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THE ROLE OF MEDIA RESOURCES IN THE PROCESS OF THE DEVELOPMENT OF THE ENGLISH LANGUAGE COMMUNICATIONAL SKILLS OF HIGHER SCHOOL STUDENTS

Summary. The article deals with the issues of the importance of media resources on English lessons in higher school. The author highlights the main methods of using media resources by a teacher. It is emphasized that the use of audio and video materials by teachers plays an important role in establishing feedback from students. The ways of the correct selection of media materials for the lesson are mentioned. It is also noted that the use of media resources in the classroom produces students' critical thinking.
Keywords: media, feedback, educational process, thinking, resources.

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РОЛЬ МЕДІА РЕСУРСІВ В ПРОЦЕСІ РОЗВИТКУ КОМУНІКАЦІЙНИХ НАВИЧОК АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ ВИЩОЇ ШКОЛИ

Анотація. У статті розглянуто питання значущості медіа ресурсів на уроках англійської мови у вищій школі. Автором виділено основні методи використання медіа ресурсів вчителем. Підкреслено, що використання аудіо та відео матеріалів викладачами грає важливу роль у встановленні зворотного зв'язку зі студентами. Зазначаються шляхи процесу правильного підбору медіа матеріалів для уроку. Окремо зазначено, що використання медіа ресурсів на уроках продукує розвитку критичного мислення у студентів.
Ключові слова: медіа, зворотній зв'язок, освітній процес, мислення, ресурси.

Formulation of the problem. The reasons of the fact why we must use media resources during the process of a foreign language studying at a high school is obvious to experience teachers. It should be noted that media resources and media in common help us to motivate students by drawing a "bit of real life" into a class, thus, revealing the language in a more complete communicative context. The following statements indicate the justification for the use of media resources in the process of studying of foreign languages:

The relevance of the research is beyond doubt, since the analysis of the role of media resources in the educational space has become one of the key problems of modern pedagogy. The issue of using media resources on the English lessons is in the centre of modern teachers' attention.

The subject of the study is the process of learning English with the use of modern media resources.

The object of research is the area of modern media resources in the educational environment.

The aim of the study is to analyze the problems associated with the use of media resources on the English lessons, as well as a description of how to use effectively them in order to achieve maximum student outcomes.

Analysis of research and publications. The native and foreign researchers, such as: Shcherba L.V., Rudnev V.P., Shevchenko M.Y., Sherman J., Shirley B., Gaddes M., have described the problem of the role of media resources in the educational environment in their works.

Presenting of main material. As teachers of English, now we meet a new generation who use the media area as the main source of information: «No generation has been so close to media resources as the current one, since nobody previously had such open access to so many different types of media and the diversity of media production» [5, p. 7].

A cognitive theory of multimedia learning has been presented by researchers which is based on three assumptions suggested by cognitive science research about the nature of human learning – the dual channel assumption, the limited capacity assumption, and the active learning assumption. The dual channel assumption is that humans possess separate information processing systems for visual and verbal representations. For example, animations are processed in the visual/pictorial channel and spoken words (i.e., narrations) are processed in the auditory/verbal channel. The limited capacity assumption is that the amount of processing that can take place within each information processing channel is extremely limited.

Today, media always go a step further by teachers. When students come to the university, on this stage they are already well trained by television, radio, Internet, etc. This is a fact that should not be ignored as we are able to take advantage of it and open its positive side.

It must be admitted that today there is no way to avoid the influence of the media. They are part of our lives. Thus, if we teach students how to professionally analyze the media, we will help them develop a range of the individual, practical, social, cultural and intellectual skills that they will need in the future. So, we must begin to analyze television, computer games, the Internet and other media to use them not only as educational material but also as an effective way of motivating students. We must make it clear to students how the media mechanisms work, that is, to have a certain degree of literacy in evaluating and using their capabilities.

ПЕДАГОГІЧНІ НАУКИ

We described the media resources as follows:

1. Mass media provide enormous information, they motivate students for controversy and analysis, and also help develop reading, listening, speaking and writing skills through various activities.

2. A striking example are Power Point presentations that help students express and demonstrate their ideas freely. Through the presentation, collaboration and communication activities between students take place. It should be noted that when working with the pages of the book, students work more individually, thus inhibiting interactivity.

3. We can use part of the teaching materials offered by different media using different approaches: analyzing the text in the book, reading and generating ideas from the text of a newspaper or magazine, viewing and discussing a television program or film, organizing presentations, exercises and activities in the classroom. When using different types of multimedia, students can work both in pairs and in a group. We can also engage students in writing, reviewing and analyzing media materials. We will learn the world by using the media, understanding it deeper in its various aspects and aspects.

Media education is important as it develops students' creative abilities to analyze the above-mentioned images, words and sounds that come from students from different media. Thus, more active and critical media users are created that will always be more demanding in the future.

Despite criticism, most researchers agree that the media are doing a great deal of news coverage and informing the public. The task of teachers, in turn, is to assist students in understanding information, passing it on to future generations and using it for educational purposes [5].

By convention, we can share the media resources that we can use when learning a foreign language for technical and non-technical:

Non-technical media resources:

The benefits of this category of resources are especially felt when class funding is limited. Hence, low cost, affordability and ease of use makes this type of media resource popular and widespread. Items that belong to this category usually include: board, posters, photos, posters, newspapers, magazines, etc.

Technical media resources:

These elements of media resources are less accessible to users than non-technical media, but they carry with them a greater degree of "psychological reality" because they have a higher level of visualization effect. Items in this category typically include: a player, a TV, a phone, a movie projector, a computer lab, a multimedia lab, etc.

Use of newspapers

Newspapers are easy to engage in classes from various subjects and courses, especially in the English language. Some of them have valuable information, but we need to know how to find the right information. Many libraries have classification systems according to themes and problems, which facilitates searches on various topics [3].

There are different goals and ways to use newspapers when learning English. They can be used for a deeper understanding of the culture they transmit. Thus, the more students read this type of material, the greater their understanding of the culture of the language being studied.

They can also be used to reflect changes in language, while helping students and teachers keep up with these changes. Most newspapers are stylistically relevant and provide valuable linguistic data. They can be used for a wide variety of text types and linguistic styles, which are often found in textbooks. At the same time, newspapers provide a natural source of many varieties of written English, which are becoming very important for students and valuable for language learning.

Radio and education

Radio plays an important role in the development of the imagination of people, in the creation of paintings in the mind through the power of words. Listeners reproduce the information themselves in their heads. Thus, the radio helps students develop their imagination and the ability to think creatively.

Many radio programs contribute to the development of language learning skills. Radio, in addition to receiving new information, plays an important role in pronunciation, intonation, voice, etc. Radio can be successfully applied if the teacher is carefully prepared and will put concrete tasks. Students get a sense of satisfaction from understanding the real language, thus, the level of motivation to learn the language is increasing. Teachers can use authentic foreign radio stations and students, while understanding and analyzing information, develop confidence in their ability to understand English [2].

Television and class

Most people spend about three or five hours a day on television. Television fans call it a window to the world, a charming carpet of discovery. They argue that it expands both knowledge and understanding of information. Also, some researchers argue that it encourages a new way of thinking, restraining needs and problems. Critics argue that television viewing contributes to a senseless review of programs that suppress creativity and contribute to distortion of thinking. Social workers often encourage parents to not use the TV as an "electronic nanny" [1].

"One should not complain about the fact that children today prefer to watch television or video than to read" [1, p. 12] Teachers should try to use the TV viewing habits as a starting point for the development of active linguistic skills. Teachers also need to know the interests of students and the things they like most to keep track of their motivation, to give them the opportunity to do different tasks and succeed.

The use of cinema in class is also effective. We must be able to combine a movie review with a language learning process. In order to save time, the teacher can tell a short story of the film, illustrating it, showing three or four key episodes. Students can watch the film on their own at home, and then discuss in the classroom what's happening in the film, disassembling unfamiliar vocabulary.

We can also develop a variety of film-based tasks, such as: writing an essay about your favorite film, character, actor, etc. When this activity is carried out with a preliminary training and specific purpose, this process will contribute to the effective development of language skills of students.

Conclusion. Media resources help teachers make visual learning a learning process. Visualization helps

ПЕДАГОГІЧНІ НАУКИ

students improve their thinking and observing skills, and it also fosters the development of imagination.

By using different types of media resources in the classroom, we can improve the understanding of complex information, thus simplifying the learning process of English.

The use of audio and video materials by teachers plays an important role in establishing the feedback from students. Analyzing and commenting on information, students not only learn the new vocabulary and develop the skills of listening, writing, spoken language, but also develop the ability to critical thinking and self-analysis. A prospect for further research may be a detailed analysis of the impact of each of the media resources on the English language learning process.

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