

**BRIDGING THEORY AND PRACTICE: ENHANCING LEARNING
THROUGH MEDIA TEXTS IN THE CLASSROOM**

Zarlikov Ikram Batirbaevich

*doctoral student, Karakalpak State
University named after Berdakh*

(Nukus, Uzbekistan)

+998906514335, zarlikov.ikram@gmail.com

DOI

<https://doi.org/10.5281/zenodo.14270212>

Media literacy is a crucial skill in our modern society, enabling individuals to navigate the complexities of mass media with analytical and creative approaches. At the heart of media education lies the concept of media texts, dynamic units that facilitate communication within mass media frameworks. These texts, whether they are advertisements or news, carry socio-political, economic and cultural significance that audiences must decode. Incorporating media education in classrooms empowers students to analyze the hidden narratives and stereotypical elements often embedded in media texts. Creative activities, such as theatrical and role-playing exercises, provide learners with hands-on opportunities to explore and challenge these stereotypes. Through analyzing the genres, characters and plots in advertisements, students enhance their media competence and develop critical thinking skills. Additionally, such tasks enable learners to recognize the underlying motives of media creators and the impact of mass media on society. This process not only broadens their cultural understanding but also prepares them to engage responsibly as media-literate citizens. The transformative potential of media education lies in its ability to connect theoretical knowledge with practical skills, fostering a well-rounded perspective.

In order to analyze the media stereotypes of television advertising media texts, the audience of students can be offered the following tasks in the process of performing a cycle of theatrical and role-playing creative tasks:

- a theatrical sketch on the topic of solving the same stereotypical advertising plot in different genres (comedy, drama, detective and etc.);

- a theatrical sketch on the topic of a dispute between the creators of a stereotypical advertising media text about what special codes (signs, symbols and etc.) can be used to create it;

- a theatrical research on the theme of playing stereotypical characters and situations.

Media text is a complex dynamic unit, with the help of which speech communication is carried out in the field of mass communications. The complex nature of language, personal addiction, media and oral character are combined in the media text. [1;59-63]

Structure of plot stereotypes of advertising media texts in the melodramatic genre (air freshener advertisement).

Manifestation of genre stereotypes in advertising media texts.

Mediatext elements	Advertising media genre - detective
Fabula (plot diagram - a chain of main events)	During mysterious events, the "magical" item (advertised product) disappears. The task of the heroes is to find the goods and neutralize the enemies who stole them.
Typical situations (including climaxes and conflicts)	Stealing, chasing and fighting
Characters A) a man B) A woman	A) hero and attacker; B) beauty
Characters A) a man B) A woman	A) 20-40 years old B) 18 years old

Carrying out such tasks allows students to identify the main stereotypical solutions in the creation of advertising media texts, which ultimately helps to realize more complete independence.

In our opinion, it provides the following opportunities for A1 level students in English language classes with the help of media texts:

- developing a competence necessary for students to be able to independently create a certain reality in the mass media and analyze these methods;
- understanding the socio-political and economic essence of the information disseminated through the mass media and having complete knowledge about the promoted material;

- being able to independently evaluate media texts and developing the level of perception;
- decoding of media texts in order to recognize and evaluate the practical importance of cultural values and ideas in them;
- recognizing, analyzing and applying various technical uses and creation of media texts;
- knowing that the creators of media texts implement it based on different motives;
- is to understand that each individual participates in the selective and analytical process of researching media texts.

According to the concept of A.V. Sharikov, it defines the cultural and sociological component. The cultural component is the need for media education as a result of the development of media culture. Sociological component is to understand the importance of social role of mass media in pedagogy.[2;63-64] The rules of the socio-cultural theory of media education are as follows:

- 1) the development of mass media and information technologies leads to the need for the emergence of new special professional education in this field;
- 2) taking into account the mass audience of the mass media, experts, first of all, special media pedagogues, should teach the mass media language to the wider population;
- 3) this trend is growing due to the society's awareness of the increasing influence of the role of mass media and the convincing of media pedagogues to further develop the process of media education.

"Media literacy is the ability to use, analyze, evaluate and convey messages in various forms. "In the modern world, the processes related to understanding the socio-cultural and political context of mass media activity and representational systems used by the media are the process of training a media literate person. The activity of such a person in society and social life is related to civil responsibility.[3;48]

According to I.S. Yusupova, "media education has great advantages, including:

- increasing the effectiveness of the educational process due to the teacher's simultaneous expression of the theoretical material and its demonstration at a high level;
- the possibility of modeling the objects and events of the surrounding reality;
- using computers and media-cultural resources for practical solution of educational and labor problems;

- individualizing educational activities and developing cognitive independence and creativity of students;

- increasing motivation to learn due to attractiveness of computer and media-cultural technologies;

- developing visual and illustrative thinking and motor and verbal communicative abilities of students;

- automation of regular operations and etc.;

- developing information processing skills (searching, selecting, processing, ordering and sorting of semantic groups, establishing logical connections and etc.), which serves to develop students' media culture".[4;229-231]

According to M.M. Bakhtin, "if there is no language behind the text, it is no longer a text, but a phenomenon without a natural sign. But at the same time, each text as a statement is individual, unique and irrevocable, and its whole essence is embodied in it. And this is something related to truth, propriety, goodness, beauty and history in it. Everything that is repeated and re-expressed in relation to this moment turns out to be material and instrumental. The text is a phenomenon of life, that is, its true essence is always played on the border of two minds and two subjects. A person always expresses himself in his human identity, that is, he creates a text".[5;306]

According to Yu. M. Lotman's figurative expression, the media text, like a literary text, is able to give students different information that they need and are ready to perceive in agreement with each one's own understanding.[6;384]

Yu.N. Usov identified the main components of mass media analysis including:

- reviewing the internal content of the main episodes and revealing the laws of construction of the whole work in the most clear way;

- trying to understand the logic of the author's thinking;

- determining the author's concession;

- evaluating the author's system of views by the listeners and expressing his personal attitude to this concept.[7;253]

Media education serves as a bridge between theoretical understanding and practical application, fostering critical thinking and creativity in students. It enables them to evaluate media texts independently and understand the socio-cultural and political contexts behind mass media narratives. By incorporating media literacy into pedagogy, educators address the growing influence of media technologies in everyday life. Media literacy cultivates civic responsibility, encouraging students to use, analyze and convey media messages effectively. Integrating creative exercises, such as role-playing and theatrical sketches, enhances students' engagement and helps

them decode complex media stereotypes. This process not only builds their competence but also inspires a deeper appreciation for cultural values and ideas conveyed through media. Media education, as highlighted by scholars, emphasizes the importance of understanding and utilizing media as tools for lifelong learning. Ultimately, the goal is to empower individuals to navigate the digital age with independence, confidence and ethical awareness, shaping informed and responsible participants in a media-driven world.

References:

1. Chernyshova T.V. Model of cognitive-speech interaction in the sphere of mass newspaper communication: determination factors // Genres and types of text in scientific and media discourse / edited by A.G. Pastukhov. Orel, 2008. pp. 59-63
2. Sharikov A.V. Children's television viewing in Russia: results of audiorimetry / A.V. Sharikov // Media education today: content and management: materials of the international scientific-practical conf. / State University of Management. - M., 2002. - pp. 63-64.
3. International Encyclopedia of the Social & Behavioral Sciences. Vol. 14 / Eds. N.J.Smelser & P.B.Baltes. -Oxford, 2001.
4. Yusupova I.S. Media education and modern school // Electronic collection of articles of young scientists. - Taganrog, 2009. - pp. 229-231. Access mode: <http://rudocs.exdat.com/>
5. Bakhtin M. M. Language in fiction. // Collected essays in 7 volumes. M., 1997. - V. 5, -p. 306.
6. Lotman Yu.M. The structure of the artistic text. // M.: "Iskusstvo". 1970. - P.384
7. Usov Yu.N. Cinema education as a means of aesthetic education and artistic development of schoolchildren: Diss. of doctor of Pedagogical Sciences. - M., 1989. - P. 253.
8. Зарликов И., Болтабоева А. Значение и эффективность новых технологий в обучении иностранному языку //Ренессанс в парадигме новаций образования и технологий в XXI веке. – 2022. – №. 1. – С. 184-185.
9. <https://doi.org/10.47689/innovations-in-edu-vol-iss1-pp184-185>
10. Urazimbetova , G., & Aytbaeva, M. (2023). ENGLISH AND KARAKALPAK TOPONYMIC PHRASEOLOGICAL UNITS IN LINGUISTICS. *Евразийский журнал академических исследований*, 3(6), 200–202. извлечено от <https://www.in-academy.uz/index.php/ejar/article/view/16868>
11. <https://www.doi.org/10.5281/zenodo.8023020>
12. Зарликов И., Айтбаева М. Media technologies in the english lesson as a technical tool and media education //Ренессанс в парадигме новаций образования и технологий в XXI веке. – 2023. – Т. 1. – №. 1. – С. 52-56.
13. <https://doi.org/10.47689/XXIA-TTIPR-vol1-iss1-pp52-56>
14. Зарликов, И. (2024). Mechanisms of formation of speech skills on the basis of media technologies. *Актуальные вопросы лингвистики и преподавания иностранных языков: достижения и инновации*, 1(1), 274–277. <https://doi.org/10.47689/TOPICAL-TILTFL-vol1-iss1-2024-pp274-277>
15. Zarlikov, I. (2024). INTEGRATING MEDIA TECHNOLOGIES TO ENHANCE LEXICAL COMPETENCE IN A1 LEVEL LEARNERS. *Ta'limda raqamli texnologiyalarni tadbiq etishning zamonaviy tendensiyalari va rivojlanish omillari*, 34(1), 3-8.
16. <https://pedagoglar.org/index.php/01/article/view/4738>
17. Konisov, G. (2024, May). ON THE MATTER OF CLT IN TEACHING GRAMMAR. In *Konferensiyalar| Conferences* (Vol. 1, No. 14, pp. 22-24).

18. Конысов, Г., & Уразниязова, Г. (2023). Роль глобальной сети в процессе изучения иностранным языкам. *Ренессанс в парадигме новаций образования и технологий в XXI веке*, 1(1).
19. Конисов, Г. (2023). The use of prepositions in expressing the syntactic attitude in the sentence. *Ренессанс в парадигме новаций образования и технологий в XXI веке*, 1(1), 189-190.
20. Конисов, Г., & Уразниязова, Г. (2024). Comparing and levelling process in typology and translation. *Актуальные вопросы лингвистики и преподавания иностранных языков: достижения и инновации*, 1(1), 64-65.
21. Ikram Batirbaevich , Z. (2024). ENHANCING LANGUAGE LEARNING THROUGH MEDIA TECHNOLOGIES: A FOCUS ON ENGLISH EDUCATION FOR YOUNG LEARNERS. *Ўзбекистан Республикасы Илимлер Академиясы Қарақалпақстан бөлімінің ХАБАРШЫСЫ*, 1(3), 173–176. Retrieved from <https://academicsbook.com/index.php/FAA/article/view/531>