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**THE IMPORTANCE OF USING MEDIA MATERIALS IN TEACHING  
A FOREIGN LANGUAGE**

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Living in the age of information technology, people have come to the endless stream of new information. In this connection, awareness appeared in various spheres, be it politics, economics, or education. All this provides an opportunity to satisfy many needs of human life.

Every day, a person receives new information about what is happening round. This can be in writing or verbally, but the main sources of information flow are radio, television, newspapers or the Internet, which are combined into one single concept, the media.

The term “mass media” was derived from the French “moyens d’information de masse” in 1970 and began to be introduced into the country under the guise of innovation, despite the fact that in French it almost disappeared in the second half of the 60s.

In addition, the utilization of the expression “media” there is a comparable idea – “broad communications”. The expression “broad communications” began from the English “broad communications” and is a compression from the “media of mass correspondence”, which in interpretation signifies “mass correspondence media” (QMS), that is, “correspondence and correspondence”.

In other words, the media is any information collected, processed and analyzed in such sources as: newspaper, radio, television, the Internet, etc., which is freely available and has a massive scale, which means that the media are applicable in various types and spheres of activity.

The use of mass media in the field of education, namely in foreign language classes, is increasing every day. With the use of information technologies, teachers have the opportunity to use various media to enrich the language environment of their class, help speed up the learning process, improve the learning of the subject, and instill an interest in the studied subject. [4]

The strategy for encouraging unknown dialects suggests the utilization of the media in the instructive procedure as successful methods for showing oral unknown dialect correspondence as an objective and, in the meantime, as a characteristic consequence of learning exercises. The exceptional job of autonomic broad communications in the philosophy of instructing IY is that they convey understudies as close as conceivable to genuine data sources and "submerge" into the universe of recent developments.

The use of authentic self-selected media texts by teachers in a classroom has a long tradition. Until recently, these were mostly newspaper and magazine articles. In recent years, television and radio programs as well as texts taken from the Internet have been added to press materials. It is customary to divide the media into visual (periodical), audio (radio) and audiovisual (television, documentary). [3]

Modern visual media provide a huge amount of material in print, as well as in digital form using pictures, video, graphics, etc., in order to create a more suitable learning environment. The media provide a huge amount of new material to a teacher who can easily find information appropriate to the school curriculum. Also, work with printed material forms in children and interest in reading, due to a variety of information, tasks, presentation. All this helps the student to achieve fluent and competent knowledge of a foreign language.

The paper enlightens the peruser concerning true occasions and is consonant with numerous themes of school course books. The educator should just choose the suitable material that will relate to the age dimension of the understudy and the dimension of his insight into the language. Without a doubt, you have to consider the volume, subject, trouble of understanding the content and numerous different variables that can give the contrary impact. It should likewise be said that the instructor has an incredible duty and requires high responsibility and enthusiasm amid the advancement of the material, which ought to be helpful for understudies to comprehend and have a long haul impact. [1]

From a methodological point of view, as T. G. Dobrosklonskaya writes, working with a newspaper greatly enriches and revives the learning process, at the same time allowing the teacher to solve a wide range of tasks. For example, to expand the vocabulary of students, improve the skills of teaching conversations on various topics, to obtain additional linguistic and cultural information. However, despite legitimate writings, for more prominent inspiration and assorted variety of the instructive procedure, instructors take video materials and sound materials for an unknown dialect exercise. Video and sound materials help you figure out how to comprehend discourse by ear, you can likewise beat the accompanying learning undertakings. For example, analyzing the vernaculars of a language, acquiring new learning about the nation of the language you are getting the hang of, rehashing vocabulary or the other way around, extending vocabulary motivation behind discovering language data and that's just the beginning. All this is not only a motivation for the child, but in addition pushes him to dig into learning an unknown dialect autonomously. [2]

In the past decade, the Internet has become increasingly popular. The Internet is a peculiar medium; peculiar to a peculiar language, peculiar content and it has an extensive young audience. In connection with the peculiarities of modern man as a visual in the perception of information, the teaching of a foreign language is becoming increasingly focused on the use of the multimedia language, moving from attracting multimedia as an auxiliary, illustrative element to multimedia as a teaching tool.

The main job of the utilization of data advancements is the manner by which you can enhance the stream of data, make it progressively seen by the understudies and burden the understudies into the unknown dialect condition. Likewise, the media space of encouraging an unknown dialect has such assignments that comprise in systematizing and showing instructive material, yet in addition in imagining the setting of pragmatic utilization of a particular instructive material. Because of these assignments, the educator bolsters the inspiration of understudies, transforms the way toward getting information into the way toward creating language capabilities.

Since the multimedia language is multifunctional, it has various ways of transmitting information – visual (video, picture), auditory (audio), oral (speaking) and written (texts). At first, for a long time, only texts in printed or voiced form were used in the teaching of a foreign language, but with the passage of time, thanks to the Internet. It became possible not only to read and listen to texts, but also to watch videos, which allow not only to hear the speech, but also to observe the behavior or facial expressions of the speaker. [5]

The advantages of using media resources in the classroom are obvious, but there are a number of tasks that need to be solved. Among them it is worth highlighting such as the need to combine information from media sources with the material of the school curriculum, changing the habit of learning the language exclusively with the help of textbooks to actively use newspapers and news sites, and creating a personality-oriented educational environment. [1]

Thus, it must be said that the mass media have a number of advantages when teaching a foreign language, both for the teacher and for the student: 1. The media can provide us with the latest news from the countries of the language being studied, demonstrate interesting regional geographic material, as well as show artistic or educational films;

2. The media provides the ability to create different tasks for the lesson, which will help to delve into the study of a foreign language;

3. The media have a large number of illustrations, video material, due to which the learning of a language will be more interesting both in the classroom and during independent learning.

### **Literature**

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