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MEDIA STUDY, PROJECT MANAGEMENT AND FOREIGN LANGUAGES TEACHING INTEGRATING METHODS REVIEW

This study is dedicated to thoroughly exploring the intricacies of Media study and foreign languages teaching integrating methods review. Given the enormous technological advances and dynamic nature of media communications developments, understanding the intersection of information technology and this key sector is more important than ever. The study highlights the unique challenges and characteristics inherent to media. Delving deeper into the situation, the article sheds light on how Media study and language teaching integrating methods are adapting to address these specialized challenges. Through a combination of qualitative and quantitative methodologies, including case studies and data analysis, the study provides deep insights into best practices and emerging trends. Emphasis is also placed on future trajectories, highlighting growing innovations.

Key words: Media study, didactic materials, information and communication technologies innovative studies, project-oriented approach, innovative teaching approaches, pedagogy.

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ОГЛЯД МЕТОДІВ ІНТЕГРАЦІЇ ВИВЧЕННЯ ЗАСОБІВ МАСОВОЇ ІНФОРМАЦІЇ, УПРАВЛІННЯ ПРОЕКТАМИ ТА НАВЧАННЯ ІНОЗЕМНИХ МОВ

Це дослідження присвячене ретельному вивченню тонкощів вивчення медіа та огляду інтегрованих методів викладання іноземних мов. Враховуючи величезний технологічний прогрес і динамічний характер розвитку медіа-комунікацій, розуміння перетину інформаційних технологій і цього ключового сектора є більш важливим, ніж будь-коли. Дослідження підкреслює унікальні проблеми та особливості, притаманні ЗМІ. Заглиблюючись у ситуацію, стаття проливає світло на те, як інтегровані методи вивчення медіа та викладання іноземних мов адаптуються до вирішення цих спеціалізованих завдань. Завдяки поєднанню якісних і кількісних методологій, включаючи тематичні дослідження та аналіз даних, дослідження дає глибоке розуміння найкращих практик і нових тенденцій. Акцент також робиться на майбутніх траєкторіях, підкреслюючи зростаючі інновації.

Ключові слова: Медіакомунікації, дидактичні матеріали, інноваційні дослідження інформаційно-комунікаційних технологій, проектно-орієнтований підхід, інноваційні підходи до навчання, педагогіка.

Introduction.

The current global landscape is characterized by continuous technological advances, complex socio-economic dynamics, and an ever-growing demand for innovative solutions. Within this complex framework, industries across all sectors are adapting to modern technologies and methodologies to remain competitive and respond to changing paradigms.

The need for an interdisciplinary approach that combines technological innovation with industry-specific requirements has never been more evident. This interrelationship forms is the key idea of this study, which focuses on the integration and evolution of information technology in the multifaceted field of foreign language teaching.

Media communication teaching is an important pillar of the global infrastructure, closely intertwined with various aspects of human civilization, including economics, geopolitics, and education. Recent decades have seen the widespread adoption of information technology.

The use of high-performance computing, data analytics, artificial intelligence, and other IT tools has enabled unprecedented efficiency and innovation.

Identification of previously unsettled parts of the general problem.

The study covers important areas where technology has made significant advances. In addition, the study examines the critical role that sound project management strategies play in ensuring that technological innovations are aligned with industry goals, implemented effectively, and deliver tangible benefits.

The main purposes of this paper are:

providing a comprehensive study of the relationship between media study, information technology and foreign language teaching.

Considering ways to improve teaching skills and pedagogical approaches with the help of information and communication technologies.

The main part. Let's explain this provision. An analysis of the works in this area allows us to say that there are all the necessary conditions for formalizing the accumulated knowledge and experience in the field of media study. Media study studies a specific area of speech usage – the language of the mass media. As is known, the formation of any new scientific direction is associated with the development of basic discipline-forming components, such as:

• a theory that would be the starting point for all research in this area;

• a more or less stable internal structure;

• a methodology;

• a terminological apparatus.

Most researchers agree that the level of mass communication gives the concept of "text" new semantic shades due to the media properties of a particular mass medium.

Thus, the text on television consists not only of verbal fabric, but consistently unfolds on several levels at once: verbal, video and sound, forming a single whole and acquiring volume and multi-layeredness.

Radio and press texts also tend to combine verbal text with certain media characteristics: music and sound effects, graphic design features, and newspaper or magazine text design.

The whole range of text processing methods is widely used to study the language of the media: from traditional methods of system and content analysis to logical, empirical, sociolinguistic and comparative-cultural description.

Mass media texts are studied using methods of cognitive linguistics, discourse analysis, critical linguistics, functional stylistics, pragmatics, rhetorical criticism. This is what determines the novelty of media linguistic methodology, which, based on the integration of existing methods, provides a systematic, comprehensive approach to the study of mass media texts.

The terminology of media study also combines terms from basic humanitarian disciplines - linguistics, sociology, psychology, journalism, cultural studies, etc. Project management is a constantly evolving field, for successful work in which it is necessary to use a combination of several approaches.

Project management methodology is a system of principles, techniques and procedures used by specialists working in this field. The most popular methods differ from each other not only in their structural organization, but also require the use of different deliverables, processes, and even the development of project management software.

For example, for the purpose of solving the project tasks: one of the most important problems in creating effective and productive drilling equipment is a qualified assessment of the quality level of existing and designed drilling rigs.

Existing methods for assessing the quality of drilling rigs are based on expert methods and do not include the assessment and analysis of the layout-kinematic perfection, energy saturation and rational use of drive power, determination of the productivity of the lowering-lifting complex of drilling rigs (energy consumption and machine time consumption during lowering-lifting operations) and the resource of the supporting elements of drilling equipment.

There are also no methods for assessing many ergonomic factors and labor costs of members of the drilling crew during the operation of the drilling rig and the impact on them of various means of mechanization (Table 1). When it comes to project management methodologies, there can be no universal approach. Each of the methodologies offers unique principles for managing a project from the initial stage to completion. First of all, you should pay attention to the size and style of the team. Here are a few more factors to consider when choosing. Scope.

This point is worth considering if you work in an industry in which something is constantly changing, which is relevant, for example, for technology companies. This affects the sequence of project implementation and, depending on this factor, you need to choose a flexible or rigid methodology.

Project priorities. Also consider the goals of your project. Do you value people more than efficiency? This will help you find a methodology with similar priorities.

Project complexity. Are your projects relatively simple or quite complex? Some methods, such as the critical path methodology, are not suitable for organizing work on complex tasks.

Role specialization. Consider how narrow the roles are on your team. Can different team members do the same type of work, or do you need a method that takes into account their specialization?

Organization size. The size of the organization and the team is critical when choosing a methodology.

Table 1 – Mining components hierarchy scientific research general characteristics selection

№	Research stages classification-identification by topic
1	Experimental and practical principles of selecting technological equipment: calculation and selection of basic technological equipment; purpose and completeness of equipment; description of the technical proposal and modernized design of safe activities.
2	The essence of the research and development work on improving the calculation method for assessing the productivity of the lowering and lifting complex of drilling rigs; assessing the perfection of the lifting complexes of drilling rigs with different drives based on the cost of machine time for lifting the drill string per well drilling cycle
3	Integrated safe operation of the installation based on calculations of operability and selection of components for installation and operation of innovative equipment
4	Research into modern successful practices in determining organizational and technical measures for the installation of a hoist system as a comprehensive integrated safe activity.
5	Modern experience in occupational safety during the installation and operation of the rig hoisting system equipment for the purpose of integrated safe operations.
6	Determining the choice of the specified components for improving complex "integrated" approaches to the innovative development of the industry
7	Conclusions based on the analysis of the results obtained, development prospects for synergistic safe activities.

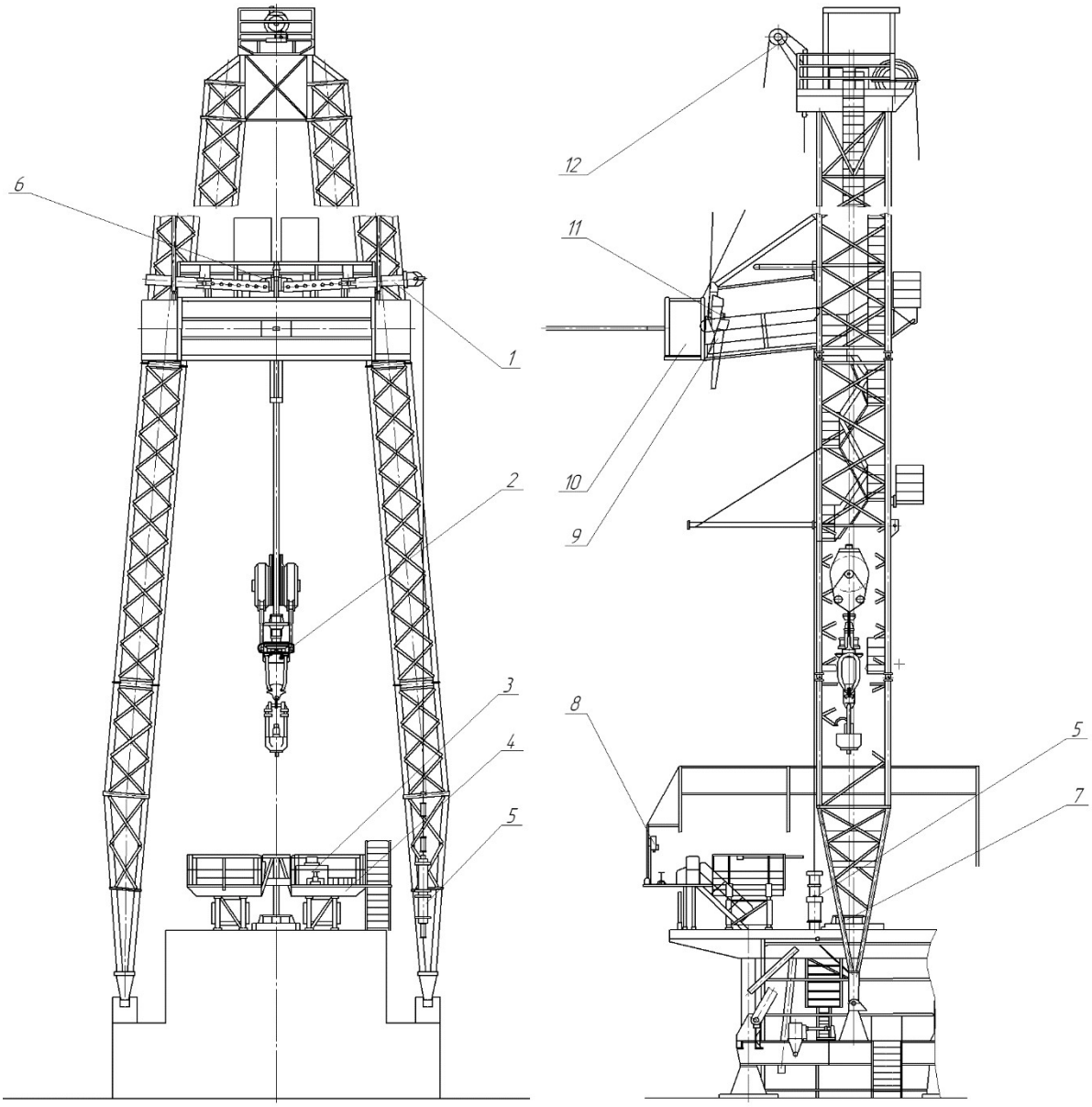

Fig. 1 – Well design:
1 – conductor; 2 – first intermediate string; 3 – second intermediate string; 4 – production string.

In order to teach English, just knowing the language is not enough. In addition to mastering pedagogical education, it is necessary to study modern trends, as well as learn new techniques and methods. In this case, your lessons will be interesting, diverse and productive.

Over the past decades, many innovative solutions have appeared on how to learn, taking into account the age, level, and personal characteristics of students. Communicative Language Teaching The approach that leads modern methods of teaching English.

It is considered the most effective, and all because it is aimed at:

- learning through communication and interaction in English;
- using authentic materials, audio/video, texts, in the lesson to recreate real conditions and achieve the effect of real communication;
- involving students in the learning process, as an important auxiliary resource.

In addition, the main principles of the communicative method are that the person who is learning the language is at the center of the learning process - learner-centered approach.

Effective communication is achieved through the acquisition of language fluency.

Learning a language in the classroom is based on the need to use the language outside the classroom.

Effective communication is ensured by using various language skills. Speaking practice involves the use of audiovisual aids, activities such as dialogues, role-playing, interviews, debates, problem solving and other exercises similar to real-world activities. New skills are developed through working in pairs, groups or individually.

The learning process is creative, encourages attempts and allows for mistakes - trial and error. The teacher plays the role of an organizer of the process and a guide who encourages and motivates students to express their thoughts and ideas.

Audio-Lingual Method Classes using this method are usually conducted in the target language, and priority is given to the development of listening and speaking skills. ALM consists of: the study of grammatical structures and patterns, listening and oral repetition techniques to achieve accuracy in speech reproduction, presentation of material through dialogues to memorize standard phrases and imitate facial expressions.

The main principles of the audio-lingual method of teaching English should also include: constant repetition of speech patterns to form new habits in students, attention is paid mainly to pronunciation and practice of oral speech skills, grammar is studied, that is, on the basis of general conclusions,

limited use of the native language, avoidance of errors, encouragement of correct answers.

Lexical Approach According to this approach, language consists of lexical units. That is why it consists of: studying a certain set of phrases, vocabulary and linguistic constructions, involving techniques that involve studying the text and identifying lexical units, selecting appropriate word combinations, repeating lexical units and singing, storytelling, role-playing games using fixed and partially fixed expressions, exercises with delexical verbs and exercises for forming agreements. And the main principles of the lexical approach include:

- the primacy of vocabulary acquisition, but not in isolation, but in context;
- the secondary importance of grammar, which is mastered through the study of linguistic constructions;
- adjusting the curriculum in accordance with the goals pursued by the teacher using this method.

Direct Method When using this method, only the target language should be used during teaching. This will encourage students to think and speak in English.

So, the direct method involves:

- oral presentation of new information or demonstration of exercises;
- learning to speak and perceive information by ear;
- producing correct pronunciation and correct grammatical structures;
- using techniques that include communication through questions and answers, reading aloud, writing and correcting one's own mistakes.

The main principles of the direct method, in turn, are aimed at oral interaction only in the target language and spontaneous use of speaking skills; inductive study of grammar - without analysis or translation of rules and structures; acquisition of only practical vocabulary using images or objects or ideas and associations.

Direct Method Test-teach-test / TTT

TTT is an approach to teaching English that is focused on the learning needs of students. It consists of three stages.

1. Test

Students complete a test task at the beginning of the lesson without the help of a teacher.

The main goal of this stage is to identify errors in the target language, as well as what students already know and why they should be taught, that is, to conduct an analysis of students' needs.

Examples of activities for the Test stage can be gap-filling exercises, exercises on choosing the correct form of the word.

2. Teach

After the test task and error analysis, the teacher conducts the teaching stage, taking into account the specific needs of the students.

The main goal is to close the gaps in learning and emphasize the correct use of the target language.

3. Test

At the last stage, we check how well the students have mastered the new information.

The main goal of the second "test" is to improve students' speaking skills and correct use of the target language.

Exercises to check understanding also appear here, but they should differ from the first test and be more complex.

Content and Language Integrated Learning This method of teaching English is combined and combines the study of a certain subject in the target language. That is, while studying the necessary discipline, students also study English.

The advantages of this method are the meaningful use of language, understanding of intercultural features and the development of skills necessary in real life.

And the principles of CLIL include:

immersion in the language being studied,

performing activities related to the subject being studied,

practicing all four language skills.

Total Physical Response

Thanks to this method, students learn a language by repeating certain actions. The approach includes the use of facial expressions, gestures, and imitating speech units.

According to this approach, students learn better through physical exercises than by analyzing language patterns. The principles of learning using the TPR method include:

- practice repeating actions and forming skills according to the teacher's instructions,
- improving listening skills,
- observing, following, and studying instructions,
- learning new words while performing active exercises,
- developing focusing skills.

Task-based Language Teaching Approach

A teaching method that consists of completing tasks in the target language. Interestingly, the tasks are directly related to the interests and field of activity of students. The approach focuses on:

- the result after completing the task,
- the development of fluency and confidence during communication,
- techniques that include authentic language use, such as a telephone conversation, interviewing, ordering a product, discussing a film, and the like.

TBLT is divided into 3 phases: Pre-task phase, Doing of the task, Post-task phase, during which the following principles are adhered to:

- focus on communication, not structure,
- vocabulary and grammar are learned inductively and serve only as a means to achieve the final result,
- task completion in conditions close to real circumstances,
- the teacher's role is to guide students through instructions and feedback.

It is worth understanding that the ideal teaching formula is a synthesis of modern approaches and methods.

Each of the above-described techniques can be suitable for students of younger, teenage and adult age with the correct interpretation.

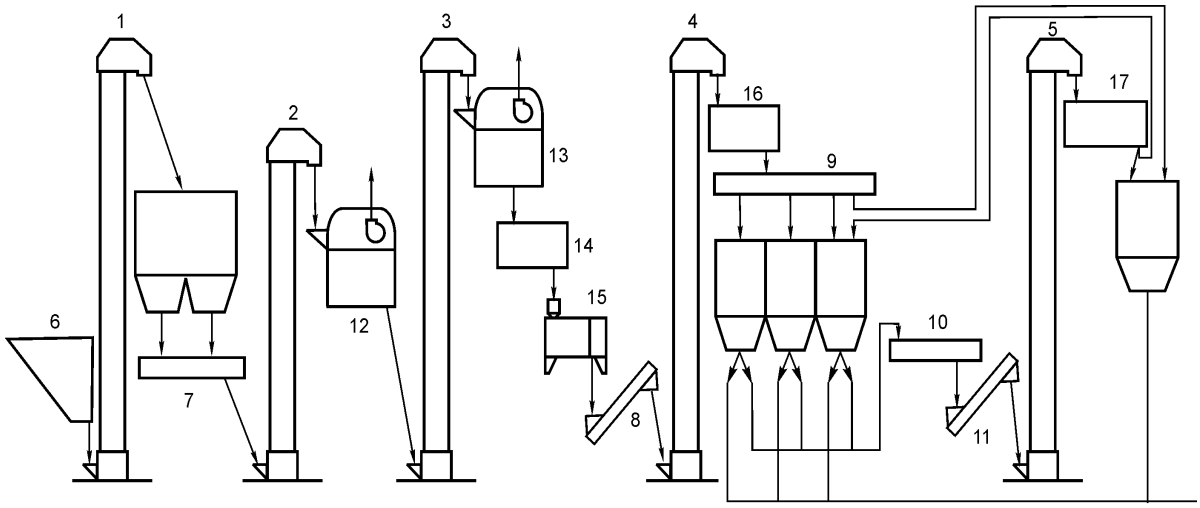

Figure. 2. Technological scheme of the grain cleaning department:
1, 2, 3, 4, 5 – noria; 6 – receiving bunker; 7, 8, 9, 10, 11 – screw conveyor; 12, 13 – separator; 14 – trier; 15 – upholstery machine; 16, 17 – a moisturizing machine

Conclusions and ideas for further investigation

By shedding light on these complex interactions, the article contributes to a growing body of knowledge that highlights the transformative power of technology in traditional teaching methods [1–11]. It also offers insights, best practices, and potential paths for industry professionals, policymakers, academics, and other stakeholders who are grappling with the challenges and opportunities this intersection presents [1–30].

In conclusion, the study aims to provide a comprehensive view of the topic. This sets the stage for subsequent discussions, enriching the discourse on a topic of contemporary relevance and far-reaching implications [31–40]. For stakeholders ranging from industry professionals to researchers, this study serves as a comprehensive guide that addresses knowledge gaps and sets the tone for future academic and practical endeavors in the field of Media study and language teaching integrating methods review [19–40]/ The presented possibilities of comprehensive innovative training of students can be applied to various branches of modern food technology, taking into account the development of the activities of the public organization "Ukrainian Association of Chemical and Food Engineering" (representative at the department of ITPA of NTU "KhPI") – search and scientific substantiation of rational parameters of food (Figure. 1) [19–31] and chemical processes engineering (Figure. 2) [32–47].

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