BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

THE ROLE OF MEDIA TEXTS IN RUSSIAN LANGUAGE TEACHING

Saidova Olima Botirovna
Asia International University, Assisstent Teacher

Abstract. The integration of media texts into language education has become an important aspect of modern teaching methodology. In Russian language teaching, media texts provide authentic linguistic material that helps learners develop communicative competence, cultural awareness, and critical thinking skills. This article examines the role of media texts in teaching the Russian language and analyzes their educational value in modern classrooms. Special attention is given to different types of media texts, including news articles, television programs, online materials, social media content, and audiovisual resources. The article discusses the advantages of using media texts for improving vocabulary, grammar, pronunciation, listening, speaking, reading, and writing skills. Furthermore, it explores the challenges teachers may face while integrating media resources into language instruction. The study demonstrates that media texts significantly increase students' motivation and contribute to the development of practical communicative abilities in Russian language learning.

Keywords: media texts, Russian language teaching, communicative competence, authentic materials, language learning, audiovisual resources, critical thinking, digital education.

Introduction

Modern language education increasingly emphasizes communicative approaches and authentic learning materials. Traditional teaching methods based only on grammar exercises and textbook activities are often insufficient for developing real communicative competence. As a result, teachers seek innovative methods that connect classroom learning with real-life communication. One of the most effective tools in this process is the use of media texts.

Media texts refer to various forms of communication presented through newspapers, television, radio, the internet, social networks, films, podcasts, and digital platforms. These texts combine linguistic, visual, and cultural information, making language learning more dynamic and interactive. In Russian language teaching, media texts create opportunities for students to encounter authentic speech patterns, modern vocabulary, and contemporary cultural realities.

The Russian language occupies an important position in international communication, science, culture, and education. Therefore, effective teaching strategies are necessary to improve students' language proficiency and communicative abilities. Media texts provide learners with exposure to natural language usage and help them understand how Russian functions in everyday life.

The aim of this article is to analyze the role of media texts in Russian language teaching and examine their influence on language acquisition, student motivation, and communicative competence. The article also discusses the practical advantages and possible difficulties associated with the use of media resources in educational contexts.

Main body. One of the main advantages of media texts is their authenticity. Unlike artificially created textbook dialogues, media materials reflect real communication and contemporary language usage. Students encounter natural pronunciation, colloquial expressions, idioms, and current vocabulary that are actively used by native speakers.

Authentic materials help learners adapt to real communicative situations. For example, Russian news broadcasts expose students to formal language and public communication styles, while social

media content demonstrates informal speech and conversational expressions. Through this variety, learners become familiar with different language registers and stylistic forms.

Media texts also introduce cultural information. Language learning is closely connected with understanding traditions, values, social norms, and cultural realities. Russian films, television programs, interviews, and online articles help students better understand Russian society and cultural identity. Such exposure increases intercultural competence and reduces cultural barriers in communication.

Another important characteristic of media texts is their relevance. Modern students are surrounded by digital technologies and multimedia information. Integrating media resources into education makes lessons more engaging and reflects students' real-life experiences. Consequently, learners become more motivated and interested in the educational process.

Media texts contribute to the development of all major language skills: listening, speaking, reading, and writing. Their multifunctional nature allows teachers to organize various communicative activities within one lesson.

Listening skills improve through exposure to authentic audio and video materials. Students learn to understand different accents, speech tempos, intonation patterns, and emotional expressions. Russian television programs, interviews, podcasts, and news reports provide rich listening practice. Regular interaction with authentic speech enhances comprehension abilities and pronunciation accuracy.

Speaking skills develop through discussions, debates, role plays, and oral presentations based on media content. After watching videos or reading articles, students can express opinions, summarize information, and participate in conversations. Such activities increase fluency and confidence in communication.

Reading comprehension also benefits from media texts. Online articles, newspapers, blogs, and advertisements expose learners to diverse vocabulary and sentence structures. Students learn how to identify key ideas, analyze information, and understand context. Media reading materials often contain contemporary topics that stimulate critical thinking and discussion.

Writing skills can be improved through tasks related to media analysis and interpretation. Learners may write essays, reviews, summaries, or opinion paragraphs based on films, articles, or social media discussions. Such assignments encourage creativity and independent thinking while strengthening grammatical and lexical competence.

Vocabulary acquisition becomes more effective when students encounter words in meaningful contexts. Media texts provide repeated exposure to modern expressions and thematic vocabulary related to politics, culture, technology, science, and everyday life. Contextual learning helps students remember vocabulary more successfully than memorization through isolated word lists.

Communicative competence is one of the central goals of modern language education. It includes grammatical knowledge, sociolinguistic awareness, discourse competence, and strategic communication skills. Media texts play a significant role in developing these abilities.

First, media resources demonstrate how language functions in real social situations. Students observe communication strategies, conversational norms, and pragmatic features of speech. They learn how speakers express agreement, disagreement, politeness, emotions, and attitudes in Russian communication.

Second, media texts promote critical thinking. Modern education requires students not only to understand information but also to analyze and evaluate it critically. Discussions of media content encourage learners to compare opinions, identify bias, and express personal viewpoints. This process strengthens both language proficiency and intellectual development.

Third, media-based activities create interactive learning environments. Group discussions, collaborative projects, and multimedia presentations increase student participation and communication. Learners become active participants rather than passive recipients of information.

Media texts are especially useful in teaching professional and academic Russian. Specialized articles, interviews, and documentaries provide learners with professional terminology and communication styles used in specific fields such as business, medicine, journalism, and international relations.

Despite their educational advantages, media texts also present certain challenges. One of the main difficulties is linguistic complexity. Authentic materials may contain fast speech, slang, idiomatic expressions, or difficult vocabulary that exceed students' language levels. Teachers must carefully select materials appropriate for learners' abilities.

Another challenge involves technological accessibility. Effective integration of media resources often requires internet access, multimedia equipment, and digital literacy. In some educational institutions, technical limitations may reduce the effectiveness of media-based instruction.

Teachers also face the problem of information overload. Modern media contains large amounts of content, and not all materials are educationally appropriate. Instructors must evaluate sources carefully and choose texts that support learning objectives and cultural sensitivity.

Additionally, excessive dependence on media technologies may distract students from systematic language study. Media resources should complement traditional teaching methods rather than completely replace grammar instruction and structured practice.

Teacher preparation is another important factor. Educators need methodological training to integrate media texts effectively into lessons. Successful implementation requires not only technical skills but also the ability to organize communicative activities and encourage student interaction.

Digital technologies have transformed modern education, including Russian language teaching. Online platforms, social networks, video-sharing websites, and educational applications create new opportunities for language acquisition. Students can interact with authentic Russian content outside the classroom and continue independent learning.

Social media platforms expose learners to contemporary conversational Russian and current cultural trends. Students may communicate with native speakers, participate in online discussions, and observe real communication practices. Such interaction supports language immersion and increases motivation.

Online educational resources also allow individualized learning. Learners can choose materials according to their interests, language levels, and learning goals. Personalized learning environments improve autonomy and encourage continuous language practice.

Moreover, digital media promotes global communication and intercultural exchange. Students gain access to Russian-speaking communities worldwide and develop broader cultural perspectives. This process strengthens intercultural communication skills and global awareness.

However, digital communication may also simplify language and encourage informal speech patterns. Teachers should help students distinguish between formal and informal communication styles and maintain balanced language development.

Conclusion

Media texts play an essential role in modern Russian language teaching. They provide authentic linguistic input, increase student motivation, and support the development of communicative competence. Through media resources, learners improve listening, speaking, reading, and writing skills while gaining valuable cultural knowledge.

The use of media texts reflects the realities of contemporary communication and helps bridge the gap between classroom learning and real-life language usage. Although challenges such as linguistic complexity and technological limitations exist, carefully selected and methodologically organized media materials significantly enhance educational effectiveness.

In the digital age, media literacy and communicative competence become increasingly important components of language education. Therefore, the integration of media texts into Russian language teaching should continue to develop as an innovative and practical educational approach.

References

1. Kramsch, Claire. *Language and Culture*. Oxford University Press, 1998.
2. Tomalin, Barry, and Susan Stempleski. *Cultural Awareness*. Oxford University Press, 1993.
3. Richards, Jack C. *Communicative Language Teaching Today*. Cambridge University Press, 2006.
4. Harmer, Jeremy. *The Practice of English Language Teaching*. Pearson Education, 2007.
5. Warschauer, Mark. *Technology and Social Inclusion*. MIT Press, 2003.
6. Bax, Stephen. "CALL—Past, Present and Future." *System*, vol. 31, no. 1, 2003, pp. 13–28.
7. Crystal, David. *Language and the Internet*. Cambridge University Press, 2011.
8. Safonova, V. V. *Media Education in Language Teaching*. Moscow State University Press, 2004.
9. Ter-Minasova, S. G. *Language and Intercultural Communication*. Moscow University Press, 2000.
10. Kostomarov, V. G. *The Language of Modern Media*. Moscow, 2005.