INSTRUCTIONAL MEDIA USED IN TEACHING ENGLISH

Kurbanbaeva Gulperi
KKSU 4th Year Student of English Language and Literature

Umirbekova Yulduz
KKSU 4th Year Student of English Language and Literature

ANNOTATION

Currently, Uzbekistan's educational institutions are outfitting their foreign language classrooms with cutting-edge teaching tools, modern information and communication technologies, and programs that teach children and teenagers about the history and cultures of other countries. They also regularly show popular foreign science and fantasy films with Uzbek subtitles that are focused on global issues. The utilization of effective techniques and information communication technologies to teach English to primary school pupils will be discussed in this article.

Keywords: English, School Education, Information Communication Technology, video, audio materials, children, pupils, modern methods.

INTRODUCTION

This study examines how teachers teach English to pupils while utilizing instructional media. Researchers employed case study methodology together with observational and interviewing techniques to gather data. The findings indicated that books, photos, and videos are the three categories of learning media that teachers most frequently employ. According to the demands of teaching and learning activities, each of these media is used in a wide variety of ways. Data about instructional media used to teach English can be discussed in this article.

Due to a shortage of materials and student excitement, the teacher in this situation finds it challenging to choose and use instructional media, which results in less effective and efficient teaching and learning activities. Utilizing the media available at school is one way to address the issue of learning media throughout the selecting process. A textbook is the media that the teacher used during the field observation procedure. Only 75% of pupils can get by with the usage of instructional media that incorporate textbooks.

Learning media is a tool to support the learning process practically and effectively so that learning can proceed without difficulty and in line with rules. In the field of education, especially during the teaching and learning process at school, the usage of learning media or teaching materials is extremely significant. Learning media can be thought of as anything that can transmit signals from preexisting sources in a predetermined way, resulting in a learning environment that allows the recipient to carry out the teaching and learning process successfully. Learning media, according to scientists, are tools or technologies used to assist in the informational process during teaching and learning activities. Learning media in the teaching and learning process is very important in order to be able to provide motivation and student interest in following the process of teaching and learning activities, providing a pleasant experience so that student learning outcomes can be improved.

Some of the scientists stated that there are several types of learning media, namely: textbooks, pictures, projectors, whiteboards, power points, videos and computer-based technology tools. Learning media has two components, namely software and hardware trimmer, on the software media a teacher can use an application while on the hardware media a teacher can use a computer, laptop or projector.

Based on the aforementioned statement, it can be inferred that the use of learning media is crucial to facilitating the teaching and learning process in the classroom in order to ensure that the activities go smoothly and effectively and that students are at ease and motivated to engage in the teaching and learning process at school. Because of this, the availability of learning media can increase students' interest in instruction and learning and assist teachers in delivering content to students through media. Additionally, the availability of a variety of learning media will undoubtedly aid teachers in teaching and learning by allowing them to select the type of media that will be used in accordance with the material.

Many nations adopt English as their official language of communication since it is widely recognized and utilized throughout the world. According to research, pupils who are able to learn all disciplines will succeed in a variety of developmental areas. The majority of the time, learning a foreign language is taught in schools so students may communicate with foreigners or read English-language publications. Beginning in elementary school and continuing through junior high and high school, English is one of the disciplines taught.

This study employs a case study methodology in an effort to record specific incidents and real-world circumstances that occur in primary schools without the researcher being there. This case study contains research that seeks to reveal an occurrence through logical and thorough investigation. One primary school hosted the research study. Participants include English teachers and students from the school. Except for using instructional media only during teaching and learning activities in class, teachers participated in this study had no particular restrictions. This study employs interviews and observation to gather data. Even this observation, in which the researcher solely acts as a full spectator, is a non-participant observation. The purpose of this observation is to look at the learning resources that teachers utilize and discover what resources are used in teaching and learning activities. When the teacher was delivering a lesson in class, this observation was made. The interview was conducted informally in the meantime. Informal interviews are performed to determine whether or not the data gathered from observations is accurate. However, questions can be created based on the requirements of the researchers.

Results The media that have been employed are textbooks, which are based on field observations. When the teacher first introduces the material, the class feels very conducive to students who listen and write. However, after that, the class feels less conducive because many students enter and exit the room, disturbing friends, being noisy, being sleepy, and not wanting to learn. The issue is that using textbooks can make students feel off-center during the teaching and learning process. They are also overly repetitive and can make students get bored more easily. A teacher will draw students' attention to focused on learning by adding points to students' daily values as a way to address the issue of learning media. However, in this case, only around 75% of the pupils were able to remain with the media.

Use of Instructional Media by Teachers in Teaching English A teacher seems to need as many abilities and tools as possible in the classroom to raise students' natural knowledge levels and help them develop skills and competence. Utilizing media is a useful tool in the learning process. Researchers carried out their study in a private school that is used to integrating technology into classroom instruction. According to the interview's findings, text books, images, and videos are the most popular types of media employed in the teaching and learning process. As with various extra media, like projectors and blackboards, etc.

The teacher uses textbook media in accordance with the lessons being taught, for instance, material on "something that is in the house," in which case the material is in line with the textbook's theme. This school's teachers use textbooks because they can be useful in a number of ways, including helping students execute the curriculum because the textbooks are organized in accordance with the relevant curricula, allowing them to review previous lessons or acquire new content. Pictures are the next educational tool that teachers employ in their lessons. The image serves as a tool to help the teacher better communicate the subject to the students. For instance, if the lesson is on Things at Home, the teacher will bring photographs that correspond to the theme, such as those of kitchen appliances, cupboards, mattresses, chairs, and sofas. So when the teacher explains the material with pictures, students will find it easier to accept it.

CONCLUSION

There is still room for development and improvement in the way teachers in one primary school use instructional media. Schools provided evidence that there was still a paucity of media, including a dearth of projectors. Teachers still need to experiment with a variety of technology-based media in order to use more than only print and image media. It is desired that the regional government will pay more attention to the provision of learning media in elementary schools in light of the limits of Instructional Media Used in Teaching English the media given in schools. Teachers are encouraged to regularly participate in training sessions linked to instructional media, which should enhance their ability to teach as their professional development grows. The teacher must use technology-based media so that students do not feel monotonous and bored. It is hoped that by using technology-based media students can foster a higher sense of learning English than using media that is commonly used. The purpose of all this is to help students get better results in learning English.

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