



CRITERIA FOR STUDENT COGNITIVE LEVEL ASSESSMENT IN ENGLISH MEDIA TEXTS

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Article history:	Abstract:
Received: 11 th December 2021 Accepted: 11 th January 2022 Published: 23 rd February 2022	The term "media" refers to the means through which information is transmitted from one location to another. Various forms of media have been utilized to impart teaching and enhance learning during the last century. Traditional means of giving instruction (chalkboards, textbooks, overhead projectors, and teachers), educational mass media (newspapers, movies, radio, and television), and newer "electronic" instructional media are all examples of instructional media (computers, interactive video, and multimedia systems). At least one medium must be chosen and used to give instruction in all cases. For any particular learning aim and set of students, a variety of alternative media and media combinations can be used. As a result, research questions analyzed the learning benefits of various media and media combinations for various types of learning goals and students of various ages and aptitude levels. Thousands of studies have been and continue to be conducted. In this article discusses about criteria for student cognitive level assessment in English media texts.
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Media and method. The main problem is that when media is utilized for training, it is frequently mistaken with the instructional methods and information it conveys. Because computers allow for high amounts of interchange between students and computer-delivered instructional programs, computer-based instruction is frequently regarded to be highly "interactive." Nonetheless, most media allow for interaction, albeit some media do so more swiftly and cost-effectively. Any media appears to be capable of enhancing learning as long as the information content and instructional methods conveyed are sufficient to facilitate student learning. According to existing research, when external events influence learning, such events must encourage the employment of mental processes required for learning goals by students who are unable or unwilling to offer them for themselves. Learning plans, examples, and practice activities with interactive, corrected feedback are examples of frequent teaching methods. Since a variety of media will present any of the common instructional methods required to learn, the benefits of media are not in their impact on learning but instead in their economic impact and their capacity to increase access to educational information and instructional programs.

Media efficiencies in cognition. First, any media or representational mode utilized to deliver an instructional approach (for example, a pictorial or verbal example) may aid some persons in learning quicker and/or faster (for instance, high visual but low verbal ability learners may learn faster from pictures than from narrative descriptions of examples). Second, one of the most critical difficulties for people concerned with the application of research to solving practical problems is the cost of learning. The current idea that leads research in this area is that if a specific instructional approach is required for learning, different media or symbolic modes will have varied learning efficiency for learners of various abilities.

According to the researchers, the conscious human mind is supported by auditory and visual "buffers" that specialize in storing various symbolic representations of information to be learned. These buffers allow for the storage of both visual and aural (sound) educational material. Unless the individual repeats or elaborates the information to be learnt or used in issue solving, conscious contemplation of information to be learned or utilized in problem solving may only be maintained in the mind for a short time (about six to eight seconds). Consider a person who is walking a great distance to find a phone while trying to memorize a new phone number that was given to them verbally. Unless the information is repeated or written down, the person is likely to forget it before dialing the phone number. Giving information content in two different modalities (visual and aural) appears to result in storage by two different sensory-based memory buffers, extending the duration and quality of information available to learners while they mentally process it. As a result, delivering crucial instructional information in both graphical and auditory (story) formats may

allow some learners to extend their "thinking time" during learning. Students with little prior knowledge but great visual skills benefited the most from the increased efficiency. One can query what percentage of pupils benefited from both visual and aural types of training in terms of efficiency.

Teaching and learning are currently being made more engaging and exciting through the use of technology. Facebook, YouTube, Twitter, and email are all examples of websites and applications that are increasingly being used in the teaching and learning process. Social media, arguably the most extensively used social networking site on the planet, allows people to share and communicate with others in their network. Magazines feature a wide range of writing. Magazines offer longer material that provides readers with greater detail, from in-depth news items to personal profiles. Magazine articles can be used as mentor texts for longer writing tasks that don't fit into the usual five-paragraph format.

Although television program writing differs from the writing that students are accustomed to, there are still advantages to studying it. It may appear absurd to study television because most people watch it for amusement. Studying television writing, on the other hand, is a fantastic method to expose your students to the concept of audience. Characterization, point-of-view, and voice are also feature of creative writing to learn from the television of today. Characterization, point-of-view, and voice are other aspects of creative writing that can be learned from today's television. Ask your students to think about what makes a strong scene in a show and how they may apply these abilities to their own writing, both fiction and nonfiction.

Films are an excellent source of information for writers. Film writers are acutely aware of how to write various scenes, characters, and dialogue because they are at the heart of every film. There are a lot of wonderful solutions to show your students how to write better creatively. If a full film will not fit in the class time, you could show some selected scenes from other movies for students to study. Students can study the same ideas and features from television on film, but in greater depth, almost as if they were reading a novel. Film has more time to develop characters and show more imagery that students can take from film writing and translate into their work of creative writing.

Despite the fact that popular music lyrics are frequently monotonous and clear, certain musicians and lyricists know how to write good music. They have the ability to transform even the most basic beats into poetry that rivals that of Romantic writers. By listening to and focusing on the lyrics of today's popular songs, students can learn how to produce outstanding poetry. Perhaps link famous poetry and songs together to help pupils discover the parallels and guide them in the proper path while producing poetry.

However, if you focus on the positive features of social media, such as the fact that it encourages kids to write more than they would otherwise, you may create a lesson that demonstrates some of the benefits of social media while simultaneously addressing its drawbacks. Because most kinds of social media rely on that short attention span, students will be able to learn how to write short and sweet bits of copy from social media. Students can learn about creativity through social media as they try to match their writing to that of others of a comparable caliber.

The conclusions and findings of this study demonstrated that social media plays an essential role in the growth of English learners' writing performance at the school level, such as: It allows English learners to learn new words and vocabulary that are appropriate for their level of English language learning; it is simpler for English learners than reading books or other text materials; it piques English learners' interest in English language learning; and English learners can use social media tools for an extended period of time without feeling bored. Similarly, the findings of the study indicated that young university level learners find it easier to use social media than books or other text materials while visiting to the library to collect books linked to vocabulary development. Learners, on the other hand, can use social media sources such as Facebook, Twitter, Flickr, YouTube, WhatsApp, and a variety of other social media platforms to improve their English language writing ability not only in text form but also in visual form.

Teachers, parents, and students all benefit from this research. This study will serve as a guide and aid to the school's teachers in understanding the impact that social media has had and continues to have on students' academics, particularly their English speaking and writing abilities, as well as an eye opener for them in assisting in enlightening and creating awareness for the students, enumerating the potential negative effects that it may have if not checked. In a similar spirit, the research will help senior students understand that, in addition to the social benefits of this more secure social networking site, utilizing it more than is necessary can put their lives and careers in jeopardy. It will be useful in helping pupils comprehend the complexities of social networking. It will give you useful information for students and other researchers undertaking similar research.

CONCLUSION.

In today's world, it's critical that students keep up with technology advancements and be aware of the English language talents that each learner possesses. These skills must be harnessed and developed further in order to both engage students and improve their English language skills. According to the findings of the study, a large number of pupils utilize social media. Following the successful completion of this descriptive study, it was determined that social media has a significant influence in the development of writing performance in the English language at the school level. The importance of social media in the growth of English language writing is like the sun shining brightly because it allows English learners to discover new words and phrases while also improving their writing skills. Furthermore, new technology, particularly social media, have changed the types and styles of writing. Studies suggest that pedagogically sound use of social media has the potential to increase students' motivation for writing, strengthen their awareness of audience and authorship, and promote writing development. These affordances of social media expand opportunities

for second language learners to engage with writing in their daily lives and can enhance students' writing development in classroom environments.

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