CLASSIFICATION OF MEDIA CONTENT TECHNOLOGIES AND THEIR CREATION TOOLS PIMSLEUR, ROSETTA STONE

Turaeva Nigora Nuriddinovna

Teacher of the Academy of the Armed Forces of the Republic of Uzbekistan

Abstract: The article deals with the issues based on classification of media content technologies and their creation tools Pimsleur, Rosetta Stone. As we know, the issue of teaching cadets a professional foreign language, as well as the formation of professionally significant competencies through the means of a foreign language, is given much attention both in our country and abroad. This determines the relevance of the research conducted by the authors of the article. Thus, the purpose of the article is to reveal the features of mastering a foreign language by students of non-linguistic areas of training, taking into account which allows us to determine the specifics of the subject of foreign language communication and the requirements for training materials and apps as Pimsleur, Rosetta Stone.

Keywords: foreign language, app, internet, technology, communication, computer technologies, system of mass communication.

INTRODUCTION

The information society is a global economic-political and technological project that involves a controlled civilizational transition to a global social order in which a dominant role in all areas of life will be played by a system of mass communications implemented with the help of computer technologies, in particular Internet technologies.

The issue of generating and presenting information is extremely relevant today. The entire world community has entered a transitional stage from its post-industrial state to an information one. At this stage of its development, society becomes increasingly dependent on the quality, accessibility, reliability, and timeliness of information created by its own representatives. This is especially noticeable in the

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

Internet space, where all information flows merge into a single closed and continuously updated system, which has its own characteristics, characteristics and qualities. At the same time, information becomes a multidimensional, ambiguous concept, the most necessary product that determines the success of development, the most valuable commodity and the most formidable weapon. That is why it is so important today to identify scientific approaches to understanding and comprehending all problems related to information in general and its virtual embodiment in particular.

METHODS AND ANALYSIS

According to one definition, information is a set of facts, phenomena, events of interest that are subject to registration and processing. This concept unites two partners: the source and the receiver (consumer) of information. Each of them can be an object of science and technology, society and nature, animals and people. It is through their interaction that information is born. In information theory, this term refers to a message that contains facts previously unknown to the consumer and complementing his understanding of the object (process, phenomenon) being studied or analyzed. In other words, information is information that should remove, to one degree or another, the uncertainty existing in the consumer before receiving it, and expand his understanding of the object with useful (for the consumer) information. Therefore, the originality and uniqueness of information becomes its necessary, very significant and unconditional quality.

There are different approaches to identifying types of information, and, accordingly, different classifications.

In the classification according to the method of transmission and perception, the following types of information are distinguished:

- visual, conveyed by visible images and symbols;
- auditory, transmitted by sounds;
- tactile, transmitted by sensations;
- organoleptic, transmitted by smells and tastes;

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

- machine, issued and perceived by computer technology.

Internet information resources provide the consumer with machine-processed information suitable for perception in auditory and visual form.

According to the form of presentation, information can be:

- graphic or pictorial;

- sound - its type is musical information;

- text;

- numeric;

- video information.

The Internet provides all types of information except numerical information.

For public purposes:

- personal, intended for a specific person;

- mass, intended for anyone who wants to use it (socio-political, popular science, etc.);

- special, intended for use by a narrow circle of people involved in solving complex special problems in the field of science, technology, economics.5

Internet information resources are primarily focused on mass information and, in some cases, on specialized information, which can be presented on many sites, but in a very dosed manner.

Leon Brillouin introduced two types of information into scientific use:

- free information - information related to the process of cognition and freely circulating between various material media (for example, a message transmitted by radio or a published article). Free information is the most common meaning of the term “information” both in science and in everyday use, since it is with it that the substantive aspect of information, which appears as information, is identified.

- related information - characterizes the organization and orderliness of a system. In other words, this is information that has passed the stage of objectification. Examples of related information are information from the genetic apparatus of a cell and information recorded in a technical device in the form of a certain combination of

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

its structural elements, as well as aesthetic information carried by works of sculpture, painting, and architecture. Related information can either exist objectively in nature or be “man-made”. The information provided by Internet information resources is mostly free.

In the formal aspect, information is considered as a set of signs and relationships between them. In the content aspect - as the relationship between signs and the objects they denote. The content or semantic aspect of information consists in the presence of certain knowledge, information or awareness about the state of the external and internal environment of the system. At the pragmatic level, information is viewed as a product created and used by people in specific circumstances. At the pragmatic level, issues of the value and usefulness of information are resolved, i.e., its meaning for specific individuals and society as a whole.

It is pragmatics that is interested in specific users of an information product and the area of social relations in which they act as participants. The pragmatic aspect characterizes that aspect of information that gives it the quality of good. Moreover, today information is becoming not only a benefit, but also a commodity, as well as a dangerous weapon. It is no coincidence that information wars are becoming so escalating today as a new type of confrontation between conflicting parties.

The abundance and variety of information, as well as new computerized capabilities for processing and providing it, determine the need for high quality content, especially when it comes to media content, that is, information provided by the media. It is important to note that the Internet itself is not a mass media in its traditional sense. The Internet distributes information among numerically large, dispersed audiences, that is, it is more of a means of mass communication. G. McLuhan, considered one of the first media theorists, devoted his works to the analysis of communication channels and explored the everyday life of a person in the information society, a world created by the latest media.

DISCUSSIONS

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

The language and style of online communication and the Internet in general have become the subject of detailed analysis in the works of G.N. Trofimova, M.A. Krongauz, E.I. Goroshko and others.

However, the issue of the current state of information media content on the Internet has so far been covered only fragmentarily and in conjunction with the general features of the functioning of Internet resources.

The theoretical basis of the study was made up of scientific works, to one degree or another, covering the issues stated in the dissertation.

Thus, various aspects of the information society are analyzed in the works of A. Artishchev, I.Yu. Alekseeva, D.B. Gudkova, JI.A. Kokhanova, A.A. Kalmykov, G. McLuhan, G.G. Pocheptsova, V.I. Shtepa, A.N. Sheremet.

A professional analysis of the activities of a modern journalist required the involvement of the works of A.I. Akopova, E.JI. Vartanova, A.A. Grabelnikova, M. Gurevich, Ya.N. Zasursky, G.V. Lazutina, A.A. Tertychny, B.C. Helemendika.

The basis for the analysis of hypertext was the research of N.G. Asmus, A.N. Baranova, L.R. Diasamidze, G.A. Miroshnichenko, G.N. Trofimova, I.V. Pozhidaeva, O.A. Ksenzenko, L.G. Ovanesbekova, E.H. Peskova, O.V. Lutovinova, V. Chebykina, L.S. Vinarskaya, V.L. Epstein, E.Yu. Chilingira, Yu.N. Karaulova, M.G. Shilina.

A systematic and typological approach applied to the modern model of Internet communications became possible thanks to the works of N.V. Brauda, A.B. Dolgina, O.S. Issers, M. Castells, J. Calacanis, J. Kapferer, N. Kokhtev, I. Masuda, J. Nielsen, T. O'Reilly, E. Patarakin, A. Repyev, E. Siverson, S. Hargadon.

The linguistic and stylistic features of information media texts on the Internet were studied using the works of G.N. Trofimova, A.E. Voiskunsky, E.I. Goroshko, G.N. Asmus.

Observations of the development of information technologies over the past twenty years give reason to state the fact that the sphere of the information media environment is going through a period of significant changes, as a result of which the

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

classic tree-like system of information dissemination radically changes its topology, turning into a multidimensional community in which everyone can communicate with everyone either with a sample group or with the entire community simultaneously [1]. Completely new forms of communication are emerging: forums, blogs, social networks, etc. [2]. Of course, these processes need to be studied and analyzed in every possible way in order to identify patterns and predict the further development of the process. Let's apply the classical method of studying a complex process - breaking the complex into elementary components and identifying the patterns of their participation in the overall process. We come across the concept of “content” every day. However, not everyone can give the correct definition of this concept. What is “content”? Content is all the information content of any electronic resource (website, electronic magazine, forum, etc.) or classical - printed (book, newspaper, scientific work, etc.). Translated from English, “content” means “content”. Content can include any information content: texts, tables, images, videos, etc. For example, this article is also content.

The World Wide Web is developing very quickly. The development of new technologies leads to the fact that the methods of presenting information begin to change very quickly. If at the beginning of the development of information networks the main transmitted content was text, then now a more effective and visual way of presenting it is the use of media content, let’s define this concept.

The term media (from English media), depending on the context, can mean the following: Media data is a collection of various types of data containing additional audio and visual information - graphics, video, animation (so-called multimedia). Dividing multimedia content into components allows you to structure it in a general way, based on the user’s perception [3], [4]. However, when developing multimedia products, a detailed description of the content is required in special terminology that unambiguously defines structural units taking into account their technological features and functionality.

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

The minimum structural unit (term) of multimedia content is a media element. Media elements are elementary components, the combination of which gives rise to multimedia content.

Typologically, two categories of media elements can be distinguished: static and dynamic. The first category is text (character information), graphic still image. The group of dynamic (time-varying) media elements includes: audio, video.

Digital encodings of media elements have many formats, so that each media element can be represented in several formats (for example, a static digital image can be saved in standardized graphic file types: bmp - bit map picture, jpeg - joint photographic experts group). A media element of any format is located in a single computer file.

A structural unit of multimedia content at the next, higher level - a media combination combines several dynamic media elements in one file. A media combination is a synchronized collection of identical or different dynamic media elements placed in one computer file. Typical examples of media combinations are stereo sound (for example: wav - wave form audio format, mp3 - more precisely, from English MPEG-1/2/2.5 Layer 3; but not MPEG-3), voiced video or animation (for example: avi - Audio Video Interleave alternating audio and video, mov - Apple QuickTime Movie).

Media combinations should not be confused with dynamic media elements, which include imitation of static ones. For example, a video fragment can be a static image or text obtained by repeating identical video frames, which does not prevent the entire video file from being classified as dynamic media elements. Controlling the playback of a linear dynamic sequence by moving along the time axis is not interaction with the content, in other words, the content of media combinations is not interactive.

Combining media elements and/or media combinations for simultaneous playback is defined as a multimedia composition. From a technological point of view, the main difference between a composition and an element and combination is the

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

use of a group of files, each of which contains some media element or media combination. Multimedia compositions also include 3D animation, the components of which are located in several files.

If there is an agreed upon algorithm for representing media elements and media combinations, then such a representation is already a software component that implements the placement of media content elements on the screen, the timing of the demonstration of audiovisual elements or upon the occurrence of a certain event, their synchronization, etc. For an interactive media composition, the software algorithm also determines responses to the actions of the user (operator of interactive media content) [5]. However, non-interactive multimedia compositions are also allowed, for example, slide shows or 3D animations that occur completely automatically.

The integrating, meaningfully and functionally complete unit of multimedia content is the stage. A multimedia scene is a full-screen integral term (image) that combines media elements, media combinations and multimedia compositions with a single design and logical connections to represent a certain set of objects and processes in an interactive algorithm [6].

A multimedia scene completely occupies the content field allocated to a given software application; many files are used to build the scene; a prerequisite is the interactivity of all or part of the objects and/or processes represented in the scene.

Dynamically updated media content is of great interest to the Internet audience. That is why it is widely used to attract new users to Internet resources and retain existing ones. User interest in media content has also increased due to a significant increase in the speed of access to Internet resources, standardization of end user devices and corresponding software environments for application and content developers. The fleet of desktop personal computer systems includes the OS Windows, Mac OS and Linux family; on mobile platforms - iOS, Android and Windows phone.

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

These days, language learning services have become faster, simpler and more mobile. One can study not only at home on a computer or laptop, but also on tablets and phones. The number of options has also increased exponentially.

One of them is Rosetta Stone, it was released over 30 years ago and is now the best app out there. Rosetta Stone has been using semi-immersion since its inception. It uses pictures, texts and spaced repetition to teach vocabulary, grammar and pronunciation. This methodology is proven. Essentially, you learn by playing variations of the cards, but with different prompts. Your attempts are counted, and the various elements that the program is confident you have learned are removed and new ones are added.

The app is not really built for fluency as its purpose is language for business use. However, it is one of the best ways to gain enough knowledge of a new language to begin communicating effectively with native speakers of that language. There are also opportunities for tutoring or live lessons with a person via live streaming.

Features: Free first lesson in each language, additional online training, personalized learning plan, real-time pronunciation feedback.

Pros:

- Proven methodology.
- Widespread support.
- Many language options.
- Logical development of the lesson, and the complexity scales well.

Minuses:

- “Business level”, lacks advanced content.
- Lessons may be repeated.

The app itself is very fluid and intuitive, and the lessons don't feel too short to be forgotten or too long to be a chore. You can practice pronunciation using the microphone on your phone, tablet, laptop, or connected/wireless microphone.

Another one is Pimsleur.

Features: Car mode, Offline mode, Alexa compatible.

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

Pros:

- The most extensive collection of languages on the market.
- The proven Pimsleur method.
- Clear lessons.
- Podcast-like structure allows for hands-free learning.

Minuses

- One of the highest prices on the market.
- Lessons take time.

Pimsleur is the name of not only a product line, but also a language learning methodology. Paul Pimsleur, a mid-century linguist, invented an entire pedagogy for teaching foreign languages, and his company has been selling versions of the method ever since. Before the Internet, you could buy Pimsleur CDs. Now you can simply get them in your mobile or web app.

Pimsleur lessons have been refined over decades and this approach is really only for serious students. Each lesson lasts about 30 minutes. You can complete these lessons in sections if you wish, but it is best to complete them in one sitting. The technique is basically: learn, repeat, wait, and repeat.

The focus is on listening and speaking. If you drive a lot, this method allows you to practice most of the lesson hands-free and finish it by taking some tests later. You can listen to the lessons as podcasts, so even if you're on public transport, you can say the words in your head to remember them.

The disadvantages are that even with the annual discount, the monthly costs are much higher than competitors. However, if an audio-based methodology suits your lifestyle, this is one of the best mobile apps you can get for language learning.

CONCLUSION

Thus, professional oriented foreign language teaching, an important component of which in the modern world is the use of media content, reveals the interdisciplinary potential of a foreign language that is capable of integrating knowledge gained as a result of mastering professional disciplines. At the present

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

stage, in the conditions of academic and professional mobility, new requirements are imposed on the results of teaching a foreign language. Language teachers are faced with the task of not only developing skills and abilities in various types of speech activity, but also turning a foreign language into a means for further professional growth of the graduate. The traditional set of “textbook + workbook” is not enough to ensure that mastering a foreign language meets all the necessary requirements. One cannot ignore the opportunities that various Internet resources open up for language teachers.

Using the apps like Pimsleur and Rosetta Stone in English classes is effective and allows you to create integral fragments of cultural and professional activities. Properly selected apps Pimsleur and Rosetta and a well-organized lesson help immerse students in communication situations similar to natural ones, activate lexical and grammatical material, stimulate thought processes, and help overcome the language barrier that often arises in situations of real communication in a foreign language.

References:

1. Asmus, N.G. Linguistic features of virtual communicative space.Chelyabinsk. 2005.
2. Babenko, L.G. Philological analysis of the text. Fundamentals of theory, principles and aspects of analysis. - M.: 2004
3. Bakulev, G.P. Mass communication. Western theories and concepts. - M.: Aspect-press, 2005
4. Berezin, V.M. Mass communication: essence, channels, actions. - M.: 2004.
5. Nosov, N.A. Virtual psychology. M.: Agraf, 2000.
6. Ter-Minasova, S. G. Language, personality, Internet. // Bulletin of Moscow State University. - Ser. Linguistics and intercultural communication. - M.: MSU, 2000, No. 4.
7. Fedotova, L.N. Sociology of mass communication. - M.: Aspect Press, 2002.

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/

8. Habermas, Y. Moral cognition and communicative action. // lane with him. edited by Sklyadnev, D.V. - St. Petersburg: Nauka, 2000.
9. Hargadon, S. Web 2.0 is the future of education. M.: Distance learning, 2010. -
10. Harris, G. Let Your Fingers Do the Talk: Online Advertising on the Internet. - M: Finance and Statistics, 2002.

ISSN 2521-3261 (Online)/ ISSN 2521-3253 (Print)
https://journalofresearch.eu/