

Use of Multimedia in Foreign Language Teaching

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Abstract: The article deals with the usage of multimedia in foreign language teaching. The article discusses the following three features that characterize the system of computer learning and self-learning of a foreign language methodology: cyclicity, integrality, and adaptability.

Keywords: means of multimedia, modern society, information technologies, educational process, interactive presentation, computer class.

In the context of the rapid development of modern society and, as a consequence, the emergence of information technologies, the problems of improving the software of the educational process and increasing its efficiency are becoming important.

Modern multimedia technologies are not only new technical means, but also a new approach to the process of teaching foreign languages. At the same time, information and multimedia technologies act as a tool for teaching, educating, and self-educating students.

This requires the emergence of specialists who not only know their subject and methods of teaching it, but also own these technologies. Therefore, the need to improve the quality of the educational process, as well as expand its capabilities, occupies an important place in the educational process.

Computer information technologies and multimedia tools contribute to the improvement of the educational process in a foreign language. Presentations containing a variety of illustrative material expand the opportunities for students to acquire practical skills in the study of specific language material.

The use of new information technologies - teaching computer programs, interactive textbooks, multimedia presentations, slides, films, etc. - introduces a moment of novelty, is a means of increasing the effectiveness of teaching a foreign language, reveals the reserves of the educational process, helps to individualize the learning process, and also opens up new opportunities for self-education, self-realization of students. All this has a huge impact on the formation and maintenance of interest in the learning process itself, contributes to the development of objective self-esteem in students and allows you to increase motivation for learning.

Working in multimedia computer classes in a foreign language class provides the teacher with great opportunities for preparing multimedia presentations using textual, graphic information, using a wide range of special effects, visual material on the course being studied in practical and extracurricular classes. This allows you to present the materials of the topic under study in an accessible and visual form makes it easier for the student to perceive the studied language material, while at the same time providing a solution to various educational problems.

Computer presentations containing a variety of illustrative material expand the opportunities for students to acquire practical skills in the study of specific language material, help the formation of students' linguistic abilities in the process of performing language exercises. Especially effective is the use of various programs for independent, but under the guidance of a teacher, the study of grammatical phenomena.

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An interactive presentation does not eliminate the teacher from the learning process, but allows him to focus on the most problematic points, making the independent work of students on the material being studied rich and productive.

The computer has firmly entered the life of students, and it can be effectively used both in classroom and independent work. Students should be taught to work independently from the very beginning of their studies, widely involving extracurricular activities. Properly organized independent work is an important link in the process of teaching foreign languages.

Cyclist includes three periods: classroom, under the guidance of a teacher; self-study in a computer class; classroom, under the guidance of a teacher, during which control is exercised.

Integrality is expressed in the fact that between all periods there is a close relationship and interdependence. So, independent work of students in a computer class in the "computer - student" mode ensures their successful activity in subsequent classroom lessons.

Adaptability is manifested in the fact that students during independent work in a computer class have the opportunity to independently choose the pace, method and mode of work, work at a convenient time for themselves and control the effectiveness of their learning.

Computer training programs provide individualization of learning, require students to perform tasks sequentially, checking results using keys and prompt error correction, and provide students with the opportunity to work at their own pace, depending on what learning tasks are being solved.

Of course, the success of working on a computer largely depends on the teacher and the working conditions in the computer class. The computer program must be interactively included in the lesson. Working with it can only become a stage in mastering certain skills by students. Therefore, when conducting classes, you should use a variety of tasks, both before working with a computer and after it. Work experience shows that those students who work with such programs regularly and under the constant guidance and supervision of a teacher acquire certain positive skills of independent activity, self-confidence, they have a greater desire to study English, and the learning process becomes more effective.

In our country, in recent years, they have begun to use the capabilities of modern computers and telecommunications directly in educational work, especially when teaching a foreign language. A foreign language is a subject that, due to its specificity (the creation of an artificial language environment for students due to the lack of a natural one), involves the most flexible and widespread use of various technical teaching aids. Therefore, it is not surprising that in the teaching of a foreign language, the new opportunities offered by multimedia tools have found a wide variety of applications.

The main role here, of course, is played by multimedia tools. But first I would like to say a few words about the use of simple multimedia documents in the lesson, which the teacher himself can make in Microsoft Word, and presentations (Power Point). They are simple to perform and apply, but their role in intensifying the lesson and increasing its emotional impact on students is great.

The advantage of Word documents is their relatively small capacity and ease of creation. The teacher can develop them for specific situations, topics and groups, with an infinite variety of options. At the same time, such documents do not lose the advantages of multimedia: they are bright, colorful, allow students to work individually, expand the possibilities of work (For example, the electronic version of the test allows students to move objects within the document, placing them in the right places, delete them, group according to the task, insert the necessary, etc.).

Unfortunately, only a few computer science teachers can boast of programming skills; teachers of other disciplines often own a computer only at the level of an average amateur user. However, some simple tricks will allow us to provide here, say, elements of self-control in the verification test. For example, students are given a test with spaces or tables in which they must type their answers. The completed test is printed out on a printer or "dumped" onto a floppy disk for evaluation by the teacher, after which students are invited to press the "non-printable characters" button and check their answers



with the keys printed here in the “hidden text” mode. Of course, this method cannot be used all the time, but in another test, you can “password-protect” the entrance to the keys, telling the password only after independent work has already been submitted for verification, make the text of the keys white and offer to highlight certain lines and change the color of the text after work is completed. , etc. (As an example, let's take a test on the topic "London Sightseeings" in the discipline "Linguistics and Country Studies". The keys are given in the "hidden text" mode).

The value of the presentations created by the teacher lies in the fact that the material in them is given to students compactly, in the right sequence; there is nothing superfluous in it, everything “works” to achieve the goals and objectives of a particular lesson, unlike ready-made films and slides. In addition, under the presentation, you can “put” a text that is most relevant to the topic of the lesson from an informative and lexical point of view. When viewing the presentation again, the text can be turned off, and students are given the task to voice the slides on their own. Thus, the teacher gets rid of the need to adapt the finished text for students and spend precious lesson time on “noise” information, which is almost inevitable when using ready-made presentations; in addition, the presentation material is clearly timed.

But, of course, multimedia tools have the strongest impact on students. They have become an objective reality of our time, and a foreign language teacher simply cannot help but take advantage of the opportunities they provide for teaching real communication in a foreign language. Together with them, new forms and methods of teaching, a new ideology of thinking come to school. According to the teaching model previously adopted at our school:

- in the center of learning technology - a teacher;
- there is a tacit competition between students;
- students play a passive role in the classroom;
- The essence of learning is the transfer of knowledge (facts).

The new learning model to replace it is based on the following principles:

- in the center of learning technology - a student;
- at the heart of learning activities - cooperation;
- students play an active role in learning;
- The essence of the technology is the development of the ability for self-learning and the communicative competence of trainees.

The main groups of tasks solved with the help of multimedia include:

- support for student learning;
- ensuring real communication with native speakers;
- providing access for all participants in the educational process to rapidly growing information funds stored in centralized information systems;
- Ensuring interaction between teachers, exchange of pedagogical experience and didactic materials.

All of the above allows us to conclude that it is expedient to use multimedia aspects in teaching foreign languages in higher education. It is here that it is possible to use a foreign language in a real context, which contributes to the effective formation of foreign language competence of students, as well as to the good quality of the educational process.



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