

DIDACTIC OPPORTUNITIES OF ENGLISH MEDIA TEXTS IN FORMING AMONG FUTURE ENGLISH LANGUAGE SPECIALIST'S SOCIOLINGUISTIC COMPETENCE

©*Kaikybasheva A., Ph.D., Osh State University, Osh, Kyrgyz Republic, aizada72@bk.ru*

©*Kadenova Zh., Ph.D., Kyrgyz-Uzbek International University named after B. Sydykov, Osh, Kyrgyz Republic, kadenova_edu.kg@bk.ru*

©*Zharmatova E., Osh State University, Osh, Kyrgyz Republic*

©*Pusurova S., Osh State University, Osh, Kyrgyz Republic*

ДИДАКТИЧЕСКИЕ ВОЗМОЖНОСТИ АНГЛИЙСКИХ МЕДИАТЕКСТОВ В ФОРМИРОВАНИИ СОЦИОЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ У БУДУЩИХ СПЕЦИАЛИСТОВ АНГЛИЙСКОГО ЯЗЫКА

©*Кайкыбашева А. К., канд. филол. наук, Ошский государственный университет, г. Ош, Кыргызстан, aizada72@bk.ru*

©*Каденова Ж. Т., канд. пед. наук, Кыргызско-Узбекский международный университет им. Б. Сыдыкова, г. Ош, Кыргызстан, kadenova_edu.kg@bk.ru*

©*Жарматова Э. К., Ошский государственный университет, г. Ош, Кыргызстан*

©*Пусурова С. Т., Ошский государственный университет, г. Ош, Кыргызстан*

Аннотация. Рассматриваются дидактические условия, возможности и роль англоязычных медиатекстов в формировании социолингвистической компетенции будущих учителей английского языка при преподавании иностранных языков в высших учебных заведениях нашей страны, анализируется преимущество многоязычия, которое позволяет подрастающему поколению свободно интегрироваться в процессы глобального развития. Объектом нашего исследования является социолингвистическая компетентность в образовательном процессе по иностранному языку в вузах. Предметом исследования являются дидактические возможности англоязычных медиатекстов в формировании социолингвистической компетенции будущих специалистов по английскому языку. Целью нашего исследования является определение дидактических возможностей англоязычных медиатекстов в формировании и развитии социолингвистической компетенции будущих специалистов по английскому языку. Для достижения этой цели были использованы такие методы, как теоретико-аналитический (анализ методической литературы), системный подход (педагогическое проектирование и моделирование) и методический эксперимент. Результат исследования показывает, что наиболее часто используемые тексты актуальных новостей обладают очень высоким потенциалом для формирования социолингвистической компетенции будущих специалистов по английскому языку. Ценность работы заключается в том, что результаты исследования внесли определенный вклад в понимание роли англоязычных медиатекстов в формировании и развитии социолингвистической компетенции будущих специалистов по английскому языку.

Abstract. The article examines the didactic conditions, opportunities and role of English-language media texts in the formation of sociolinguistic competence of future English teachers when teaching foreign languages in higher educational institutions of our country, analyzes the advantage of multilingualism, which allows the younger generation to freely integrate into the processes of global development. The object of our research is sociolinguistic competence in the

educational process of a foreign language in universities. The subject of the study is the didactic possibilities of English-language media texts in the formation of sociolinguistic competence of future English language specialists. The purpose of our research is to determine the didactic capabilities of English-language media texts in the formation and development of sociolinguistic competence of future English language specialists. To achieve this goal, such methods as theoretical and analytical (analysis of methodological literature), systematic approach (pedagogical design and modeling) and methodological experiment were used. The result of the study shows that the most frequently used texts of current news have a very high potential for the formation of sociolinguistic competence of future English language specialists. The value of the work lies in the fact that the results of the study have made a certain contribution to understanding the role of English-language media texts in the formation and development of sociolinguistic competence of future English language specialists.

Ключевые слова: медиатекст, лингвистика, национальный менталитет, социальная культура, средство образования.

Keywords: media text, linguistics, national mentality, social culture, means of education.

The use of media texts plays an important role in the methodology of teaching foreign languages in higher educational institutions of the country. As stated in the National Development Strategy of the Kyrgyz Republic for 2018- 2040, "Fundamental changes in the education system will lead to the expansion of the use of international languages in all spheres of public life. Multilingualism allows the younger generation to integrate freely into the processes of global development" [1]. Therefore, the use of media technologies in the formation of sociolinguistic competence of a future English teacher is an urgent didactic problem.

The name "mediatext" appeared in English literature in the 90s of the twentieth century. Van Dijk, A. Bell, R. Fowler, M. My measurements were scientifically substantiated by foreign scientists, such as. The Russian linguist-methodologist S. I. Bernstein, M. V. Zarva, G.Ya. Sogodin, S. I. Treskova, B. V. Krivenko, A. A. Tertychny, T. G. Tertychny, T. G. The meaning and content of the concepts of text and media text are also discussed by Dobrosklonskaya et al. The concept of "text", as it is presented in linguistic dictionaries, can be called the periodic appearance of sign units, the main characteristics of which are combined, and others are adapted to semantic relations [2].

The researchers note that it can be said that "media texts" were created as a result of using language as the best means of learning a language in aspects of mass communication itself. According to T. G. Dobrosklonskaya, "media texts" can be called attracting corporately developed information to a mass heterogeneous audience, even with the help of mass media [3].

The use of media texts in English language exercises is considered a natural phenomenon. Media texts are also widely used by teachers in the process of teaching English, both in terms of basic teaching tools and in terms of content. By the way, it should be noted from here that the texts of mass media today are an integral part of the English language and are used as authentic materials in the learning process, modeled in such a way as to correspond to the content of the topic, based on the fact that they are a means in a separate education, and from them you can get detailed information about the state, what language [4].

Usually, when it comes to text, we talk about verbal signs, but the media text goes beyond oral speech, because it also includes signs that are not a separate form, are not made up of separate

verbal signs. In linguistics, such texts are called "polycodes" [5]. Many researchers adhere to similar ideas about the media text, which is used as a means of mass communication in relation to it. Media text as a type of information projected to a large audience of mass media, the information of a positive media text is sent to the audience.

Thus, the texts transmitted to the reader, listener, viewer through TV shows are characterized simultaneously by three forms: verbal signs (words, phrases and sentences), consisting of images and sounds, form the educational character of a person as a complex organism. It also describes the media text as a set of verbal and media characteristics. Well-known researcher of mass media problems Allan Bell in his book "Approaches to Media texts" writes that the characteristics of media texts are wider than those of the traditional type of text written in ink and printed on paper, which includes a word, melody, sound effect, image, etc. that is, the author describes all the characteristics of the concept of media text that exist today, the emphasis is on the fact that the text is not traditionally considered as words printed on paper, since the concept of media text is becoming more and more broad, It combines not only words, but also sound and visual effects, as well as much more [6].

According to T.G. Dobrosklonskaya, the mass media and mass communications cannot be considered as equal, since the mass media is a combination of technical means, united organizations and human rights that can participate in the mass dissemination of information [7]. Within the framework of the above characteristics, it is advisable to emphasize that media texts are placed in relation to a large audience. Mass feature of communication, according to A. N. Bogomolov, characterized by his large size and the nature of the audience element, the absence of direct two-way interaction and one-sided evaluation [8].

Thus, the size of the audience significantly affects the composition of media texts and their language features. Media texts are classified according to the way they are transmitted on radio, television and the Internet.

Studies confirm that a large number of different texts are used in television broadcasts as a means of mass communication. We have divided television media texts as a learning tool into six main types depending on the size and content: texts about current news; informational and analytical texts; advertising texts; political, social, official texts; interview texts; literary texts.

Research shows that the most frequently used texts of current news have a very high chance of forming sociolinguistic competence among future English language specialists. It stands out for its speed, ability to assimilate various situations of social life, its attractiveness, high level of student engagement, as well as the fact that it serves to improve the vocabulary of the English language through the assimilation of words, its political and social nature in terms of meaning, ensuring that it can quickly learn news happening in the world.

That is why it primarily performs the function of mass communication and dissemination of information, which is the main function of the language. A future professional acquires sociolinguistic knowledge, experience and skills thanks to the environment and news in our country and other countries, current and ongoing, planned, related to all life situations, political, economic, social (education, health, culture, sports, social protection of the population, entertainment materials for entertainment in his country). free time, international news).

Secondly, media texts of this type are provided to the student at the same time every day based on a certain official format, which is provided to the student based on a sample of the same type. This makes the student think about impatiently waiting for news. New information generates a desire to express your point of view correctly and clearly, artistically in English in front of friends and a teacher with the help of text. Thus, a future English language specialist will develop listening,

vision, speech and writing skills.

Thirdly, on the basis of the following characteristics of news texts, the competence components of future English language specialists will be developed:

- brief and precise construction of words and phrases in a position corresponding to grammatical rules;
- the content of news texts, the ability to contain a large amount of information for a limited time;
- reliability of information, facts;
- sensitivity to the transmission of information, the ability to express verbal and non-verbal feelings;
- ability to observe the rules of speech culture.

Fourth, the student understands the meaning and essence of information innovations, the reflection of certain ideas.

Working with the material available in the classrooms allows teachers and future specialists to solve the following methodological tasks:

- improves the vocabulary of the teacher and the student, contributing to the work with grammatical skills that most fall under the culture of speech in accordance with the requirements of the time;
- improves reading, listening, eavesdropping, critical thinking skills, develops oral and written monologue and dialogic speech;
- contributes to obtaining new linguistic information on country studies;
- have access to a wide range of new information about socio-cultural and sociolinguistic representations;
- develop sociolinguistic communication skills;
- to be able to get acquainted with operational sources of a wide range of social orientation in a short time;
- develop critical thinking skills;
- the welfare, socio-economic situation, respect for the traditions of other nations and nationalities are increasing, the quality of tolerance is being formed.

The use of mass media texts in the learning process contributes not only to the development of the above-mentioned properties, but, perhaps, also to the ability of the individual to participate as an active subject of communicative, managerial and joint social activities, freedom of thought, deliberation and decision-making, the ability to handle information correctly, the ability to identify and solve problems, flexibility and curiosity in rapidly changing life situations, creativity, the ability to find adequate solutions and tolerance form "communicative defeats".

In our study, media texts of the TV programs "News" and "BBC Kyrgyzstan" in Kyrgyz and English were used, and the result proved the correctness of our advanced scientific ideas about the use of media texts in the formation of sociolinguistic competence of future English language specialists.

Firstly, television news in the language of the studied state reflects the diversity of events in all spheres of life of native speakers of this language. This is undoubtedly the English language, and it can arouse the interest of future specialists in studying the cultures of the peoples who speak this language. The very presence of interest is also a motivation for a future English language specialist, which means that it is considered a key factor in improving the learning process. Understanding the significance of all social processes taking place in the country allows analyzing the social situation in many states. This, on the other hand, will help the future English language specialist to develop

sociolinguistic skills.

Secondly, the connection of the text with each other simultaneously with the help of video, musical accompaniment and oral text affects the student in three different states. In the methodology of teaching a foreign language, if the audio application is represented by a plot, then as a result, the teacher has fully achieved his goal in the classroom, when the student understands the meaning of English as fully as in his native language. In addition, the video shown by voice creates the illusion that a foreign language is in the country being studied.

Thirdly, when the language of a news text is associated with reflexive words and sociolinguistic ideas about the state being studied, a rich text or demonstration can help a future specialist learn more information about his country and the social life of the state in which the language is being studied. Thus, generally speaking, media texts serve as a necessary methodological aid for the professional study of a foreign language and the people, culture of the country in which the language is being studied. As a result, it can be considered that this feedback can serve as a role model in the formation of communicative and sociolinguistic competence among future English language specialists.

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