

THE USE OF MULTIMEDIA TECHNOLOGIES IN ENGLISH LESSONS

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ABSTRACT

In recent years, the question of the use of new multimedia technologies in education has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of a communicative culture of students, teaching practical mastery of a foreign language.

KEY WORDS

English language, multimedia, interactive methods, innovative teaching, computer training, pedagogical technologies, individualization.

INTRODUCTION

A foreign language is an educational one, which, due to its specificity, namely, the creation of an artificial language environment for students due to naturalness, involves the most flexible and widespread use of technology. Multimedia is a set of software and hardware tools that implement the processing of information in sound and visual forms. Graphics, animation, photo, video, sound, text in an interactive mode of work on information research, in which the user acquires qualitatively new opportunities. When collecting common technologies in a lesson, all the main stages still remain in it, only their temporal characteristics change. The task of the teacher is to create conditions for the practical acquisition of the language for each student, to choose such teaching methods that would allow each student to show their activity, their creativity.

The task of the teacher is the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as collaborative learning, project methodology, the use of new multimedia technologies, Internet resources help to implement a student-centered approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of education, inclinations, etc.

Forms of work with computer training programs in foreign language lessons include:

- study of vocabulary;
- practicing pronunciation;
- teaching dialogic and monologue speech;
- learning to write;
- development of grammatical phenomena.

The possibilities of using Internet resources are enormous. The global Internet creates the conditions for obtaining any information necessary for students and teachers located anywhere in the world: country studies material, news from the life of young people, articles from newspapers and magazines, necessary literature, etc. This article aims to bring the methodology of teaching English at school in line with the development of modern information technologies. In English lessons using the Internet, you can solve a number of didactic tasks: to form reading skills and abilities using the materials of the global network; improve the writing skills of schoolchildren; replenish students' vocabulary; to form in schoolchildren a stable motivation for learning English. In addition, the work is aimed at studying the possibilities of Internet technologies for expanding the horizons of schoolchildren, establishing and maintaining business ties and contacts with their peers in English-speaking countries.

Students can take part in testing, in quizzes, competitions, olympiads held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc. Students can receive information about the problem they are currently working on as part of the project. This may be a joint work of Russian schoolchildren and their foreign peers from one or more countries.

One of the most revolutionary achievements in recent decades, which has significantly influenced the educational process around the world, was the creation of a worldwide computer network, called the Internet, which literally means "international network" (English, international net). The use of cyberspace for educational purposes is a completely new direction in general didactics and private methodology, since the ongoing changes affect all aspects of the educational process, from the choice of methods and work style to changes in the requirements for the academic level of students. The main goal of learning a foreign language in high school is the formation of communicative competence, all other goals (educational, developmental) are realized in the process of implementing this main goal. The communicative approach implies learning to communicate and developing the ability for intercultural interaction, which is the basis for the functioning of the Internet. Outside of communication, the Internet makes no sense - it is an international multinational, cross-cultural society, whose life is based on the electronic communication of millions of people around the world speaking at the same time - the most gigantic in size and number of participants in a conversation that has ever taken place. Involving in it at a foreign language lesson, we create a model of real communication.

Communicating in a true language environment provided by the Internet, students find themselves in real life situations. Involved in solving a wide range of meaningful, realistic, interesting and achievable tasks, students learn to spontaneously and adequately respond to them, which stimulates the creation of original statements, rather than the stereotyped manipulation of language formulas.

In modern education, there are three main areas of using multimedia technologies in foreign language lessons:

- use of ready-made software products on CD;
- the use of software products that are created directly by teachers (or teachers together with students);
- use of Internet resources.

Primary importance is given to understanding, conveying content and expressing meaning, which motivates the study of the structure and vocabulary of a foreign language that serve this purpose. Thus, the attention of students is concentrated on the use of forms, rather than on themselves, and grammar is taught indirectly, in direct communication, excluding the pure study of grammatical rules.

The computer is loyal to the variety of student responses: it does not accompany the work of students with laudatory or disapproving comments, which develops their independence and creates a favorable socio-psychological atmosphere in the classroom, giving them self-confidence, which is an important factor for the development of their individuality.

The development of education today is organically connected with the increase in the level of its information potential. This characteristic feature largely determines both the direction of the evolution of education itself and the future of the whole society. For the most successful orientation in the global information space, it is necessary for students to master the information culture, as well as the computer-screen culture, since the priority in the search for information is increasingly given to the Internet.

The Internet as an information system offers its users a variety of information and resources. The basic set of services may include:

- electronic mail (e-mail); teleconferences (usenet); videoconferencing;
- the possibility of publishing your own information, creating your own home page (homepage) and placing it on a Web server;
- access to information resources;

These resources can be actively used in the lesson.

Mastering communicative and intercultural competence is impossible without the practice of communication, and the use of Internet resources in a foreign language lesson is simply irreplaceable in this sense: the Internet virtual environment allows you to go beyond time and space, providing its users with the opportunity to authentically communicate with real interlocutors on topics relevant to both sides. However, we must not forget that the Internet is only an auxiliary technical learning tool, and in order to achieve optimal results, it is necessary to correctly integrate its use into the lesson process.

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