

USING MULTIMEDIA TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Babaev Mahmud Tashpulatovich

*lecturer of the department of
"Translation Studies and Language Education"
Bukhara State University
maxmudbabaev1963@gmail.com*

Abstract: *This article is devoted to the application of multimedia technologies in the educational process, their influence on the formation of communicative competencies (reading, listening, speaking, writing), on the development of critical, figurative, abstract thinking of students. The intensity of learning with the help of multimedia and their effectiveness are proved.*

Key words: *edutainment, multimedia, informatization, multimedia (electronic) textbooks, interactive.*

INTRODUCTION

The development of modern society takes place in the era of informatization, characterized by the use of information technology in many areas of human activity, including education.

The rational combination of traditional educational tools with modern information and computer technologies (ICT) is one of the possible ways to solve the problem of education modernization. ICT means contribute to the development of personality traits, variability and individualization of education. Modern ICT provide active, creative mastery of the studied subject by students; allow them to present a material at a new, qualitatively higher level. Their application opens up fundamentally new opportunities in the organization of the educational process.

LITERATURE REVIEW

At this stage, the role of foreign languages is increasing in modern society. Tens of thousands of universities abroad and in our country have continued to use the capabilities of modern computers and telecommunications in educational work, especially in teaching a foreign language in recent years. A foreign language is a special academic subject which due to its specificity (creating an artificial language environment for students because of lack of a natural one), presupposes the most flexible and widespread use of various technical teaching aids. Therefore, it is not surprising that while teaching a foreign language the new opportunities opened up by multimedia have found a wide variety of applications.

The main role here, of course, plays multimedia. Multimedia is an interactive (dialogue) system that provides simultaneous work with sound, animated computer graphics, video frames, static images and texts. This term refers to the simultaneous impact on the user through several information channels. In this case, the user is usually assigned an active role. In other words, multimedia is the sum of technologies that enables a computer to input, process, store, transmit and display (output) data types such as text, graphics, animation, digitized still images, video, sound, speech [3].

MAIN PART

Previously, a lesson conducted by a teacher was called multimedia if it included the teacher's story, tape recording, movies, slides, and any technical teaching aids. Today, a "multimedia" lesson means a lesson using a multimedia tutorial, a computer or laptop, a projector, a webcam. In the theory of learning, even several modern areas of research have been highlighted, in particular the theory of multimedia learning.

There was even an unofficial term "edutainment" - a new formation from the word "education" and "entertainment" used to combine education and entertainment, especially multimedia. Edutainment reflects the connection between learning and entertainment, that is, a student focuses on the learning process while having entertainment goals [4].

It is multimedia that has the greatest influence on students. They enrich the learning process; make learning more effective, involving most of the student's sensory components in the process of perceiving educational information. Obtaining a foreign language makes it possible to join the world culture and use the potential of the vast resources of the global Internet in their activities. In this regard, there is a need to develop a methodology for using computer information technologies in teaching a foreign language. Multimedia tools have become an objective reality of our time, and a foreign language teacher simply can not take advantage of the opportunities that they provide real communication for teaching in a foreign language. Along with this, new forms and methods of teaching, a new ideology of thinking come to the auditorium. The learning model previously adopted in our system:

- at the center of learning technology - a teacher;
- there is an unspoken competition among students;
- students play a passive role in the classroom;
- the essence of training - the transfer of knowledge (facts).

The new learning model which is to be replaced based on the following principles:

- at the center of learning technology - a student;
- on the basis of educational activities - cooperation;
- students play an active role in learning;

The importance of the technology is the development of self-learning ability and communicative competence of trainees.

The means of multimedia include almost any means that can bring information of various types into training and other types of educational activities. Currently, universities widely use electronic textbooks and manuals demonstrated using a computer and a multimedia projector, interactive whiteboards, electronic encyclopedias and reference books, simulators and testing programs, educational Internet resources, DVD and CD disks with pictures and illustrations, video and audio equipment, interactive maps and atlases, interactive conferences and competitions, materials for distance learning.

The most accessible and effective of the multimedia tools is the so-called electronic textbook. Why are multimedia (electronic) textbooks so attractive for teachers and students? There is now a wide variety of modern multimedia textbooks and interactive textbook platforms (Schritte international und Schritte international im Beruf). They are of great help in teaching a professionally oriented language: in the search for necessary information on a given topic, in consolidation of the new material, contribute

to the formation of articulation, rhythmic-intonational pronunciation skills, to increase the motivation of students. Students perceive sounds, words, phrases and sentences by ear and visually. In addition, students have the opportunity to regularly receive up-to-date information.

Using an interactive whiteboard is equally important. It makes it possible to use abstracts, tables, videos and reference materials in the classroom while analyzing texts - diagrams and data from electronic dictionaries. This allows you to implement the principles of visibility, accessibility and consistency. You can use ready-made drawings on the desired topic, a variety of Web resources. On the video material, you can organize a speech situation, teach how to pose a question, make a statement and organize a dialogue. Working with video materials significantly expands the volume of perceived information. You can create links from one file to another — for example, audio, video files, or web pages.

The use of such Internet resources as the Deutsche Welle website helps students in preparing various presentations, in getting acquainted with current political and economic news, makes it possible to independently choose the topic of interest for the report and carry out virtual excursions.

In the most general context the multimedia technologies in the process of teaching foreign languages are designed to perform the following functions:

- 1) integrate different types of information (text, sound, video, etc.) and present it by influencing different organs of human senses;
- 2) stimulate the cognitive process;
- 3) carry out interactive interaction with a learner;
- 4) individualize the learning process;
- 5) organize group work in multimedia environments;
- 6) develop teamwork skills;
- 7) form sustainable motivation;
- 8) create conditions as close to reality as possible for the development of educational and professional skills [2, p.115].

Methods and techniques of using information technologies in the classroom are various but when they are introduced we perform the only task: to make a lesson interesting and exciting in a foreign language. And non-traditional classes using information technologies should attract a modern student to the culture of the language, facilitate the process of getting to know the structure of the language, and awaken interest in learning a foreign language.

. CONCLUSION

In conclusion, one important point should be noted here - multimedia tools and all their capabilities, no matter how good they are, will not replace a teacher in the classroom, they are only an effective assistant that allows you to improve the quality of teaching and make control of the material learned more objective and visual. All other functions are still performed by the teacher.

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