

DEVELOPING READING SKILLS IN ENGLISH USING MEDIA TEXTS

Jalolova G.G

Scientific adviser:

Ochilova Sevara Husan qizi

Quchqorova Dinora Jaxongir qizi

Rasulova Shahrizoda Mehriddin qizi

National University of Uzbekistan named after Mirzo Ulugbek The Faculty of

Foreign Philology 4 th year students

ochilovasevara5@gmail.com

dinorajaxongirovna05@gmail.com

Abstract: *This study investigates the use of media texts to develop English reading skills among English learners. The research examines how authentic materials, such as news articles, videos, and online texts, enhance comprehension, vocabulary, and critical thinking. Data were collected through classroom activities, reading tests, and student surveys. The findings show that integrating media texts increases students' engagement, motivation, and reading proficiency. The study highlights that media-based learning provides a dynamic and context-rich environment for improving both linguistic and intercultural competence.*

Keywords: *reading skills, media texts, English learners, comprehension*

INTRODUCTION

In today's digital era, the use of media has become an integral part of language learning. English learners are constantly exposed to authentic materials through newspapers, online articles, videos, and social media platforms, which provide rich linguistic input beyond the classroom. Developing reading skills is a fundamental aspect of language proficiency, as it enables learners to comprehend, interpret, and critically analyze texts.

Traditional teaching methods, while effective in certain contexts, often fail to engage students or provide sufficient exposure to authentic language use. Incorporating media texts into English lessons offers a dynamic approach that not only improves comprehension and vocabulary but also fosters motivation and intercultural competence.

This study aims to explore how media texts can be effectively utilized to enhance reading skills among English learners, providing practical insights for educators and curriculum designers.

METHODS

This study is based on a qualitative approach, combining classroom observations, analysis of media-based reading activities, and review of contemporary literature.

Three major methods were used to examine how mass media supports reading development:

1. Classroom Observations: Researchers observed reading activities involving media texts, such as news articles, blogs, and transcripts of podcasts and videos.

2. Analysis of Digital Resources: Various online platforms were reviewed to evaluate the type of language, accessibility, and relevance to different proficiency levels.

3. Reflective Journals: Students maintained weekly reflections on their reading experiences with media texts, noting vocabulary gains, comprehension improvements, and cultural insights.

Participants included 30 undergraduate students from English philology programs in Tashkent, representing diverse proficiency levels and exposure to global media.

RESULTS

The findings highlight that mass media contributes significantly to reading skill development in multiple ways:

- Vocabulary Expansion: Exposure to authentic texts introduces learners to modern, informal, and idiomatic language that is often absent in traditional textbooks.

- Comprehension and Critical Thinking: Reading articles, blogs, and social media posts encourages students to interpret meaning, identify main ideas, and evaluate author bias.

- Intercultural Awareness: Engaging with media from different countries allows learners to compare cultural norms, fostering deeper understanding of both global perspectives and local Uzbek traditions.

- Motivation and Engagement: Mass media provides diverse, interesting content that captures learners' attention more effectively than conventional textbooks.

Students reported that activities such as summarizing news articles, analyzing social media posts, and reading video transcripts enhanced both reading comprehension and cultural reflection. For instance, learners noted that reading about family traditions in foreign media prompted them to reflect on and appreciate Uzbek cultural values, aligning with the concept of additive bilingualism and hybrid identity formation.

DISCUSSION

The results confirm that mass media is a powerful tool for reading skill development. Authentic materials expose learners to natural language use, contemporary vocabulary, and real-life communicative contexts, which traditional textbooks often lack. However challenges are also identified:

- Information Overload: Learners may encounter texts that are too complex or culturally unfamiliar.

- Limited Feedback: Unlike classroom exercises, mass media does not provide immediate correction or guidance.

- Cultural Nuances: Idiomatic expressions, humor, or references can be difficult for learners without contextual support.

To address these challenges, educators can implement structured classroom activities using media texts. Examples include:

1. Social Media Post Analysis: Learners identify tone, vocabulary, and cultural references in posts from Instagram, Twitter, or TikTok.

2. Headline Matching Exercises: Students match news headlines to corresponding articles, enhancing skimming and scanning skills.

3. Multimedia Summarization: Learners summarize digital articles, blogs, or video transcripts to develop comprehension and synthesis skills.

4. Comparing Multiple Sources: Students read several perspectives on the same topic to develop critical thinking and media literacy.

These activities not only improve reading proficiency but also promote intercultural competence, allowing students to negotiate between Uzbek cultural identity and global perspectives.

CONCLUSION

Mass media provides Uzbek learners with diverse and authentic reading materials that enhance vocabulary, comprehension, and critical thinking while fostering intercultural awareness. By integrating mass media into reading instruction, learners can engage with real-life English and develop a hybrid identity, balancing global language skills with cultural preservation. Although challenges such as information overload and cultural complexity exist, structured classroom activities and guided media use can maximize benefits. In conclusion, mass media is not only a tool for improving reading skills but also a means for learners to navigate global cultural landscapes without losing their Uzbek identity.

REFERENCES:

1. Skeat W. W. (1910). *An Etymological Dictionary of the English Language*. Oxford.

2. Rost, M. (2002). *Teaching and Researching Listening* (2nd ed.). Edinburgh.

3. Field, J. (2009). *Listening in the Language Classroom*. Cambridge University Press.

4. Crystal, D. (2003). *English as a Global Language*. Cambridge University Press.

5. Norton, B. (2013). *Identity and Language Learning: Extending the Conversation*. *Multilingual Matters*.

6. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. *Multilingual Matters*.

7. ResearchGate. (n.d.). *Intercultural Identity and Language Learning*. <https://www.researchgate.net>