THE USE OF MULTIMEDIA TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Abstract

This article is devoted to the use of multimedia technologies in the educational process, their influence on the formation of communicative competencies (reading, listening, speaking, writing), on the development of critical, symbolic, and abstract thinking in students.

The intensity of learning with the help of multimedia and its effectiveness is proven. The connection between the possibilities of multimedia and the theory of Multiple Intelligences is considered, the criteria of which correspond to linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal, and interpersonal abilities of a person, as well as the relationship between the grammar of classical languages and development human thinking. The article provides a description of the psychological, didactic, and technological aspects of the technical approach to teaching foreign languages and a brief overview of modern teaching technologies. Various points of view on the concept of "technology training".

Keywords: multimedia technologies, information communication technologies, e-learning, learning styles.

Аннотация:

Данная статья посвящена использованию мультимедийных технологий в учебном процессе, их влиянию на формирование коммуникативных компетенций (чтение, аудирование, говорение, письмо), на развитие у учащихся критического, символического и абстрактного мышления.

Доказана интенсивность обучения с помощью мультимедиа и его эффективность. Рассмотрена связь возможностей мультимедиа с теорией Множественного Интеллекта, критериям которой соответствуют

лингвистический, музыкальный, логико-математический, пространственный,

телесно-кинестетические, внутриличностные и межличностные способности человека, а также взаимосвязь между грамматикой классических языков и развитием

человеческое мышление. В статье представлено описание психологических, дидактических и технологических аспектов технического подхода к обучению иностранным языкам и краткий обзор современных технологий обучения. Различные точки зрения на понятие «технология».

обучение".

Ключевые слова: мультимедийные технологии, информационно коммуникационные технологии, электронное обучение, стили обучения.

Introduction

To effectively conduct an English class at a non-linguistic university and successfully achieve maximum results, students and teachers in their practice use a variety of methods, techniques and technologies, improving their professional competencies and personal qualities.

Among modern teaching technologies, the most in demand are:information and communication technologies (ICT), technologies for the use of computer programs, Internet technologies, personality-oriented technologies, language portfolio technology, technologiestesting, design technologies, collaborative learning technologies, gaming technologies, critical thinking development technologies, communication and value technologies.

In any field of human activity, the creation and widespread use of technologies leads to strengthening the capabilities and increasing the potential of this area, as well as to the indirect development of other related areas human activity.

The introduction of technology into pedagogical practice began in the 1940s and 1950s. In the mid-60s, the content of this term was widely discussed in the USA, England, and Japan. Two directions have been identified in explaining the understanding of this term:

- technical means in training;
- learning technology.

The concept of technology (from the Greek techne - art, skill, ability, logos - teaching) has many interpretations.

Some believe that technology is a system of procedures, actions and operations in solving specific pedagogical problems. Other specialists understand technology as a means of processing, presenting, measuring and presenting educational information, as well as ways of influencing students in the process learning.

There is an opinion that "teaching technology is a systematic method of creating, applying and defining the entire process of teaching and learning, taking into account technical and human resources and their interaction, which puts its task is to optimize the forms of education" .

Kukushkin V.S. identified the following components of learning technology as a system category:

- learning objectives;
- content of training;
- means of pedagogical interaction;
- organization of the educational process;
- student, teacher;
- performance results

Multimedia technologies, being the field of information technologies, are a complex of modern means of audio-television and virtual communications, which are used for various activities: planning, organization, control in various fields: medicine, advertising, art, business, scientific research, entertainment and education.

Multimedia (English "multimedia" from Latin "multum" - a lot and "media", "medium" - focus; means) is an electronic carrier of multiple media that create different types of information (text, sound, graphics, video, photo, animations, sound effects (noise, creak, rain, thunder, etc.) that interact with each other.The interaction of visual and sound information is controlled by interactive software.

One of the main advantages of using multimedia tools is that they allow you to organize a variety of learning activities for students, providing various ways to expand vocabulary and get acquainted with new patterns of statements, improve the memorability of the structures being studied. Language and relationships between these structures, training certain skills and abilities

Appeal in the classroom to audio and video materials (songs,

educational films with various thematic focus, news programs, TV shows, commercials) also contributes to the diversity of students' educational activities and allows you to artificially create a language environment, immerse students in the realities of the reality of another country and, thus, form not only linguistic, but also sociocultural competence. Multimedia technologies make it possible to make the student not only a contemplator of the finished educational material, but also a participant in its creation, transformation, and operational use.

A significant role in the process of modernization of education is played by various Internet resources. Firstly, these resources implement the principle of authenticity, which is important in the modern methodology of teaching a foreign language. The use of unadapted texts from foreign newspapers and magazines, various websites and other sources allows you to study the language in its modern functioning.

It is important to note that Internet resources help to make the process of learning a foreign language more exciting, as they provide an opportunity for teachers to vary the ways of presenting information and make learning practically oriented. Moreover, due to the fact that Internet technologies are one of the most important sources of information in modern society, when they are included in training, students acquire the necessary skills to use Internet resources.

The introduction of computer technologies in the educational process helps not only students to improve, but also teachers, provides an opportunity to exchange methodological experience with foreign colleagues.

One of the advantages of using multimedia tools is also the fact that they contribute to the optimization of the system of control and self-control, thereby facilitating the work of the teacher, as well as developing the independence of students. Thanks to the use of computer tests, students get the opportunity to independently control the degree of assimilation of the studied material and, if necessary, repeat it. It should also be emphasized that for each multimedia program, a methodological note should be drawn up, which indicates what audience the program is designed for, the types of skills that are developed with its help, what educational material it is based on, how many hours it is designed for, the place of this programs in the educational process, that is, "the program must have a use case for the possibility of using it by other teachers".

Conclusion

In conclusion, we note that the process of teaching a foreign language is a complex, constantly evolving system. Therefore, teachers need to use in their work the opportunities that appear in the modern world. Today they are multimedia tools. They are effective educational technologies due to their inherent qualities of interactivity, flexibility and integration of various types of educational information, as well as the ability to take into account individual characteristics of students and help to increase their motivation.

The use of multimedia technologies allows the formation and development of reading skills and abilities, directly using materials networks of varying degrees of complexity (educational and authentic materials);

The use of multimedia technologies allows the formation and development of reading skills, directly using the materials of the network of varying degrees of complexity (educational and authentic materials); to form and develop listening skills based on authentic audio texts on the Internet; improve the skills of monologue and dialogic utterances based on a problematic discussion of the network materials presented by the teacher or one of the students, as well as improve the skills of dialogic speech through the use of various oral communicators; improve writing skills by compiling answers to correspondence partners; replenish the vocabulary with the vocabulary of a modern foreign language, reflecting a certain stage in the development of the culture of the people, the social and political structure of society, using authentic texts from the country of the language being studied; receive cultural knowledge, including speech etiquette, features of the speech behavior of various peoples in the conditions of communication, features of the culture, traditions of the country of the language being studied..

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