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The use of multimedia technologies in teaching foreign languages.

The development of modern society occurs in the era of informational technologies and characterized by the use of information technology tools in many areas of human activities, including in the field of education. The rational combination of education means with the modern information and computer technologies (ICT) is one of the possible ways for solving the problem of educational modernization. Means of ICT contributes to the development of personal qualities of the individual, the variability and individualization of school education. Modern ICTs provide active, creative mastering of the students studied subject, allow to present the material at a new qualitatively higher level. Their usage opens up fundamentally new opportunities in the organization of the learning process. Foreign language is a subject that, due to its specificity, namely, the creation of an artificial language environment for students due to a lack of natural language, presupposes the most flexible and wide use of various technical means of instruction. Therefore, it is not surprising that in the teaching of a foreign languages, new possibilities, opened by multimedia, have found a wide variety of applications. In the process of teaching foreign languages in the modern secondary school, lighting and sound engineering tools are traditionally used. But at the present time new information technologies have come to education system: a computer, a multimedia textbook, the Internet, an electronic educational resources.

The usage of these new information technologies makes it possible to outline the following main points:

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

– 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 tools 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 is assigned a significant role. What is multimedia? Multimedia is interactive systems, providing simultaneous work with sound, animated computer graphics, video frames, static images and texts. This term refers to the simultaneous impact on the user on several information channels. In this case, the user, as a rule, has an active role. In other words, multimedia is the sum of technologies that allow a computer to enter, process, store, transmit and display (output) data types such as text, graphics, animation, digitized images, video, audio, speech.

The word multimedia is not related to the computer technologies. The English singer and songwriter Bob Goldstein first used it in 1966, when he arranged his newfangled show. Later, this term was used to designate any entertainment product with different sound and video effects. But only in the 1990s was given the definition to this word: «multimedia is modern computer information technology that allows you to combine text, sound, video in a computer system. A graphic image and animation. Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms ». Previously, a lesson conducted by a teacher it was called multimedia, it was included by a teacher's story, a tape recording, a movie, slides, and any technical training. Today, «multimedia» lesson is meant a lesson using a multimedia tutorial, a computer or laptop, a projector, a web camera. In the theory of learning, even several modern lines of research have been identified, in particular the theory of multimedia teaching. There was even an informal term, «edutainment» -new education from the words «education» and «entertainment», is used to combine education and entertainment, especially multimedia. The adaptation reflects the connection between learning and entertainment that is the student focuses

on the learning process, while having entertainment goals. The multimedia tools have the greatest impact on students. They enrich the learning process, make it possible to make learning more effective, involving in the process of perception of educational information the most sensory components of the learner. They have become an objective reality of our time, and the teacher of a foreign language cannot, but with the help of advantage of the opportunities they provide for teaching real communication in a foreign language. Together with multimedia technologies, a new ideology of thinking has come to education system. According to the earlier model of teaching in the center of technology training — a teacher;

Between the students there was an unspoken competition;

Students played a passive role in the classroom;

The essence of learning is the transfer of knowledge (facts). The new model of learning that comes to replace it is based on the following provisions: at the center of the technology of learning is the student;

The basis of training activities — cooperation; Students play an active role in teaching;

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

The main groups tasks solved with the help of multimedia in the English language classes, including the support of students' learning activities; Providing real communication with native speakers; Ensuring access of all participants of the educational process to the rapidly growing information funds stored in centralized information systems; Development of cognitive interest and motivation to learn English. The degree and time of multimedia support for the lesson can vary from a few minutes to a full cycle. The main purposes of the multimedia lesson: the study of new material; Presentation of new information and expanding the horizons of students; Consolidation of the passed; Training of training skills; Repetition of the studied material; Practical application of acquired knowledge, skills; Generalization and systematization of knowledge. What are the main ways to use the capabilities of

modern multimedia technologies in teaching a foreign language? For example, N.S Kirginseva singled out the following:

- the use of ready-made software products for learning a foreign language, supplied mainly on compact discs;
- application of software products created directly by teachers (or teachers in conjunction with students) in various instrumental environments or visual design environments);
- the use of Internet resources. The most accessible multimedia means it is necessary to recognize so-called electronic textbook and various training programs-simulators. According to the type of organization and method of delivery to the learner, multimedia textbooks come in three forms:

1) on a CD-ROM with or without a printed application;
2) on the Internet sites were printed without application;
3) on a CD-ROM, but linked to some Internet sites, with or without a printed application. The electronic applications to English textbooks contain a learning program for memorizing words — ABBYY TUTOR, which greatly facilitates the work on memorizing new words. Working with foreign language programs in a computer class helps students overcome the psychological barrier. When students see a graphic image or pictures on the computer screen, they perceive and master new material better. The material included in the program allows to achieve the solution of the following methodological tasks: (for example, when studying and fixing new English words):

- 1) to form and consolidate the skill of recognizing the meaning of the word;
- 2) to form the motor skill of writing the specified word;
- 3) to fix the visual image of the material being worked. Thus, with the help of curriculum, it is possible to change significantly the ways of managing educational activity, purposefully manage the competitive element of student's activities, to individualize learning, and this helps to improve the quality of teaching.

Multimedia presentations can be held anywhere where there is a computer and a projector or another local playback device. Broadcast of the presentation can be

either «live» or pre-recorded. Broadcasting or recording can be based on analog or electronic technologies for storing and transmitting information. It is worth noting that multimedia can either be downloaded to the user's computer and reproduced in some way, or reproduced directly from the Internet using streaming technology. The forms and the place of use of a multimedia presentation (or even a separate slide) in a lesson depend, of course, on the content of this lesson and on the goal that the teacher sets. Nevertheless, the practice makes it possible to identify some general, most effective methods of using such aids:

-When studying a new material it allows to illustrate in various visual means. The application is particularly advantageous in cases where it is necessary to show the dynamics of the development of a process.

-When fixing a new topic.

-To test knowledge. Computer testing is self-testing and self-realization, it is a good incentive for learning; it is a way of acting and expressing oneself. For the teacher, it is a means of qualitative control of knowledge, a programmed way of accumulating of estimates.

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