CHALLENGES IN USING MASS MEDIA MATERIALS TO DEVELOP STUDENTS' COMMUNICATION SKILLS

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This article is devoted to the problems of using media materials in the educational process in order to develop students' communication skills. The research focuses on three main aspects: explicit and implicit distortions of facts, difficulties in understanding complex vocabulary and grammar, as well as problems related to the relevance of the information provided. The article presents the results of the analysis of these problems, as well as recommendations for overcoming these difficulties and effective use of the media in the development of students' communication skills.

In the modern educational context, the use of mass media is becoming an integral component of education, designed not only to broaden the horizons of students, but also to promote the development of their communication skills. Media intervention in everyday life provides extensive access to a variety of content, providing a unique opportunity to use it for educational purposes. However, despite the potential benefits faced by the problems that may arise in the process of using media materials to develop students' communication skills, it becomes necessary for further research and effective overcoming.

Keywords: *Mass media, educational process, communication skills, distortion of facts, complex vocabulary and grammar, relevance of information.*

The main provisions of the article:

1. Problems of distortion of facts: The explicit and hidden distortions of facts in media materials are analyzed, their influence on the formation of correct representations of students is considered and methods of developing critical thinking to combat these distortions are proposed.

2. Difficulties in language perception: The difficulties faced by students in understanding complex vocabulary and grammar in media materials are considered, and strategies for adapting content to the level of students' language training are proposed.

Introduction

In the modern educational context, the use of mass media is becoming an integral component of education, designed not only to broaden the horizons of students, but also to promote the development of their communication skills. Media intervention in everyday life provides extensive access to a variety of content, providing a unique opportunity to use it for educational purposes. However, despite the potential benefits faced by the problems that may arise in the process of using media materials to develop students' communication skills, it becomes necessary for further research and effective overcoming.

The topic "Problems of using media materials to develop students' communication skills" is closely related to the challenges faced by educational institutions in the era of digital transformation. The increased availability of information, the speed of its dissemination and the multitude of sources can create a paradox: the wealth of choice can lead to difficulties in identifying high-quality and educationally valuable materials. Such difficulties become a barrier to the effective use of the media in the context of education and upbringing [1].

Thus, the introduction to the problems of using media materials to develop students' communication skills reveals the relevance of the topic, highlights the potential difficulties that have to be faced in the educational process, and sets up in advance the need to find practical solutions to improve this situation.

The purpose of the study is to identify and analyze the problems faced by students when using media materials to develop their communication skills. The main focus is on identifying difficulties such as overt or hidden distortions of facts, the complexity of vocabulary and grammar in the materials provided, as well as problems related to the relevance of information.

Through the analysis of these aspects, the study aims to provide recommendations and practical solutions to improve the use of media for educational purposes. Identifying problems and analyzing them will help to develop learning strategies that can make the process of interacting with media materials more productive and effective in developing students' communication skills [2].

Description of materials and methods

In the course of the research, a careful selection of materials from various media sources, presented both in print and digital form, was carried out. The main criterion for the selection was the suitability of these materials for use in the educational process. This included an assessment of the language level of the materials provided, their relevance and educational value for students.

For effective processing of the selected materials, special analysis methods were developed that assessed the communicative potential of each material. During this process, strict evaluation criteria were applied, such as the linguistic accessibility of the text, its compliance with the level of language skills of the listeners, as well as the relevance and objectivity of the information provided.

Special attention was paid to the language side of the materials and their comprehensibility for the target audience. The developed assessment criteria included an analysis of the complexity of vocabulary and grammar in order to ensure the accessibility of content to a wide range of learners.

The relevance and educational value of the materials were also considered in the context of their use for educational purposes. Methods have been developed to verify the accuracy of information in order to provide students with up-to-date and factually correct data. The selection of materials and their processing were carried out systematically and using methods aimed at optimizing the communicative potential and educational effectiveness of the media materials provided.

Results

The study identified a number of serious problems faced by students when using media materials to develop communication skills. One of the significant problems is the obvious or hidden distortions of the facts in the materials provided. This problem can distort students' perception of reality and lead to the formation of misconceptions about events or phenomena. Overt misrepresentations of facts can include deliberate manipulation of data, misinformation, or even falsification of information. Such phenomena can affect students' learning by creating misconceptions and distorted understanding of the world around them. Critical analysis of such materials becomes an important skill for students so that they can distinguish facts from manipulations and build critical thinking in the communication process.

Hidden distortions of facts can be more difficult to identify, as they can be camouflaged under the guise of objectivity. This may include using certain terms, context, or emphasizing certain aspects of events, which ultimately affects readers' perceptions. Such methods can make the material more influential, but at the same time they can distort the understanding of the essence of events.

Detecting and overcoming such distortions becomes a key task for the development of communication skills. Students need to develop critical thinking, analyze information from various sources and be attentive to possible distortions in order to build a more objective and informed view of what is happening in the world.

Difficulties in understanding the high level of vocabulary and grammar in the provided materials may be caused by the use of specific terms, slang, complex sentence structures and forms of expression of thoughts, which, in turn, creates a barrier to effective communication and understanding of the information provided. The complex vocabulary found in media texts can be challenging for students whose language skills are at a lower level. Unknown words and terms can become an obstacle to the full perception of content and, consequently, reduce the effectiveness of the educational process. The importance of developing strategies to overcome lexical difficulties becomes apparent in order to ensure a deeper and more meaningful perception of materials.

Grammatical difficulties also play an important role in the process of understanding texts. Complex sentences, the use of different tenses and structures, as well as specific grammatical constructions can be a challenge for students learning communication skills. Insufficient understanding of grammatical aspects can lead to a misinterpretation of the meaning of the information provided and create a risk of distortion of the content of the material [3].

To overcome these difficulties, it is necessary to focus on the language training of students. Learning new vocabulary, explaining grammatical concepts and practicing their application in context are becoming important components of the educational process. It is important to emphasize the adaptation of materials to the level of language training of students in order to create more favorable conditions for the successful development of communication skills.

Discussion

Communication skills play a crucial role in modern society, becoming an integral part of successful socialization and professional development of an individual. In a world engulfed by the flow of information and technological innovations, the ability to communicate effectively becomes a critical factor for successful adaptation and interaction in various spheres of life.

Within the framework of professional activity, communication skills are a key element of a successful career. Modern organizations value the ability to express their thoughts clearly and convincingly, to interact with colleagues, clients and partners. A communicatively competent specialist is able to effectively resolve conflicts, build partnerships and easily interact in a team.

In personal life, communication skills also play an important role. The ability to express your feelings and thoughts helps you build healthy relationships with others, resolve conflicts, and be successful in society. Family relationships, friendship, romantic relationships - in each of these aspects, communication skills act as a fundamental element [4].

Technological progress and the development of social networks have led to changes in the way people interact with each other. However, despite the virtualization of communication, communication skills remain a key factor for effective online communication. The ability to adapt to different communication environments, use emojis, and effectively formulate your thoughts in writing - all these skills are becoming important in today's digital society.

Communication skills are turning into a key competence that ensures successful adaptation and interaction in modern society. They not only contribute to professional growth and successful relationships, but also form the basis for building a harmonious and sustainable society in the face of constant changes and challenges.

The mass media today have a profound and multifaceted impact on the formation of communication skills in society. In the era of digital technologies, news feeds and social networks, the media are an important catalyst for the development of communication skills. First of all, they provide a unique opportunity to master modern forms of communication, such as written and oral communication in the Internet space.

News portals, blogs and social networks are becoming a kind of testing ground for the development of linguistic and emotional competencies. Media users are forced to adapt to the limited space of messages, learn to express their thoughts concisely, but at the same time succinctly and clearly. This process of forming skills of concise expression becomes an important aspect of communicative learning, providing the individual with tools for effective communication in the fast-paced conditions of information exchange [5].

The media also provides ample opportunities for vocabulary enrichment and language flexibility. The variety of topics and styles in publications enriches readers' language skills, allowing them to express their thoughts more flexibly and accurately. It is important to note that this dynamic learning occurs not only at the level of formal education, but also through self-consumption of content.

Media interference in the formation of communication skills also occurs through the modeling of communication patterns. Journalists and bloggers, becoming authorities in certain areas, not only provide information, but also establish norms of communicative behavior. Imitation of such communication patterns can influence the structure of the

language used in everyday communication and form ideas about what is considered attractive and fashionable in society.

In general, the media are becoming a powerful means of teaching and developing communication skills in modern society, influencing the linguistic, emotional and structural aspects of communicative competence. However, it is also necessary to take into account potential negative aspects, such as distortion of information or the creation of stereotypes, which can also affect the quality of communication skills of society.

The role of the mass media in the development of communication skills is an important aspect in the era of the information society. Various types of media, such as print media, Internet portals and social networks, provide unique opportunities for the formation and improvement of various aspects of communicative competence. The following table provides an analysis of the role of different types of media in the development of communication skills:

Table 1 – Analysis of the role of various types of media in the development of communication skills

Types of media	Role in the development of communication skills
Printed publications	Development of analytical and critical thinking skills when reading articles and analytical materials.
	Enriching vocabulary and building linguistic flexibility through reading a variety of literature and genres of publications.
	The opportunity to study the structure and logic of argumentation to develop skills for effective expression of thoughts in writing.
Internet portals	Providing access to up-to-date information and news, which contributes to the development of quick perception and analysis skills.
	Teaching brevity and conciseness in expressing thoughts due to limited space for text messages and headlines.
	The ability to learn how to search and filter information, which develops critical thinking and the ability to assess reliability.
Social network	Participation in dialogues and discussions, which requires the ability to argue one's position and conduct discussions taking into account the opinions of others.
	The formation of skills to adapt to various communication styles, including short messages, comments and media content.
	Developing empathy and social competence skills through interaction with diverse communities and audiences.

Thus, different types of media offer a variety of opportunities for developing communication skills, including information analysis, language skills, critical thinking, effective expression of thoughts and social interaction.

The use of media materials as a tool for the development of communication skills has become an integral part of the modern educational process. However, a number of problems arise in the way of this integrated approach, which can have an impact on the effectiveness and efficiency of the learning process [6].

Firstly, one of the main problems is the distortion of information in media materials. Modern media face challenges related to the pressure of public opinion, competition for the attention of the audience and the desire to attract readers. As a result, situations may arise when information is distorted or presented in a certain light, which may make it difficult for students to form an objective perception.

Secondly, the problem is dependence on technology and an overabundance of information. The use of various online platforms, social networks and news sites can lead to information overload, which makes it difficult to assimilate materials and develop concentration. Students may find it difficult to identify key points and analyze information due to excessive data flow.

The third problem is the lack of critical thinking in the perception of media materials. In conditions of rapid dissemination of news and information, students may lack the necessary awareness of the methods of analysis and verification of the reliability of sources. This can lead to insufficient criticality in evaluating the presented data and, as a result, to the formation of unreliable ideas.

All these problems emphasize the importance of careful integration of media materials into the educational process. It is necessary to develop effective learning strategies aimed at developing analytical skills, critical thinking and the ability to selectively use information. In addition, it is important to provide students with tools to verify the accuracy of information and encourage them to actively interact with materials, contributing to the formation of independence in the process of assimilation of information from the media [7].

The development of critical thinking through the analysis of mass media (mass media) is becoming an integral part of the modern educational process. The media provides an extensive field for teaching students the skills of analysis, assessing the reliability of information and developing a critical view of the materials presented.

One of the key aspects of developing critical thinking is the ability to analyze information from various sources. Modern students are faced with a huge volume of news, articles and opinions in the digital world. The analysis of media materials allows students to identify key arguments, identify sources of information and distinguish facts from opinions.

In the process of media analysis, students also develop skills to assess reliability of sources. This is an important skill in an era when false information and fake news can spread quickly. Distinguishing between high-quality and unreliable information is becoming a critical skill that students can apply not only in their studies, but also in everyday life.

In addition, media analysis promotes the development of critical thinking in the context of interpreting different points of view. Students learn to look at information from different angles, to take into account different opinions and arguments. This aspect of critical thinking is important not only for understanding complex issues, but also for building respect for diversity of opinions and cultural points of view.

Media analysis also contributes to the development of the ability to critically evaluate the methods and techniques used to influence the audience. Students learn to recognize attempts to manipulate attention, create emotional reactions, and form certain views. This develops their critical awareness and the ability to analyze not only the content, but also the form of presentation of information [8].

Thus, media analysis becomes not only a means of in-depth understanding of events and phenomena in the modern world, but also an effective tool for developing critical thinking among students, providing them with the skills necessary for an independent and informed assessment of the reality surrounding them.

The introduction of educational programs focused on the use of mass media (mass media) for the development of communication skills is becoming a key area of modern educational strategies. These programs not only reflect a shift in the educational approach to taking modern technologies into account, but also recognize the importance of effective interaction in the information society.

Educational programs focused on the use of media primarily seek to develop analytical skills. Students are trained to identify key points in texts, understand the structure of argumentation, and separate facts from opinions. This analytical approach not only contributes to a deeper understanding of information, but also develops the ability of critical thinking, which is extremely important in the modern information society [9].

The programs also focus on the development of language skills. Students not only read and analyze texts, but also learn to effectively express their thoughts orally and in writing. Interactive discussions, writing reviews, creating your own materials - all this contributes to the formation of a clear and reasoned expression of thoughts.

Using the media in educational programs also creates the opportunity to develop creativity and media literacy skills. Students actively participate in the creation of content, work

with multimedia materials, which not only expands their creative potential, but also provides deeper interaction with information.

An important part of educational programs is also the formation of skills for effective interaction with various types of media. Students learn to choose suitable sources, filter information, and understand the features of various media platforms. This not only develops orientation skills in the information space, but also provides resistance to manipulation and misinformation.

In general, the introduction of educational programs aimed at using the media stimulates deep interaction with information, develops critical thinking, language skills, creativity and media literacy. These programs not only prepare students for effective communication in the modern information society, but also form critically aware and informed citizens [10].

Conclusion

In conclusion, the introduction of educational programs aimed at using mass media (mass media) to develop communication skills is an important and promising step in the field of education. These programs not only correspond to current trends in education, but also reflect adaptation to the requirements of the information society. In the course of such educational initiatives, students acquire the necessary skills that become key in their lives and professional activities.

Programs focused on media analysis successfully cope with the task of developing students' critical thinking skills. Students, using the media, learn to identify hidden motives, analyze arguments and distinguish opinions from facts. This analytical approach not only contributes to a deeper assimilation of the material, but also equips students with tools for self-assessment of the information provided in the future.

An important result of such programs is the development of language skills. Students not only read and analyze texts, but also actively participate in dialogues, expressing their thoughts orally and in writing. This aspect of learning contributes to the formation of clear and reasoned expression of thoughts, which is valuable in professional and everyday communication.

Taking into account the introduction of mass media into the educational process, there is also an opportunity for students to develop creativity and media literacy. Participation in content creation and work with multimedia materials allow students not only to be more creative in studying information, but also to develop skills that are in demand in the modern media world.

An important aspect of media-oriented educational programs is their ability to teach effective interaction with various forms of media content. Students learn to analyze and select suitable sources, to distinguish the opinions of different authors and approaches to the presentation of information. This aspect prepares students for deeper interaction with information and the formation of their own views.

In general, the introduction of educational programs based on media analysis represents a significant stage in modern pedagogy. Such programs not only meet the needs of modern students, but also form the key skills necessary for successful adaptation in the information society. These educational initiatives stimulate the development of critical thinking, language skills, creativity and media literacy, which ultimately contributes to the formation of a harmoniously developed and informed personality.

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ОҚУШЫЛАРДЫҢ КОММУНИКАТИВТІК ДАҒДЫЛАРЫН ДАМЫТУ ҮШІН БАҚ МАТЕРИАЛДАРЫН ПАЙДАЛАНУДАҒЫ ҚИЫНДЫҚТАР

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Бұл мақала студенттердің коммуникативті дағдыларын дамыту мақсатында оқу процесінде БАҚ материалдарын пайдалану мәселелеріне арналған. Зерттеу үш негізгі аспектіге назар аударады: фактілердің анық және жасырын бұрмалануы, күрделі лексика мен грамматиканы түсінудегі қиындықтар, сондай-ақ берілген ақпараттың өзектілігіне байланысты мәселелер. Мақалада аталған проблемаларды талдау нәтижелері, сондай-ақ осы қиындықтарды жеңу және студенттердің коммуникативті дағдыларын дамытуда бұқаралық ақпарат құралдарын тиімді пайдалану бойынша ұсыныстар берілген.

Қазіргі білім беру жағдайында бұқаралық ақпарат құралдарын пайдалану оқушы-лардың ой-өрісін кеңейтуге ғана емес, сонымен қатар олардың коммуникативтік дағдыларын дамытуға ықпал етуге арналған білім берудің ажырамас құрамдас бөлігіне айналуда. Бұқаралық ақпарат құралдарының күнделікті өмірге араласуы әртүрлі мазмұнға кең қол жетімділікті қамтамасыз етеді, оны білім беру мақсатында пайдалануға бірегей мүмкіндік береді. Алайда, студенттердің коммуникативтік дағдыларын дамыту үшін медиа-материал-дарды пайдалану процесінде туындауы мүмкін проблемалардың ықтимал артықшы-лықтарына қарамастан, бұл әрі қарайғы зерттеулер мен тиімді еңсеру үшін қажет болады.

Кілт сөздер: *БАҚ, оқу процесі, коммуникативті дағдылар, фактілерді бұрмалау, күрделі лексика мен грамматика, ақпараттың өзектілігі.*

Мақаланың негізгі ережелері:

1. Фактілерді бұрмалау мәселелері: БАҚ материалдарындағы фактілердің анық және жасырын бұрмаланулары талданады, олардың студенттердің дұрыс бейнелерін қалыптастыруға әсері қарастырылады және осы бұрмалаулармен күресу үшін сыни ойлауды дамыту әдістері ұсынылады.

2. Тілді қабылдаудағы қиындықтар: БАҚ материалдарындағы күрделі лексика мен грамматиканы түсінуде студенттер кездесетін қиындықтар қарастырылып, мазмұнды оқушылардың тілдік дайындық деңгейіне бейімдеу стратегиялары ұсынылады.

ПРОБЛЕМЫ ИСПОЛЬЗОВАНИЯ МАТЕРИАЛОВ СРЕДСТВ МАССОВОЙ ИНФОРМАЦИИ ДЛЯ РАЗВИТИЯ КОММУНИКАТИВНЫХ НАВЫКОВ СТУДЕНТОВ

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Данная статья посвящена проблемам использования медиаматериалов в образовательном процессе с целью развития коммуникативных навыков учащихся. В исследовании основное внимание уделяется трем основным аспектам: явным и неявным искажениям фактов, трудностям в понимании сложной лексики и грамматики, а также проблемам, связанным с релевантностью предоставляемой информации. В статье представлены результаты анализа этих проблем, а также рекомендации по преодолению этих трудностей и эффективному использованию средств массовой информации в развитии коммуникативных навыков студентов.

В современном образовательном контексте использование средств массовой информации становится неотъемлемой составляющей образования, призванной не только расширить кругозор учащихся, но и способствовать развитию их коммуникативных навыков. Вмешательство СМИ в повседневную жизнь обеспечивает широкий доступ к разнообразному контенту, предоставляя уникальную возможность использовать его в образовательных целях. Однако, несмотря на потенциальную пользу, с которой сталкиваются проблемы, которые могут возникнуть в процессе использования медиаматериалов для развития коммуникативных навыков студентов, возникает необходимость в дальнейших исследованиях и эффективном преодолении.

Ключевые слова: СМИ, образовательный процесс, коммуникативные навыки, искажение фактов, сложная лексика и грамматика, актуальность информации**.**

Основные положения статьи:

1. Проблемы искажения фактов: анализируются явные и скрытые искажения фактов в материалах СМИ, рассматривается их влияние на формирование правильных представлений учащихся и предлагаются методы развития критического мышления для борьбы с этими искажениями.

2. Трудности восприятия языка: Рассмотрены трудности, с которыми сталкиваются учащиеся при понимании сложной лексики и грамматики в материалах СМИ, и предлагаются стратегии адаптации содержания к уровню языковой подготовки учащихся.