

## Modern Mass Media and Its Impact on the Process of Learning and Teaching Languages

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**Abstract:** *This article is devoted to study the benefits of using various mass media in teaching foreign languages, problems of integration of information and communication technologies into the traditional educational process. This article also presents a selection of current foreign-language printed publications, their versions in electronic format, as well as Internet sites of international public information TV channels and news agencies.*

**Keywords:** *modern mass media, information function, correlation function, continuity function, heritage transmission, entertainment function, mobilization, auditory media, visual media, audiovisual media, social networks*

Mass media is used in the process of teaching foreign languages. An attempt is made to determine the content of teaching a foreign language through mass media based on these examples. Based on these examples, the objectives of teaching a foreign language are defined and an attempt is made to determine the content of teaching a foreign language through the use of mass media. Modern media, merits and demerits of their use, also some aspects of influence on the perception of the world are characterized. A number of exercises are provided for acquaintances of students with mass media as newspapers, radio, the Internet, which can serve as a tool for educational purposes. In the lessons of a foreign language, the methods of preparation of preliminary activities and practical activities are presented [1].

Nowadays foreign media is the main resource of information, presented in any foreign language. It is told about the loss of the literary language in modern culture and the status of the acquisition of its media language. Every day a person gets new information about what is happening around. This can be written or orally, but the main sources of the flow of information are radio, television, newspapers or the Internet that are united in one single concept - "media" [2]. The media that can be used in the teaching process is called teaching media. The aim or goal of the teaching media is what it is about. Learning a foreign language requires patience, energy, time, creativity and competence. There are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be careful when choosing which media to use [4].

The attempt is used to describe the functions of mass media is not only to understand their characteristic features, directions of impact, but also to define and indicate their exceptional character among other means of social communication. The functions of mass media are understood as activities, tasks, relations, mutual dependencies, and even positions or duties. H. Lasswell, as one of the first scientist, was making theoretical considerations on the functional dimension of mass media and mass communication, claiming that social communication functions are a prerequisite for maintaining a society's existence, integration, continuity and social order, with the reservation that mass communication can also reveal dysfunctional consequences. The main functions of mass media defined by Lasswell referred to:

- super vision of the surrounding;
- correlation of the group reactions in a society on its surroundings;

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- transmission of cultural heritage [7].

D. McQuail combined the hypotheses of H. Lasswell, C. R. Wright's achievements as well as the results of his own research and proposed a typology of the functions of mass media in a society

- Information function.
- Correlation function.
- Continuity function (heritage transmission).
- Entertainment function.
- Mobilization function [3].

The educational functions of the media include some of the functions mentioned to some extent. It is based on providing information about the surrounding world and presenting knowledge of the conformation of knowledge. From this point of view, modern media perform an important task of teaching recipients about the world. However, educational functionality is not only to provide information, not only provide explanation and implementation of embodiments in a particular context, so they cannot be used correctly. This educational function uses a mass communication medium in pedagogy and school education. In this sense, the impact of the media is something rather than a long concept of lifelong learning [8]. The appropriate definition of the media function reflects the impact of research on the use of traditional approach to these studies is to try to answer questions, in direct manner directly; we have the impact of the media. Recent approaches invest the problem; people do what people have with the media and how they use them. This research perspective is more pronounced in the fields of research that are two intensive and practically practiced according to T. Gobanklas. The basic assumptions of the use and satisfaction theory are as follows: the choice of media and media content is usually rational and calculated for certain specific purposes and satisfaction (so that the audience is active and its creation can be explained in logically), member audiences understand their media needs, these needs derive from their personal and social environment, and they can express these needs through their motivations. In general, usability is a more important factor shaping the audience than aesthetic or cultural factors. All or most of the factors that shape the audience (motivation, perception or earnings, media choices, social variables) are usually measurable. The most commonly used media classification, included in educational activities, is divided into: - *auditory media*, which affect the recipient via the ear canal, which is used while listening to music, radio, mp3.

- *visual media*, which affect the viewer through the visual channel, due to the use of the image, and a moving image such as a movie.
- *audiovisual media*, which affect the recipients via their sensory channels [9]. The presented classification is only an example of the multiple divisions available today. One of the examples of effective connection of the didactic process with the Internet network in the foreign language learning process is e-learning. This form of educational platform is a virtual work environment used by students and teachers [6].

To sum up the media can connect students with real audiences. Media education allows students to exercise their right to freedom of expression and self-identification of the relevance and topicality of problems covered in the media, which contributes to the personal development of students. Foreign mass media in the teaching of a foreign language are considered as the main tool for both learners and teachers. If students have never really used their language skills, they will soon lose motivation to learn.

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