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MASS MEDIA TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Khamrabaeva Shirin Alisherovna

Lecturer, Tashkent State Oriental Studies University

Annotation

This article discusses the use of multimedia technologies in foreign language teaching. Using specially prepared multimedia programs, electronic textbooks, multimedia reference books, encyclopedias and dictionaries for the educational process, creating a communicative environment for learning, developing interest in language learning, conditions that are as close as possible to real spoken communication in a foreign language in the absence of a natural language environment are discussed.

Key words: *audio tools, multimedia technologies, teaching effectiveness, information culture, multimedia, electronic textbooks, traditional classes.*

Introduction

Now new information technologies (multimedia computer, Internet, multimedia textbook) are coming to school. The use of these new information technologies allows us to highlight the following main points:

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

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- 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 aids 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.

Main part: In the modern methodology of teaching foreign languages, the use of multimedia technologies plays a significant role. What is multimedia? Multimedia is a set of software and hardware that implements the processing of information in sound and visual forms. Multimedia is designed to carry sound, data and images over local, regional and wide area networks. Graphics, animation, photo, video, sound, text in an interactive mode of operation create an integrated information environment in which the user acquires qualitatively new opportunities.

The technological capabilities of multimedia tools are great, because they allow you to organize a variety of learning activities for students, significantly increase the effectiveness and motivation of learning. There are various options for the use of information and communication technologies both in separate classes in a foreign language, and throughout entire courses.

So, for example, N.S. Kirgintseva claims that “today, in the most general form, three main ways of using the capabilities of modern computers in teaching a foreign language can be distinguished”. Among them, the author highlights the following:

- the use of ready-made software products for learning a foreign language, supplied mainly on CDs;
- the use of software products created directly by teachers (or teachers together with students) in various instrumental or visual design environments;

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- use of Internet resources.

Multimedia systems are based on computer technology. Computers are installed at the teacher's place and at the students' places, which are connected by a local network through a special interface (connecting) unit, with the help of which the teacher can manage the work of the entire group. Such systems have the widest functionality. Learning based on the synthesis of speech, music, images allows you to immerse yourself in the learning environment most fully, so it is effective.

In modern methodological practice, electronic textbooks have appeared in many subjects, including English. However, they have not yet been sufficiently tested. Therefore, the school needs to create multimedia programs that may include a dictionary with an explanation of active vocabulary, reference material, exercises with keys to reinforce vocabulary, designed for independent work at home with a computer. Students work through and discuss all the material, first with the teacher in the classroom, and then on their own, and in more detail at home. You can ask them to write a script for the episode they listened to in class, write out active vocabulary, and prepare a detailed message. In the next lesson, students discuss in detail the material prepared at home. Thus, multimedia teaching programs in teaching a foreign language have a number of advantages compared to a conventional textbook, and are perfectly integrated with traditional forms of classes.

In addition to programs on computer disks, to increase student motivation, many teachers use the Internet, which allows you to additionally “turn on” such an important element of education as interest in the subject being studied. Forming interest or motivation for learning is one of the most difficult elements in the educational process. In this case, using the popularity of the Internet in the student environment, it is possible to do this by fairly simple means.

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Currently, a methodology for teaching a foreign language using the Internet is being developed. There are supporters of the idea of learning a language only with the help of the Internet, traditional work with a textbook. But most teachers prefer to use the Internet along with traditional teaching tools, integrating it into the learning process. The simplest use of the Internet is to use it as a source of additional materials for the teacher in preparation for the class.

Determining the goals, objectives and possibilities of using computer technology in the classroom, the teacher can, first of all, keep in mind the following fundamental positions:

- maintaining the mental and physical health of students;
- formation of elementary user skills and abilities among trainees;
- assisting students in mastering educational material on the basis of specially and competently created for this purpose applied computer programs for learning a foreign language.

The process of modernization of the modern educational space is associated with the intensive introduction of modern computer technologies and multimedia tools in the organization of teaching foreign languages at the university in order to prepare a qualified, competent, professionally proficient in his profession, capable of continuous professional growth. Multimedia technologies occupy a paramount place in the formation and development of foreign language communicative competence among students, which is today the main goal in the study of a foreign language in higher education. In addition to increasing the student's motivational potential, the computer guarantees confidentiality. If the teacher does not record the results, then only the student himself knows what mistakes he made, and is not afraid that his classmates and the teacher will find out his results, since the correctness of the performance of any type of work is checked and evaluated only by a computer. Thus,

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the student's self-esteem does not decrease, and a psychologically comfortable atmosphere is created in the classroom. Working with multimedia tools also allows you to completely eliminate an important reason for a negative attitude towards learning - failure due to a lack of understanding of the material. The student is given the opportunity to use various reference manuals and dictionaries that can be called up on the screen with a single click of the mouse; the psychological barrier in using a foreign language as a means of communication is overcome.

The positive role of the use of multimedia aspects is noted not only among students, but also among teachers. The use of a computer by a teacher in teaching a foreign language provides an opportunity to take into account the individual characteristics of students, organize independent actions of each student, and use a student-centered approach to teaching. The main goal for a teacher in teaching foreign languages is to create conditions in which the student himself will discover, acquire and construct knowledge.

The teacher selectively connects to the student and checks the correct reading and, if necessary, personally works with the student. Before reading, the student has the opportunity to listen to the text voiced by a native speaker using the Lingo-book.

Conclusion

All of the above allows us to conclude that it is expedient to use multimedia aspects in teaching foreign languages in higher education. It is here that it is possible to use a foreign language in a real context, which contributes to the effective formation of foreign language competence of students, as well as to the good quality of the educational process.

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