

THE USE OF MULTIMEDIA TECHNOLOGIES IN FOREIGN LANGUAGE LESSONS

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Abstract

This article is devoted to the use of multimedia technologies in the field of education in general and in the practice of teaching a foreign language in particular. Particular attention is paid to the effectiveness of these technologies.

Keywords

multimedia training, presentation, distance learning, educational technology.

Аннотация

Данная статья посвящена проблеме использования мультимедийных технологий в области образования, в целом, и в практике преподавания иностранного языка, в частности. Особое внимание уделяется вопросу эффективности данных технологий.

Ключевые слова

мультимедийное обучение, презентация, дистанционное обучение, образовательная технология

Multimedia tools are widely used in the field of education, since educational tools based on this technology can in some cases significantly increase the effectiveness of training. This is due to the fact that multimedia training affects additional information channels in humans, which increases the effectiveness of the cognitive process. The concept of multimedia is associated with computer processing and the use of various types of information. The introduction of multimedia in the field of education leads to the emergence of new software tools and requires their use in the development of new teaching methods. Such changes are inevitable, since the mechanism of information interaction in modern society includes multimedia as a factor in its development.

In the practice of teaching foreign languages, multimedia teaching aids are widely used in combination with the design method. Multimedia presentations

allow the teacher to think through the structure of the lesson clearly, present information in the correct sequence, proportions and tempo. In addition, the use of multimedia allows solving the problem of the lack of a real language environment, especially when teaching listening and familiarizing with the socio-cultural realities of the country of the language being studied.

Cyberneticist D.A. Pospelov asserted: "In the model of the world it is necessary to store a special model of the interlocutor, which reflects the features of his target settings, motivations and behavior in the communication act. And the problem of dialogue becomes a problem of psycholinguistics, a new rapidly developing science, standing on the border between linguistics and psychology" [1, p. 50].

Multimedia education has generated new methodological scenarios for conducting educational classes, in which students, working with a computer, devote part of their study time to watching video fragments that are significant from the point of view of educational goals. Primary video information is analyzed and reclassified [1, p. 51]. This gives grounds to speak of a model of a multimedia scenario that differs from a scenario conducted using static models (a regular presentation).

One of the types of information interaction using multimedia is interactive interaction in virtual space. Interactivity is one of the advantages of multimedia tools. It allows to control the presentation of information within certain limits: students can individually change the settings, study the results, and also respond to the program's requests for specific user preferences. Currently, multimedia encyclopedias have been created for many disciplines and educational areas. Game situational simulators and multimedia training systems have been developed that allow organizing the educational process using new teaching methods. This gives grounds to note that one of the main models of a multimedia scenario is a model of an information situation.

Multimedia educational technologies are effective due to interactivity, flexibility and integration of various types of educational information, as well as the ability to take into account the individual characteristics of students and contribute to increasing their motivation. The use of multimedia allows students to build their own learning trajectories. The student decides for himself how to study the materials, how to use the interactive capabilities of information technology, and how to implement joint work with his classmates. Thus, students become active participants in the educational process. This gives grounds to talk about the model of a multimedia learning trajectory.

Thus, the use of multimedia technologies makes the learning process flexible and diverse in relation to social and cultural differences between students, their individual learning styles and paces, and their interests [1, p. 52].

Information technology opens up opportunities for improving the quality of education. The use of new information technologies allows for diversifying the educational environment depending on their component: technical (what computer equipment and communication means are used); software and hardware (software support tools); organizational and methodological (instructions for teachers and students on organizing the educational process) [2, p. 91].

Today, one of the characteristic features of the educational environment is the ability of students and teachers to access structured educational and methodological materials anywhere and at any time.

The introduction of modern information technologies in the educational environment allows for the creation of additional opportunities in the following areas: access to a large volume of educational information and a clear visual representation of the material being studied [2, p. 91].

Currently, teachers face the problem of a decrease in the level of cognitive activity of students in the classroom, unwillingness to work independently and simply study. Among the reasons why children lose interest in research activities in the classroom, it is necessary to name the monotony of classes. Only a creative approach to building a lesson, making it unique with the help of various methods and forms can ensure the effectiveness of the educational process. The use of interactive and multimedia technologies in the preparation and conduct of lessons makes it possible to: individualize the learning process, adapt it to the personal characteristics and needs of students; organize educational materials taking into account various methods of educational activity; compactly and clearly present a large amount of educational information, clearly structured and consistently organized; strengthen visual perception and facilitate the process of understanding educational materials; activate the cognitive activity of students [3, p. 9].

At the stage of creating a multimedia presentation, it is necessary to take into account the following points: psychological characteristics of students, goals and objectives of training, the location of students in the classroom, the choice of the most effective elements of computer animation to solve the problems of a specific lesson, the choice of a suitable color scheme of the educational material to display on the slide. When working with multimedia presentations, it is necessary to take into account the psychophysical characteristics and patterns of perception of material from a board, computer screen or TV.

The creation of a presentation should be approached seriously and a number of rules should be followed. For example, there should not be many words on a slide, it is desirable to highlight only the most significant thoughts; the font should be clear and large enough, the color of the letters should not merge with the background; illustrations (photographs, drawings, graphs) should be evenly distributed across the slide and be of the largest possible size, but at the same time not overload the overall picture with visual information; if switching between slides or additional effects is accompanied by a sound signal, then it should not be repeated too often and be irritating and distracting.

One of the main goals of multimedia-rich lessons should be to inspire students to work independently and not be afraid to perceive new complex information in the lesson. During the lesson, it should be remembered that student motivation is the most important component of learning, which means that a clear definition of the goal and proof of its importance plays a big role in the classroom. Setting educational goals with the help of accessible material in a multimedia presentation helps the teacher set an educational goal that will facilitate easier perception of the educational material. It is also necessary to remember that, despite all the wealth and diversity of technical teaching aids, it is the teacher and his skillful presentation of new information that determine the success of the educational process. The teacher must monitor and competently evaluate students and their involvement in the lesson.

It should be noted that due to the development of multimedia technologies in education, distance learning becomes possible. It is progressively developing in Russia as a new educational method that successfully meets the needs of the 21st century society in providing accessible, high-quality education. Among its advantages are the opportunity to improve qualifications, study new types of scientific activity for a person without interrupting a person from his work and place of residence, low cost of education compared to full-time education, convenient ways of exchanging information with a teacher at any distance. The main criterion for success is the desire of the student to improve himself and gain knowledge by using a wide range of information technologies. Multimedia helps people get a high-quality knowledge base on subjects of interest to them at home, making the most convenient schedule for themselves and independently choosing the pace of work [4, p. 34].

However, even here it is worth noting that it is important to remember the negative aspects of this method of obtaining knowledge and to competently control the educational process with your teacher. Among the dangers on the path to successful mastering of the educational program, one can highlight: incorrect

interpretation of the topic and the development of bad "habits" in its understanding, a low level of motivation to complete tests when reaching checkpoints without proper control, the inability to find the necessary methodological material on the topic being studied, problems with connecting to the Internet [5, p. 4].

The use of technology in the classroom is convenient and interesting for both the student and the teacher, as it expands our capabilities, enriches the lesson with missing video material, and sometimes gives the opportunity to demonstrate an experience that cannot be carried out in the classroom due to a lack of financial and technical resources. But a lesson is a lesson, and nothing can replace simple human communication with a teacher and classmates. That is why students who have a computer and the necessary programs at home often prefer to prepare their projects at school, where they have the opportunity to discuss their problems and get the necessary help.

The use of information technology should be balanced, should maintain interest, sharpness and freshness of perception. Experience has shown that no matter how good the lectures and lessons offered to us by software developers on disks are, without live communication with the teacher on the proposed topic, the effectiveness of such a lecture is low.

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