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SELECTION OF EDUCATIONAL TECHNOLOGIES AND MULTIMEDIA TOOLS IN TEACHING ENGLISH AS A SECOND LANGUAGE

Annotation

Modern computer technologies today are used in all spheres of human activity. Training a specialist in any field of knowledge includes at least mandatory user training, computer literacy is becoming one of the components of the modern understanding of an educated person. That is why today it is necessary to pay serious attention to the use of new information technology tools in teaching English.
Key words: Acquisition, consolidation, communication, implementation, accumulation.

ВЫБОР ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ И МУЛЬТИМЕДИЙНЫХ СРЕДСТВ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК ВТОРОМУ ЯЗЫКУ

Аннотация

Современные компьютерные технологии сегодня используются во всех сферах человеческой деятельности. Подготовка специалиста в любой области знаний включает как минимум обязательное обучение пользователей, компьютерная грамотность становится одной из составляющих современного понимания образованного человека. Именно поэтому сегодня необходимо уделить серьезное внимание использованию новых средств информационных технологий при обучении английскому языку.
Ключевые слова: Приобретение, консолидация, коммуникация, реализация, накопление.

INGLIZ TILINI IKKINCHI TILI O'QITISHDA TA'LIM TEXNOLOGIYALARI VA MULTIMEDIA VOSITALARINI TANLASH

Annotatsiya

Hozirgi kunda zamonaviy kompyuter texnologiyalari inson faoliyatining barcha sohalarida qo'llanilmoqda. Har qanday bilim sohasidagi mutaxassisni tayyorlash hech bo'lmaganda foydalanuvchilarni majburiy o'qitishni o'z ichiga oladi, kompyuter savodxonligi bilimli shaxs tushunchasining zamonaviy tarkibiy qismlaridan biriga aylanib bormoqda. Shu sababli ham bugungi kunda ingliz tilini o'qitishda yangi axborot texnologiyalari vositalaridan foydalanishga jiddiy ye'tibor qaratish zarur.
Kalit so'zlar: O'zlashtirish, konsolidatsiya, aloqa, amalga oshirish, to'plash.

Introduction. The use of IT in English classes is a very important part of the system, which is necessary for the development of interest in the English language and information technology itself, by expanding ideas about the fields of application of computers and computer science methods.

Computer technologies are used in teaching almost all subjects, open access to new sources of information, increase the efficiency of independent work, provide new opportunities for creativity, the acquisition and consolidation of professional skills, allow to implement fundamentally new forms and methods of teaching. It is quite natural that teachers of foreign languages, especially English, appreciated their potential (Language and intercultural communication, 2004).

Today, the methodical standard of teaching foreign languages is, of course, the communicative-oriented method, which models the process of communication most closely to real conditions. Providing conditions at the university that will contribute to the implementation of this method is very difficult. But with the advent of the computer, new and more effective ways of solving the above problem have appeared. Many authors who develop this problem note that a computer is the most appropriate tool in teaching a foreign language, the purpose of which is interactive communication (Brown, 1994).

Using the latest developments in the field of teaching foreign languages based on the use of multimedia technology, the learning process has moved to a qualitatively new level - now we can say with confidence that even in the conditions of university education, that is, strictly speaking, artificial communication, we can simulate real situations, natural communication.

Multimedia is made up of two words, one is multi and the other is media. Multi means many and media means package. Multimedia is a group of text, images, art, sound, animation and video, which is used for some purposes. To use it, a computer or any other electronic device is needed. Multimedia refers to the integrated presentation of text, images, video, animation, and sound through the use of computers. The term CALL (Computer Assisted Language Learning) comes up frequently while discussing multimedia in language learning. Since a computer can be used to combine material. Multimedia and CALL are closely related with each other. At times, CALL is even used as a stand-in for multimedia. Multimedia is fairly simple to define, but it is incredibly difficult to implement. "Multimedia is any combination of text, graphic art, sound, animation, and video that is delivered by computer. When you allow the user – the viewer of the project – to control what and when these elements are delivered, it is interactive multimedia. When you provide a structure of linked elements through which the user can navigate, interactive multimedia becomes hypermedia." (Vaughan, 2014). We can try to explain multimedia in a simple way with example that multimedia is a combination of text, images, graphics, audio, and video that is presented digitally for the user to access information more efficiently and effectively. Images and sound are used to communicate information. For example, if you watch a video on YouTube, you will only be able to access that information through multimedia. This means that you are watching both the video and the image. In addition, you will be able to hear the voice and read the story, as well as access the data. This can be the perfect example of multimedia. Teaching approaches and methods are being modernized with the emergence of new opportunities. Today the educational process in the country's educational institutions is being reformed by global requirements for the quality of education: informatization of the educational space, integration processes in modern domestic education, establishing cooperation with foreign educational institutions in the field of education and research, international exchanges and more. The use of modern information technologies in lessons is an extremely important and at the same time problematic issue for a foreign language teacher. In the methodology of teaching foreign

languages, this problem has been developed since the early '80s of the twentieth century. Today, the use of information technology is one of the conditions for successful foreign language learning. Therefore, a foreign language teacher must, in addition to thorough professional training, mastery of modern communication techniques, use information technology at all stages of learning - it is a matter of time. Modern information technologies should be an effective tool that will facilitate the acquisition of knowledge, make learning interactive, communicative, interesting, visual, individual. The use of cyberspace for educational purposes is a completely new direction of general didactics, as the changes taking place cover all aspects of the educational process, from the choice of techniques and style of work to changing the requirements for the academic level of students. The purpose of our article is to consider the possibilities of using modern technologies in teaching foreign languages. Modern technologies in education are professionally-oriented foreign language teaching, project work in teaching, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), distance technologies in foreign language teaching, creation of presentations in the program. PowerPoint, use of Internet resources, learning a foreign language in a computer environment (forums, blogs, e-mail), the latest test technologies (creating a bank of diagnostic materials for the course "Foreign language" for computer testing) [1]. The methodological advantages of teaching a foreign language with the help of multimedia tools show that this method has a greater degree of interactive learning, allows you to choose the pace and level of tasks, improves the speed of learning grammar and vocabulary. Also, the undoubted technical advantages of this method include the ability to use interactive video and audio clips in teaching oral speech. Demonstrating diagrams, photos, and drawings on the subject of language communication, the principle of clarity is realized. The introduction of multimedia technologies creates conditions for interactive communication, which today is the most important component of the educational process. Using multimedia technologies, the teacher can present information in a completely new and effective form, make it more complete, interesting, and close to the subject of communication being studied. Multimedia tools allow you to use almost all the senses of students, combining printed text, graphics, moving video, still photos, and audio, creating a "virtual reality" of real communication. It is proved that the use of multimedia materials and computer networks reduces learning time by almost three times, and the level of memorization through the simultaneous use of images, sound, text increases by 30-40 percent [2]. G. V. Romanova offers various ways to use

multimedia tools in the educational process, including the use of electronic lecturers, simulators, textbooks, encyclopedias, development of situational role-playing and intellectual games using artificial intelligence, modeling processes and phenomena, providing distance learning, building control systems and testing of knowledge and skills of pupils and students (use of controlling programmers), creation and support of sites of educational institutions, creation of presentations of educational material, the realization of projective and research activity of pupils, etc. [4]. Also, multimedia technologies allow you to develop brighter and more interesting speaking exercises. For students, learning a foreign language using multimedia technology also has certain advantages. Since these technologies are new, it is interesting for students to deal with sources of new types of information. And it is also important that the assimilation of new information using multimedia technologies takes place in the form of games. The use of multimedia technologies allows students to independently prepare mini-projects on the subject of communication and present them. When mastering a foreign language, students have several problems, one of which is low motivation to learn the language. In such cases, it is interactive technologies that are valuable for application, because they create such conditions when the student feels his success and intellectual ability. Effective collaboration and communication are basic components of such training, which aims to solve problems together, acquire monologue skills, responsibility, critical thinking, and achieve meaningful results.

At the present stage in our country, the use of automated training courses for learning foreign languages is spreading. But they should be used only as an aid in teaching a foreign language. It is especially useful to use them at the stage of acquainting pupils and students with new language material, new samples, as well as at the stage of training. Students have the opportunity to train to spell, study lexical material, improve understanding of the audio text, develop reading techniques, learn grammar, train pronunciation [2]. Thus, at the present stage of development of science we can say for sure that the times when sufficient proof of language acquisition was the ability to translate from a foreign language and, conversely, adapted, non-authentic texts are over. In the context of high school reform, educational technologies for teaching foreign languages must also change. Involvement of modern technologies in the process of learning a foreign language significantly expands and diversifies the program, provides access to a variety of materials, expands students' motivation to learn, allowing them to work on the language at a pace convenient for them, thus individualizing learning and mastering a foreign language.

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