

# APPLYING THE MASS MEDIA WITH THE AIM TO TEACH FOREIGN LANGUAGES

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**Abstract:** *living in the age of information technology, people are accustomed to an endless stream of new information. In this regard, there was awareness in various fields, whether it is politics, economy or education. All this provides an opportunity to satisfy many needs of human life. In this article the talk goes about the means of mass media and its use in language learning scope.*

**Keywords:** *media, methods of teaching foreign languages, authentic materials, language environment.*

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Every day a person receives new information about what is happening around him. It can be written or verbal, but the main sources of information flow are - radio television newspapers or the Internet that are combined into one concept - “**media**”.

The term "media" comes from the French "*moyens d'information de masse*" in 1970 and began to be introduced into the country under the guise of innovation, in spite of the fact that in French it was practically out of use even in the second half of the 60s. In addition to the use of the term “media”, there is a similar concept - “mass media”. The term “**mass media**” originated from the English “mass media” and is short for “Media of mass communication”, which means “media communications”.

In other words, the media is collected, processed and analyzed the information in such sources as: newspaper, radio, television, Internet, etc., making free availability and having a massive scale, which means that the media applicable in various types and areas of activity. The use of media in education, namely in the classroom of foreign languages is increasing every day. With the use of information technology teachers are able to use various media to enrich the language environment of our class, which helps speed up the learning process, improve mastering the subject, instill an interest into the studied subject. The method of teaching foreign languages involves the use of media in educational process as an effective means of learning oral foreign language communication as a goal and, at the same time, as a natural result of learning activities. The special role of authentic media in the methodology of teaching FL is in that they maximally bring students closer to real information sources and "immersed" in the world of current events [1].

Modern visual media provide a huge amount of material in print as well as digitally using pictures, videos, graphs, etc., to create a more suitable learning environment. The media provide a huge amount of new materials to a teacher who can easily find information relevant to his program. All this help student generally to achieve a fluent and competent knowledge of a foreign language.

The newspaper tells the reader about real-life events and is consonant with many topics. The teacher should only select the appropriate material that will correspond to the age level of the student and the level of his language proficiency. Undoubtedly, you need to take into account the volume, themes, difficulty of understanding the text and many other factors that may backfire.

From a methodological point of view, as T. G. Dobrosklonskaya writes, working with a newspaper significantly enriches and revitalizes the learning process, at the same time allowing the teacher to solve a wide range of tasks.

The use of multimedia technology in training allows for lack of natural language environment to create conditions as much as possible close to real speech communication in foreign languages [3]. The following learning tasks can also be overcome, such as: consideration dialects of the language, obtaining new knowledge about the country of the target language, repetition vocabulary, or vice versa, vocabulary expansion, use video footage to search for language information and more. All this is not only motivation for the learner, but also pushes him to delve into the study of foreign language independently [2]. In the past decade, the Internet has become increasingly popular.

The Internet - is a special environment, which is peculiar to a special language, special content and it has extensive young audience. Also, the multimedia space of teaching a foreign language has such tasks that are not only to systematize and present educational material, but also to visualize the context of practical use of specific educational material. Thanks to these tasks, the teacher supports student motivation, turns the process of learning into a process development of language competencies.

Since the multimedia language is multi-functional, it has various ways to communicate information - visual (video, picture), auditory (audio), oral (speaking) and writing (texts).

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