TEACHING ENGLISH WITH THE USE OF MULTIMEDIA TECHNOLOGIES

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ABSTRACT

The article discusses the advantages of using multimedia in teaching and learning English and the use of information and communication technologies (ICT) which increase the effectiveness of training in professional communication based on examples of ICT application in interactive teaching of a foreign language in Uzbekistan. Methods and techniques of using ICT in the classroom can be varied, but their main goal is to turn the lesson into an interesting and effective process from the point of view of the formation of foreign language communicative competencies in students studying business English.

INTRODUCTION

Today, the use of ICT is becoming one of the priority directions of the organization of the educational process in higher educational institutions in our country. It is the new ICT that can become a means by which students develop the ability to simulate a situation, to solve it in an extraordinary and creative way when studying English as foreign language.

In the process of integration with traditional methods of teaching a foreign language, ICTs make it possible to implement such a model of the educational process, which makes it possible to create an open information and educational space, to reveal and develop the creative potential of a teacher and student, to activate cognitive processes, which are based on the principle of joint creative activity. The use of ICT contributes to the formation of students' skills for independent learning activities, the formation of creative and critical thinking, and the ability to make their own independent decisions in various difficult situations.

In this regard, it becomes necessary to study the ways of introducing ICT into the educational process in teaching English. Therefore, the purpose of this article is to analyze the advantages and disadvantages of using multimedia technologies as a component of ICT in the process of teaching English in higher educational institutions.

Materials and Methods

ICTs are innovative today in this field of education for several reasons: firstly, it is accessibility; secondly, flexibility and mobility in use, thirdly, multifunctionality, and most importantly - a motivational tool. Consequently, in modern education, the issues of methods of organizing educational activities aimed at wide and widespread use of ICT in the study of English are very important and relevant.

Methods and techniques of using ICT in the classroom can be varied, but their main goal is to turn the lesson into an interesting and effective process from the point of view of the formation of foreign language communicative competencies in students studying business English. The advantage of such classes is to improve the quality of education due to the novelty of the activity. ICTs serve not only for the transfer of knowledge, but also for their control, consolidation, repetition, generalization, systematization, therefore, for the performance of didactic functions.

The most important technically reliable modern devices of information and communication technologies are "a computer and telecommunications with information placed on them" [2: 78]. Information media of multimedia are text, sound, video, and software products that use all these forms of information presentation are called multimedia.

The concept of multimedia is multifaceted. First of all, a technology that describes the procedure for the development, operation and use of information processing tools of various types; information resource created on the basis of technologies for processing and presenting information of various types. In addition, it is computer software, the functioning of which is associated with the processing and presentation of information of various types; computer hardware, with the help of which it becomes possible to work with information of different types. It is also a generalizing type of information that successfully combines both traditional static visual information (text, graphics) and dynamic information of various types (speech, music, video fragments).

Multimedia is also a set of software and hardware that implements the processing of information in sound and visual form; means for presenting textual, graphic, photographic data and playing sound and video. These different types of data can be displayed simultaneously or sequentially depending on the user's needs. In a broad sense, the term "multimedia" means a range of information technologies that use various software and hardware tools in order to most effectively influence the student.

Proceeding from multifunctionality, multimedia technologies at the present stage of education have a wide range of applications in the field of learning foreign languages, especially business foreign language in higher educational institutions. The use of multimedia teaching aids is a natural level of development of educational technologies. Their specificity as teaching aids is associated with characteristics such as complexity and versatility. Learning based on multimedia programs allows you to more fully implement a whole range of methodological, didactic, pedagogical and psychological principles, to make the learning process more interesting and creative.

The use of multimedia technologies makes it possible to take into account the levels of language training of students, which is the basis for the implementation of the principles of a differentiated approach to teaching. And the principle of accessibility is also observed, taking into account the individual pace of the student's work. Using a computer network, the teacher has the opportunity to organize various forms of work in the classroom.

Results and Discussions

An interactive approach to the study of EFL motivates students to study it independently and test their knowledge, skills and abilities. The software application allows teachers to constantly improve their professional level in the process of creating and implementing new assignments. They actively used resources using Power Point. For example, students are offered assignments that relate to material from authentic You Tube recordings and discuss in small groups in the classroom.

Another positive example of students' independent work to improve their English skills is the MOODLE system. In this system, courses have been developed for self-replenishment of knowledge and development of skills by students to study English. MOODLE allows the student to practice their knowledge of grammar and vocabulary at any time and repeatedly.

The technological capabilities of multimedia tools bring real didactic benefits, since they allow us to organize a variety of educational activities for students, significantly increase the efficiency and motivation of teaching English in higher educational institutions.

The use of live broadcasts to watch news, the Internet, various videos, feature films, multimedia programs specially prepared for the educational process, electronic textbooks, multimedia reference books, encyclopedias and dictionaries allows us to create an interactive communicative environment for learning. This develops an interest in language learning, creates conditions as close as possible to real speech communication in English in the absence of a natural language environment.

In the traditional information and communication process, the teacher is a source of knowledge; he/she transfers knowledge to students, who, in turn, are passive recipients of information. When using multimedia, information transfer can be carried out more productively, acquiring the status of an effective educational environment for providing educational information of various types. Despite the use of ICT and in particular, Internet technologies cannot replace a teacher. Using information resources of the network, the teacher, as the researchers rightly point out, should "clearly formulate the goals and objectives of using this information by students when solving a problem or discussing a topic, ways of their independent learning activities with this information" [3:78].

Multimedia programs that can be distributed to students in different learning situations, in which the center of learning is the teacher, students or both (blended learning). In a teaching situation where the teacher is the central figure, it is the teacher who controls the information received by the students and is responsible for the amount of information that is provided. The techniques used in such learning situations include presentations and demonstrations for information processing.

The material is submitted by the teacher, who is in the lead in this mode of teaching, involving students in learning. The multimedia material of the course can be contained on CD / DVD - ROM discs, and can also be posted on the classroom network.

The participation of a teacher and a computer in the learning process at the same time significantly improves the quality of education. The use of the proposed methodology activates the teaching process, increases students' interest in the English language and the effectiveness of the educational process, allow us to achieve a greater depth of understanding of the educational material. In a learning situation where the student is the central figure, it is the student who constructs his knowledge, bringing authentic experience to the learning process, and the teacher acts as an assistant, consultant and manager.

CONCLUSION

In conclusion, we can say that in connection with the integration of multimedia technologies into the learning process, there is an active change in the quality of education. This leads to the emergence of innovative teaching materials as well as new methods of conveying information to students. This new educational environment will undoubtedly have a positive impact on the teaching and learning process. Means of new information technologies act as a tool for the education 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 as close as possible to real speech communication in English. Multimedia open up access to new sources of information, increase the efficiency of independent work, provide new opportunities for creativity and consolidate professional skills, and allow the implementation of fundamentally new forms and methods of teaching.

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