspapers integrated into the main curriculum.

Recently, the media have begun to play one of the leading roles in the life of modern society, influencing directly or indirectly all the processes taking place, including the field of education. If earlier the education system had a decisive impact on students, now educational institutions are gradually losing their monopoly right to transfer the accumulated experience to new generations in the form of knowledge and methods of activity, and the media are increasingly taking on educational and educational functions. Education is faced with the need to consolidate a leading position in the formation of a holistic picture of the world among students.





Establishing a successful contact in terms of language and content, creating a positive emotional mood and natural communication situations in the educational process when referring to a media source is possible provided its credibility. Research in the field of social psychology confirms that such important characteristics of the source of information for the communicative impact as prestige, adequate knowledge of reality and competence ensure the effectiveness of communication. British high-quality newspapers ("Times", "Guardian", "Daily Telegraph", "Financial Times", "Independent", "Sunday Times", "Observer", "Sunday Telegraph", "Independent on Sunday") are authoritative universally themed publications that occupy an honorable place in journalistic practice. They are aimed at readers who want to get information about important news and are interested in articles of a problematic and debatable nature.

The study of the features of media texts is engaged in a separate direction in linguistics - media linguistics, which gives a holistic, internally structured view of media texts. Media linguistics considers media text as a multilayered, multilevel semiotic phenomenon realized in the dialogical unity of linguistic and media features. From the position of media linguistics, a classification of the main types of media texts has been developed, which include news (news stories, news in brief), analytics under the heading "analysis-opinion-comment-debate", essay articles (features) and advertising (advertisements). Text types are understood as classes of texts characterized by a stable set of linguistic, content and format properties. For example, news texts at the format level are represented by short messages and fully formed texts, at the language level they are dominated by adjectives and nouns with zero expressive evaluation, clichéd phrases correlated with the main stable mediatopics, etc.

The newspaper text in this article is considered not only as a media linguistic object of another culture. From the standpoint of linguodidactics, the media linguistic characteristics and requirements for the organization of the learning process are in relation to interdependence. Relying on this classification makes it possible to distinguish between the concepts of news - comment - feature, united by the general concept of "article" as a newspaper article, when developing methodological support. Media linguistic studies indicate that the basic texts are news. In this paper, some methodological techniques for working with them will be considered.

In the methodology of teaching foreign languages, the use of interactive teaching techniques in the conditions of collective interaction becomes relevant: educational games, role-play and simulation games, dramatization, projects, interviews, brainstorming, drawing up a semantic map, information gap, jigsaw exercise, problem solving and decision making, exchange of opinions. Interactivity in teaching





is understood as interaction and communication of subjects of the learning process with each other, carried out in cooperation and having a transformative character. Interactive teaching methods that can be used most effectively in the conditions of integration of language and media education, methods of foreign language polylogical communication, the method of cases/analysis of practical situations, methods of problem-based project training.

Discussion as a purposeful exchange of opinions and value judgments on a problem can take various forms: a round table (news roundtable talks), thematic conferences (buzz-topic conferences), talk shows (vox pop opinion shows), debates (topical debate clubs). When solving problematic problems, the presence of different points of view among students creates the basis for a group-wide discussion, in which the ability to think critically, argue and effectively influence the audience develops. Psychologists say that the perception of media reports is of a two-stage nature, the essence of which is that “the final opinion of individual readers, listeners and viewers on certain issues covered in mass communication is formed, as a rule, after discussing the relevant messages with other people.” Postulating about the two-stage nature of media text perception allows us to conclude that the socio-psychological essence of media text perception creates a motivational basis for discussion after reading a newspaper article in order to confirm, correct or refute the information received.

Most often, it is possible to hold a round table meeting based on brief news reports. Articles are pre-distributed, participants are assigned role status (scientists, crime news reporters, education / health / political / business / environment / arts correspondents, etc.). Due to the time frame, the time limit for each performance is limited to two minutes. The setting is given for a brief summary of the article with comments based on speech experience in English and role status. Given that the experience of students to perform the functions of a presenter at first is insufficient, these functions are performed by the teacher. As students gain experience, they take turns acting as a moderator, whose duties include preliminary familiarization with the agenda and planned messages, drawing up a discussion plan and priority, introducing participants, a brief introduction to each topic, encouraging participants to exchange views and summarizing the discussion. In advance, a list of speech-organizing formulas is proposed for use, allowing the presenter to logically and consistently build his statement in English.

Such round table meetings stimulate speech expression and the desire to prove one's point of view, since the content of news texts, due to the universality of information, is more or less known to the reader of any society. Even less prepared students express a desire to participate in the comments and take on the functions of a presenter. The





role of the teacher, who does not interfere in the course of the discussion, is reduced to the diagnosis of educational activity. A mandatory stage at the end of the work is the implementation of feedback with the discussion of lexical and grammatical errors. Viewing the discussion recorded by the teacher on videotape allows students to objectively evaluate their speech and non-speech activities.

To obtain the planned results, the preliminary work includes the preparation of key arguments suggesting a clash of opposing opinions. The speech activity of students is stimulated and directed with the help of comments and questions from the teacher in order to develop the ability to make a comparison, generalize, express an independent, logically sound judgment.

The conditions for the implementation of project activities, interesting topics, the degree of readiness of students to carry out this type of activity, the availability of methodological recommendations, the provision of consultations and the conduct of current and interim control. The structure of the method in general terms can be represented as follows: problem definition, hypothesis formulation, data collection, their systematization and analysis, hypothesis testing, summing up, preparation of speech and non-speech product in verbal, graphic, illustrative and pictorial form (report, thematic collages, photomontage, etc.), presentation, analysis by students of their activities.

The next stage of the work was the planning and distribution of tasks, taking into account the interests and opportunities for access to quality newspapers. Taking into account the learning objectives and conditions of learning English in a non-linguistic environment, more emphasis was placed on the regular exchange of collected information, the differentiation of facts and opinions in the classroom in English. In the penultimate lesson, the information was compiled from the point of view of its practical application. The final lesson was the summing up of the research results in the form of an oral presentation in English (each student was responsible for a certain range of questions).

Interactive methods of work ensure the development of communicative, informational, search and cognitive skills, the ability to independently acquire knowledge through the assimilation of various ways of activity necessary for the self-realization of a person in cognition, work, creativity. The information gleaned from newspapers is the basis for a lively conversation, since the relevance and relevance of the information are of personal importance to each of the participants, and knowledge of the social context, due to the homogeneity of the issues on a global scale, is an incentive to contribute to the discussion of problems, which leads to the development of spontaneous speech and overcoming the communicative barrier. Consequently,





communication by means of authentic newspaper text is natural and motivated in an artificially created foreign-language learning environment.

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