

MULTIMEDIA AS A TOOL FOR LEARNING FOREIGN LANGUAGES

Koshaeva Sansabila,

*2-year master student of English
Language and Literature department, NSPI
Uzbekistan, Nukus*

Abstract. The work tries to give the value of multimedia technology in foreign language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner.

Key words: multimedia, technology, interactive communication, intellectual activity,

The last three decades have witnessed great changes due to implementation of technology, and has changed the dynamics of various industries, and has also influenced the industries and the way people interact and work in the society. This rapid rising and development of information technology has offered great opportunities to explore and design the new teaching models. So, this work tries to give the value of multimedia technology in foreign language teaching and also brings out the problems faced by using these technologies. It also aims to make English teachers aware of the strategies to use it in an effective manner.

The methods and ways of English teaching has been drastically changed with the remarkable entry of technology. Being at the heart of the globalization process technology provides so many options to make teaching interesting and also more productive in terms of improvements. The new era assigns new challenges and duties on the modern teacher. In language teaching and learning, we have a lot to choose from the world of technology: Radio, TV, Computers, the Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos. Among them multimedia technology plays a positive role in promoting activities and initiatives of student and increasing teaching effect in English class. Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience [2:90]. Multimedia can be a powerful tool for everyone to learn foreign languages

through self-study, and allow close monitoring and ongoing operational support. The media are an excellent means of interactive communication between different linguistic groups, which is particularly evident in the application of computer networks. This could be a local area network connecting several machines in one school, or the Internet — a global network of millions of users. These advantages allow us to conclude that multimedia learning has great potential for teaching oral speech in foreign languages. Through the optimal combination of a number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), multimedia learning provides almost limitless opportunities for teaching and learning.

Features of multimedia programs include interactive dialogues, speech recognition and visualization of pronunciation, animated videos showing articulation of sounds, exercises for development of all kinds of speech skills, videos with translation, and tracking one's own learning outcomes [1:42]. Since the purpose of learning the English language is communicative activity, which requires practical command of the language, the task of teachers is to revitalize all students in the learning process to create a context for their creative activity. The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve these problems.

Multimedia technology acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training. It provides opportunities to identify and support students with linguistic abilities and creates an artificial language environment, allowing the study of foreign languages at students' own pace, increasing the independence and responsibility of students when organizing foreign language training. There may be some negative trends affecting the mass creation and implementation of multimedia technology in the learning process. These include:

1. Lack of ability of existing education systems to make active use of multimedia technology, and to integrate it into the educational process and its organization;
2. Lack of qualified developers;
3. Lack of a developed methodology of multimedia technology;
4. Lack of financial resources for the creation and widespread adoption of multimedia technology;
5. The device is not designed evaluation.

In order to introduce multimedia technology in the learning process, it is first necessary to create conditions for sound pedagogical and methodological application of multimedia technology. There are many multimedia technologies that are available for developers to create these innovative and interactive multimedia applications [3: 78]. These technologies include *Adobe Photoshop and Premier* to create edit graphics and video files respectively, *SoundForge and 3D Studio Max* to create and/or edit sound and animation files, respectively. Learners can also use an authoring tool such as *Macromedia Director or Authorware* to integrate and synchronise all media elements into one final application, add interactive features, and package the application into a distributable format for the end-user.

Currently, most schools and universities in our country are equipped with multimedia rooms for English language learning. These rooms have computers, projectors and interactive whiteboards. Thus, the combination of traditional and new teaching methods of language teaching will ensure a higher level of learning.

References:

1. J. H. Hulstijn, *The Use of Computer Technology in Experimental Studies of Second Language Acquisition: A Survey of Some Techniques and Some Ongoing Studies*, *Language Learning & Technology*, Vol 3, No 2, 2000.
2. J. Matravers. 'Multimedia Interfaces for Educational Systems', *Journal of Computing and Information Technology – CIT* 6, p. 325, 1998.
3. Vaughan Tay. *Multimedia, Making It Work*, Osborne/McGraw-Hill 4th Edition. 1998.