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THE USE OF MULTIMEDIA TECHNOLOGY IN TEACHING FOREIGN LANGUAGES
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Abstract: This article is about the use of new information technologies makes it possible to single out 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 in teaching foreign language. Because in modern methods of teaching foreign languages, the use of multimedia technologies plays a significant role.

Key words: information technologies, multimedia technologies, interactive system, teaching foreign language, linear, non-linear, animation, digitized still images, video, sound, speech, traditional form of teaching.

ИСПОЛЬЗОВАНИЕ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ
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Аннотация: Данная статья об использовании новых информационных технологий позволяет выделить следующие основные моменты: использование мультимедийных технологий при обучении иностранным языкам призвано значительно повысить эффективность обучения, основной целью которого является совершенствовать навыки повседневного и профессионального общения при обучении иностранному языку. Потому что в современных методиках обучения иностранным языкам использование мультимедийных технологий играет значительную роль.

Ключевые слова: информационные технологии, мультимедийные технологии, интерактивные системы, обучение иностранному языку, линейные, нелинейные, анимация, оцифрованные неподвижные изображения, видео, звук, речь, традиционные формы обучения.

XORIJJIY TILLARNI O'QITISHDA MULTIMEDIYA TEXNOLOGIYASIDAN FOYDALANISH
Ahmadjonova Qizlarxon Qobiljon qizi
Namangan davlat universiteti, mustaqil izlanuvchi

A foreign language is an academic subject, which, by its specificity, namely, the creation of an artificial language environment for students due to the lack of a natural one, implies the most flexible and widespread use of various technical means of teaching. Therefore, it is not surprising that in the teaching of a foreign language new opportunities opened up by multimedia have found the most diverse use.

In the process of learning foreign languages in modern secondary schools, lighting and sound engineering devices are traditionally used. But now new information technologies have come to school: a computer, a multimedia textbook, the Internet, an electronic educational resource.

The use of these new information technologies makes it possible to single out 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 mediated through the Internet, the press and etc.); - means of new information technologies act as an instrument of education and upbringing of students, development of their communication, cognitive, creative abilities and information culture; - the use of multimedia teaching tools allows, in the absence of a natural language environment, to create conditions as close as possible to real-life communication in foreign languages. [1]

In modern methods of teaching foreign languages, the use of multimedia technologies plays a significant role. What is multimedia? Multimedia is an interactive (interactive) system that provides simultaneous work with sound, animated computer graphics, video frames, static images and text. This term refers to the simultaneous impact on a user through several information channels. In this case, the user, as a rule, plays an active role. In other words, multimedia is the sum of technologies that allow a computer to enter, process, store, transmit and display (display) data types such as text, graphics, animation, digitized still images, video, sound, speech. Multimedia can be divided into linear (e.g. an e-book) or non-linear (e.g. a video game or a self-paced eLearning course). The users of linear media usually have no control of the multimedia content. They are only passive receivers. However, the users of non-linear multimedia are able to interact with the content. It is a two-way communication then.

Similarly, Lindfors (1987) points out that multimedia can provide a sensory and real learning experience; it presents a greater potential for learning [2]. Furthermore, multimedia can serve as an important tool for managers and students in their efforts to connect and apply classroom theory-based learning with the analysis of real-world problems [3].

In addition, Mayer (1999, 2003) claims that multimedia promotes deeper learning. Thus, multimedia should be an inseparable part of FLT in order to facilitate FLT and help with the acquisition of second language (L2) learning. At present multimedia is a common teaching resource, aid or tool in foreign language (FL) classes since it is:
✓ modern/fashionable;
✓ up-to-date as it can be usually easily modified;
✓ user-friendly;
✓ relatively inexpensive;
✓ eye-catching/appealing to students;
✓ stimulating; and simply, a natural means of student’s everyday use [4].

Moreover, the exploitation of multimedia in FLT changes the traditional form of teaching [5].

Teachers become rather facilitators and mediators and learning focuses more on students themselves. On the one hand, it increases their autonomy, but on the other hand, it imposes greater demands on them and makes them responsible for their own learning.

Previously, the lesson conducted by the teacher was called multimedia, if it was attended by the teacher’s story, the tape recording, the cinema, the 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. The value of the presentations created by the teacher is that the material in them is given to the students compactly, in the right sequence; there is nothing superfluous, everything “works” to achieve the goals and objectives of a particular lesson, unlike finished films and slides.

In addition, under the presentation you can “put” the text that most closely matches the topic of the lesson from informative and lexical points of view. When you re-view the presentation, the text can be turned off, and students are given the task to voice the slides on their own. Thus, the teacher gets rid of the need to adapt the finished text for students and to spend precious lesson time on “noise” information, which is almost inevitable when using ready-made presentations; in addition, the presentation material is clearly timed.
Figure 1: Dale’s Cone of Experience [6]

Multimedia presentations can be held in any place where there is a computer and a projector or a local local playback device.

The broadcast broadcast of the presentation can be either “live” or pre-recorded. Broadcast broadcast or recording can be based on analog or electronic storage and transmission technologies. It should be noted that multimedia online can either be downloaded to the user's computer and played in any way, or reproduced directly from the Internet using streaming technology. The form and place of use of a multimedia presentation (or even its individual slide) in a lesson depend, of course, on the content of this lesson and on the goal set by the teacher. Nevertheless, the practice allows us to identify some common, the most effective techniques for the use of such benefits:

1. When studying a new material. Allows you to illustrate a variety of visual means. The application is especially beneficial in cases where it is necessary to show the dynamics of the development of a process.
2. When fixing a new topic.
3. To test knowledge. Computer testing is a self-test and self-realization, it is a good stimulus for learning, it is a way of working and expressing yourself. For the teacher, it is a means of quality control of knowledge, a programmed way to accumulate grades.
4. To deepen knowledge, as an additional material to the lessons.
5. When checking frontal independent work. Provides along with oral visual control of the results.
6. When solving educational problems. Helps to perform and monitor intermediate and final results of independent work.

The main groups of tasks solved with the help of multimedia include:
- support for student learning;
- ensuring real communication with native speakers;
- ensuring access of all participants in the educational process to the rapidly growing information funds stored in centralized information systems;
- ensuring interaction between teachers, the exchange of teaching experience and didactic materials.

The most accessible of the multimedia tools should recognize the so-called electronic textbook. According to the type of organization and delivery method, multimedia textbooks are of three types:
1) on CD-ROM with or without a printed application;
2) on Internet sites with or without a printed application;
3) on CD-ROM, but with reference to some Internet sites, with or without a print application.

What is so attracted to multimedia (electronic) textbooks of teachers and students? The fact is that knowledge that provides a high level of professional qualification is always subject to rapid changes. Electronic textbooks allow you to track these changes and, thus, provide a high level of training.

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