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USE OF MULTIMEDIA TECHNOLOGIES IN PROCESS OF FOREIGN LANGUAGE TEACHING

Currently, information technology has become an integral part of our life. Now it is almost impossible to find a sphere of human activity where some of the tasks would not be solved with the help of a computer and the Internet. The active use of information technology is also observed in the field of education.

Recent advances in high technology provide teachers with extensive opportunities to improve the educational process and transfer it to a qualitatively new basis. Now it is possible to transmit information by various software and hardware tools that allow you to process information in sound and visual forms, that is, by multimedia means.

The use of multimedia technologies plays a significant role in modern methods of teaching foreign languages. The use of electronic dictionaries, encyclopedias, interactive textbooks and manuals, games, Internet resources, simulators, electronic presentations, etc. allows you to increase the efficiency of learning the material.

Traditionally, the process of teaching a foreign language involves the transfer of theoretical information and the development of skills and abilities necessary for successful communication within the studied discipline. The use of multimedia can have a positive effect on several aspects of the educational process at once. In the classroom form of training, the teacher does not always have the opportunity to pay due attention to each student, which leads to a loss of motivation for learning and a decrease in the level of knowledge, skills and abilities. Multimedia can be applied in the context of a wide variety of learning styles and be perceived by a wide variety of

people: some prefer to learn through reading, others through listening, still others through watching videos, etc.

The use of multimedia in foreign language classes allows implementing a personality-oriented approach, contributes to the individualization and differentiation of learning, that is, it activates the activities of students, increases interest in the subject and makes it possible to organize the independent work of each student, taking into account his/her age, psychological characteristics and level language proficiency. "By working with multimedia, students can influence their own learning process, adjusting it to their individual abilities and preferences. They study exactly the material that interests them, repeat the study as many times as they need, which contributes to a more correct perception" [1].

One of the main advantages of using multimedia tools is that they allow organizing a variety of educational activities for students, providing various ways to expand vocabulary and get acquainted with new patterns of utterances, improve the memorability of the studied language structures and the relationships between these structures, and train certain skills and abilities.

The use of audio and video materials in the classroom (songs, educational films with various thematic focus, news programs, TV programs, commercials, etc.) also contributes to the diversity of student learning activities and allows artificially creating a language environment, immerse students in the reality of another country and, thus, to form not only linguistic, but also socio-cultural 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.

Various Internet resources play a significant role in the process of modernization of education. Firstly, these resources implement the principle of authenticity, which is important in modern methods of teaching a foreign language. The use of non-adapted texts from foreign newspapers and magazines, various sites and other sources allows you to learn the language in its modern functioning. Ample opportunities for effective language acquisition are provided by chats, various types

of Internet telephony (Skype), instant messaging programs (ICQ, QiP), social diaries (LiveJournal) and social networks (Facebook), as well as video conferencing. These means of communication allow for "live" communication with native speakers in a "here and now" situation [2]. It also contributes to the immersion of students in the natural language environment without additional material and time costs and the formation of communicative competence.

It is important to note that Internet resources help to make the process of learning a foreign language more fun, as they provide an opportunity for teachers to vary the ways of presenting information and make learning practically directed. 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 the training, students acquire the necessary skills to use the resources of the Internet.

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

One of the advantages of using multimedia tools is also the fact that they contribute to the optimization of the control and self-control system, thereby facilitating the work of the teacher, as well as developing the independence of students. Thanks to the use of computer tests, students are able to independently control the degree of assimilation of the studied material and, if necessary, repeat it.

The integration of multimedia into the educational process contributes to the savings in the expenditure of materials for the teacher and educational institutions. With the advent of computerized classrooms, multimedia aids, interactive whiteboards and other multimedia tools, the need for printed publications and additional handouts has been reduced [2].

It should be mentioned that the introduction of multimedia technologies into the educational process can be both positive (contribute to the effectiveness of learning) and negative (with incorrect or inappropriate use of multimedia). It is obvious that the solution of the problems of an appropriate and justified informatization of education should be carried out in a comprehensive manner. There

are two possible directions for the introduction of multimedia in the educational process. The first of them is connected with the fact that "such funds are included in the educational process as "supporting" means within the framework of traditional methods of the education system" [3]. In this case, multimedia resources act as a means of intensifying the educational process, individualizing training and partially automating the work of teachers related to the accounting, measurement and assessment of students' knowledge.

The introduction of multimedia resources in the framework of the second direction "leads to a change in the content of education, a revision of the methods and forms of organizing the educational process, the construction of holistic courses based on the use of the content of resources in certain academic disciplines" [3]. Knowledge, skills and abilities in this case are considered not as a goal, but as a means of developing the student's personality. The use of multimedia technologies will be justified if training in full without their use is impossible or difficult.

When using multimedia in the methodology of teaching a foreign language, it seems expedient to introduce them as "supportive", and not as the main ones, since the specifics of teaching a foreign language presupposes the key role of the teacher, who not only guides the learning process, but is also a direct participant in it.

It is important to emphasize that overuse of information technology can lead to some negative results. For example, as a result of the widespread use of multimedia, there is a curtailment of social contacts, a reduction in social interaction and communication. Communication through various communicators (Skype, Facebook) is effective, but it cannot completely replace "live" communication.

The role of multimedia in the use of interactive textbooks is ambiguous. Feedback in this case does not go beyond the "true-false" parameter. The interactive factor, the factor of surprise, non-standard answer, collapsing meaning is completely excluded, which once again emphasizes the need for the teacher to participate in teaching a foreign language.

Another disadvantage of overuse of information technology is the fact that if a student is simultaneously shown information of different types, he/she is distracted

from some types of information in order to keep track of others, missing important information. Complex ways of presenting information distract students from the material being studied, which again reminds of the need to clearly understand and be able to determine how deeply multimedia should be integrated into the learning process.

It should be noted that the transition to the use of multimedia tools is associated with other kinds of difficulties: the insufficient degree of technical equipment in many educational institutions does not allow full use of the opportunities provided by information technologies. Incomplete classroom staffing prevents the actual use of multimedia in teaching.

In addition, any activity related to the use of technical means is not without failures, which can lead to interruption of training sessions and force teachers to attract additional materials.

Due to the differentiated approach to teaching, the inability to work according to a single program and the variety of multimedia tools, more time is also spent on the selection and adaptation of materials when preparing a lesson. In this regard, teachers have a need to independently model training courses.

However, at the moment, not all teachers are ready to modernize the educational process with the help of multimedia due to the lack of awareness in the field of computer technology. Thus, there is a need to train qualified specialists, to conduct various advanced training courses, in which teachers will not only be introduced to technical means, but also teach how to create multimedia courses and use them in a methodologically sound way in the educational process.

It should also be emphasized that a methodological note should be drawn up for each multimedia program, which indicates which 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 the given programs in the educational process, etc., that is, "the program must have a script for use so that it can be used by other teachers" [4, p. 26].

In conclusion, we note that the process of teaching a foreign language is a

complex, constantly evolving system. Consequently, teachers need to use in their work the opportunities that appear in the modern world. Today they are multimedia. They are effective educational technologies due to their inherent qualities of interactivity, flexibility and integration of various types of educational information, as well as due to the ability to take into account the 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 the materials of the network of varying degrees of complexity (educational and authentic materials); to form and develop listening skills and abilities based on authentic sound texts on the Internet; to improve the skills of monologic and dialogical statements based on problematic discussion of materials presented by the teacher or someone from the students of the network, as well as improve the skills of dialogical speech through the use of various oral communicators; improve writing skills by composing responses 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 target language; to receive cultural knowledge, including speech etiquette, peculiarities of speech behavior of various peoples in communication conditions, peculiarities of culture, traditions of the country of the target language [5, p. 73].

Working with a computer contributes to an increase in interest in learning, makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, and to encourage correct decisions. In addition, the computer allows you to completely eliminate one of the most important reasons for a negative attitude towards learning - failure due to misunderstanding of the material, since the student is given the opportunity to use various reference books and dictionaries. Working on a computer, students get the opportunity to complete the solution of the problem, relying on the necessary help.

However, it must be remembered that computer technologies do not determine the content of education - they are only an effective means of teaching a foreign

language. The use of information technologies should be motivated by their necessity, and not be a tribute to fashion.

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