



Multimedia Technologies in Teaching Foreign Languages

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ABSTRACT

The paper notes that the use of multimedia technologies in a foreign language lesson is very large, since the virtual environment of the Internet allows us to go beyond time and space, giving its users the opportunity to communicate with real interlocutors on relevant topics. The classification of multimedia teaching aids is given, we combine them into groups depending on the methodological and functional purpose.

Keywords:

use of multimedia technologies, real interlocutors, classification of multimedia, teaching aids, effectiveness of teaching, information environment.

In the process of teaching foreign languages in a modern school, lighting and sound equipment are traditionally used. But now new information technologies (multimedia computer, Internet, multimedia textbook) are coming to school. The use of these new information technologies makes it possible to highlight the following main points:

- ✓ the use of multimedia technologies in teaching foreign languages is designed to significantly increase the effectiveness of teaching, the main purpose of which is to improve the skills of everyday and professional communication (both direct with native speakers and indirectly through television, the press, the Internet);

- ✓ the means of new information technologies act as a tool for the education and upbringing of students, the development of their communicative, cognitive, creative abilities and information culture;

- ✓ the use of multimedia teaching aids allows, in the absence of a natural language environment, to create conditions that are as close as possible to real speech communication in foreign languages.

In the modern methodology of teaching foreign languages, the use of multimedia technologies plays a significant role. What is multimedia? Multimedia is a set of software and hardware that implements the processing of information in sound and visual forms. Multimedia is designed to carry sound, data and images over local, regional and wide area networks. Graphics, animation, photo, video, sound, text in an interactive mode of operation create an integrated information environment in which the user acquires qualitatively new opportunities.

The technological capabilities of multimedia tools are great, because they allow you to organize a variety of learning activities for students, significantly increase the effectiveness and motivation of learning. There are various options for using information and communication technologies both in separate lessons in a foreign language and throughout entire courses.

So, for example, N.S. Kirgintseva claims that "today, in the most general form, three main ways of using the capabilities of modern computers in teaching a foreign language can

be distinguished" [2]. Among them, the author highlights the following:

- ✓ the use of ready-made software products for learning a foreign language, supplied mainly on CDs;

- ✓ the use of software products created directly by teachers (or teachers together with students) in various instrumental or visual design environments;

- ✓ use of Internet resources.

Multimedia systems are based on computer technology. Computers are installed at the teacher's place and at the students' places, which are connected by a local network through a special interface (connecting) unit, with the help of which the teacher can manage the work of the entire group. Such systems have the widest functionality. Learning based on the synthesis of speech, music, images allows you to fully immerse yourself in the learning environment, so it is effective.

In modern methodological practice, electronic textbooks have appeared in many subjects, including English. However, they have not yet been sufficiently tested. Therefore, the school needs to create multimedia programs that may include a dictionary with an explanation of active vocabulary, reference material, exercises with keys to consolidate vocabulary, designed for independent work at home with a computer. Students work through and discuss all the material, first with the teacher in the classroom, and then on their own, and in more detail at home. You can ask them to write a script for the episode they listened to in class, write out active vocabulary, and prepare a detailed message. In the next lesson, students discuss in detail the material prepared at home. Thus, multimedia learning programs in teaching a foreign language have a number of advantages compared to a regular textbook, and are perfectly integrated with traditional forms of classes.

In addition to programs on computer disks, to increase the motivation of students, many teachers use the Internet, which allows you to additionally "turn on" such an important element of education as interest in the subject being studied. Forming interest or motivation for learning is one of the most difficult

elements in the educational process. In this case, using the popularity of the Internet in the student environment, it is possible to do this by fairly simple means.

Currently, a methodology for teaching a foreign language using the Internet is being developed. There are supporters of the idea of learning a language only with the help of the Internet, traditional work with a textbook. But most teachers prefer to use the Internet along with traditional teaching tools, integrating it into the learning process. The simplest use of the Internet is to use it as a source of additional materials for the teacher in preparation for the class. Materials can be printed out and used later during the traditional session. Of course, in this case, only part of the possibilities of the Internet is used. But even with this application, teaching a foreign language is changing: the user gets access to information that is difficult to select from other sources. Ways of structuring the teaching of a foreign language with the use of computer technology completely depend on what motives drive a teacher who is passionate about the use of computer technology in education. Today, such lessons can be both a tribute to fashion, and pampering, and an experimental (not always harmless for students) work of a teacher in search of new forms of education, and a proven necessity.

The process of modernization of the modern educational space is associated with the intensive introduction of modern computer technologies and multimedia tools in the organization of teaching foreign languages at the university in order to prepare a qualified, competent, professionally skilled in his profession, capable of continuous professional growth. Multimedia technologies occupy a paramount place in the formation and development of foreign language communicative competence among students, which is today the main goal in learning a foreign language in higher education. The use of the Internet, various video materials, feature films, multimedia programs specially prepared for the educational process, electronic textbooks, multimedia reference books, encyclopedias and dictionaries allows you to

create a communicative environment for learning, develop interest in learning a language, create conditions that are as close as possible to real speech communication in foreign language in the absence of a natural language environment.

In addition to increasing the student's motivational potential, the computer guarantees confidentiality. If the teacher does not record the results, then only the student himself knows what mistakes he made, and is not afraid that his classmates and the teacher will find out his results, since the correctness of the performance of any type of work is checked and evaluated only by a computer. Thus, the student's self-esteem does not decrease, and a psychologically comfortable atmosphere is created in the classroom. Working with multimedia tools also allows you to completely eliminate an important reason for a negative attitude towards learning - failure due to a lack of understanding of the material. The student is given the opportunity to use various reference books and dictionaries that can be called up on the screen with a single click of the mouse; the psychological barrier in using a foreign language as a means of communication is overcome.

The positive role of the use of multimedia aspects is noted not only among students, but also among teachers. The use of a computer by a teacher in teaching a foreign language provides an opportunity to take into account the individual characteristics of students, organize independent actions of each student, and use a student-centered approach to teaching. The main goal for a teacher in teaching foreign languages is to create conditions in which the student himself will discover, acquire and construct knowledge.

One of the types of multimedia tools that can be used in foreign language classes is the multimedia language complex Rinel-Lingo, on the basis of which a student and a teacher can implement the following scheme of work:

1. A student in the language laboratory can contact the teacher at any time by pressing the call button. After that, the teacher can personally work with the student using the

remote mode and communicate with him without the participation of other students.

2. A student in a language laboratory personally performs control tasks using Lingo-books. The teacher selectively connects to the students and, using the remote work mode, controls the progress of the assignments.

3. In audio groups, students can make reports, presentations, conferences, and solve problems together. The teacher selectively connects to audio groups and, using the remote work mode, controls the work of students.

4. The teacher can make an announcement to students using headphones and students who do not use headphones using audio and speakerphone.

5. The teacher demonstrates new material (programs, drawings, graphics, texts, etc.) to all students or a group of students using the screen sharing mode. At the same time, the teacher can comment on the demonstration and answer the questions asked using audio communication and speakerphone.

6. All students read the text using Lingo books. The teacher selectively connects to the student and checks the correct reading and, if necessary, personally works with the student. Before reading, the student has the opportunity to listen to the text voiced by a native speaker using the Lingo-book.

7. Students conduct dialogues among themselves in audio groups using Lingo-books. The teacher selectively connects to audio groups and controls the work of students. Before starting a dialogue, students can listen to the text voiced by a native speaker using the Lingo-book.

Determining the goals, objectives and possibilities of using computer technology in the classroom, the teacher can, first of all, keep in mind the following fundamental positions:

- ✓ maintaining the mental and physical health of students;
- ✓ formation of elementary user skills and abilities among trainees;
- ✓ assisting students in mastering educational material on the basis of specially and competently created for this purpose applied computer programs for learning a foreign language.

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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