

APPLICATION OF MULTIMEDIA IN LINGUISTIC EDUCATION

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Abstract: *This article is focused on the use of multimedia teaching aids, the interactivity of multimedia technologies, and their role in teaching foreign languages.*

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Modern society is characterized by the intensive implementation of computer networks and the massive use of resources on the global Internet to satisfy information needs. This circumstance poses the task of shaping the readiness of graduates to use modern information resources before the education system. The level of professional preparedness of a modern teacher is also largely determined by how competently he can use the achievements of telecommunications technology in one's professional activities. One of the most important areas of application of information and communication technologies in education is the use of multimedia capabilities of computer technology.

In the generally accepted understanding, multimedia (translated from English: multi-many, media - means of information) are technical means that allow you to use different types of information at the same time: text, speech, music, animated and video films.

The encyclopedia gives the following definition: multimedia is “a set of software and hardware that implements information processing in audio and visual form. Multimedia is designed to transmit sound, data and images over local, regional and global networks (for example, for personal video conferencing)” (14, p. 112).

The use of multimedia teaching aids makes it possible to intensify the learning process by enhancing visibility and combining logical and figurative methods of assimilation of information. The interactivity of multimedia technologies provides ample opportunities for the implementation of student-centered learning models.

It should be noted that the use of multimedia in linguistic education is becoming increasingly important. Various aspects of informatization of teaching foreign languages were considered by T.E. Alekseev, M.A. Ariyan, J.L. Vitin, N.D. Galskoy, E. S. Polat and others (3, 5, 6, 8,17).

This is due to the fact that changes in the economy influence the formation of a new social order that society places on the quality of specialist training. The following qualities come to the fore:

- ability to quickly adapt to changing economic conditions;
- have a good understanding of ongoing processes;
- ability to work in collaboration with other people belonging to different socio-cultural groups;
- ability to communicate with people;
- the ability to think critically and make independent decisions, etc.

And, undoubtedly, teaching a foreign language using new information technologies contributes to the realization of these qualities. In addition, when developing communicative competence, it is necessary to cultivate adequate intercultural communication and dialogue of cultures. This can be facilitated by immersion in the multimedia information space, which can model the necessary sociocultural characteristics of society.

Learning a foreign language is associated with the development of both thinking and emotions and other areas of personality. The methodological literature of recent years on teaching foreign languages emphasizes the importance and necessity of including the motivational and emotional spheres of a student's personality when learning a foreign language (1,2,4,5,9,13,19).

Multimedia, in turn, is the best way to stimulate the inclusion of these areas of personality in the cognitive process. The use of multimedia is of particular importance in teaching a foreign language, since mastering a language in artificial conditions, that is, outside the environment where it is spoken, requires the creation of imaginary situations that can stimulate communication in the target language, and is associated with the development of imagination.

The problem of organizing independent work when learning a foreign language is especially significant. Moreover, at the moment, the task is to develop in the majority of students, as already mentioned, communicative language competencies, which requires a change in the approach to organizing independent work. The effect of independent work can be obtained only when it is organized and implemented in the educational process as an integral system that permeates all stages of learning. Such a system at the present stage should include information computer support.

Highly effective, implementing various forms of training, education and development is the use of computer technology in combination with project methodology. The use of computer technology at one or several stages of a lesson allows you to productively solve lesson problems in a fun, creative way, carry out educational, communicative, cognitive activity. The use of information technology in combination with project methodology allows students to apply knowledge, skills and abilities in practice; it is one of the forms of organization research and educational activities, successfully implements cooperative activities, increases motivation for learning a foreign language. The focus of such work is the student himself, with the opportunity to freely express his opinion. Students find practical

application of their knowledge of a foreign language. For a teacher, this method opens up a limitless field of activity for organizing work on a wide variety of topics, at different stages of training, with students of different ages.

Unfortunately, some teachers do not see the need to use multimedia in particular and computer technology in general in their lessons, talking about the insufficient provision of teaching aids, namely computers, and the lack of skills in working with them. However, more and more teachers are realizing the pedagogical effectiveness of introducing multimedia into the learning process and are striving to use them in their classes. Therefore, along with products prepared for wide sale, there are a significant number of multimedia applications developed at universities for the needs of the educational process. These applications most often do not have commercial qualities, but they have undeniable advantages in terms of methodology, efficiency and meeting the needs of a given educational institution.

At the moment, there are a number of computer technologies for learning foreign languages, representing a symbiosis of hardware and software, considered and analyzed in many studies (3,10,11,16,17, 19).

The main feature, for example, of the RINEL-LINGO multimedia language laboratory class is speech and video communication between the teacher and all students or a group (up to eight groups in total), as well as speech and video communication between students united in a group. Video sharing refers to the ability for another student or group to view a student's screen. Screen viewing can be either passive or active. According to experts, the new classroom capabilities, combined with the multimedia capabilities of the computers themselves, make it possible to use a wide variety of teaching methods that were previously not available when using personal computers.

The HI Class multimedia network educational complex makes it possible to present lecture material on the teacher's computer and display it on students' monitors. The multimedia network combines study and discussion, interactive

communication between student and teacher, which significantly increases the effectiveness of learning.

Language Teacher Partner, a product of the American company EKTACO, is a compact device the size of an average calculator, containing a dictionary, a grammar reference book, a tourist phrasebook, an organizer, a digital voice recorder and a sample TOEFL exam, which can be used for interactive teaching of a foreign language and testing knowledge.

ICLE – Interactive Collaborative Learning Environment – is a software product that makes it possible to learn foreign languages in a collaborative three-dimensional environment in real time. Training takes place in four 3D levels (hall, office, bedroom and hallway). Each level has a number of 3D models, accompanied by sounds in English; other sounds can be imported or created by the user.

Thus, it can be argued that the modern market for software and hardware for teaching a foreign language contains many technological solutions. And when choosing a particular hardware and software complex, you should remember the main indicators of the feasibility of using this product. It is obvious that the software and hardware complex must combine ease of installation with a full range of functions for the learning process, and must be designed for teachers, and not for technical specialists. The correct choice of the complex will turn a standard computer network into a powerful and effective teaching tool, will qualitatively improve the level of learning and will allow you to effectively use class time.

The ways of structuring foreign language teaching using multimedia completely depend on what motives drive the teacher. It seems that the use of multimedia tools in teaching the humanities is justified only in one case: if they are a means of facilitating student work.

When determining the goals, objectives and possibilities for using computer technologies 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 basic user skills in trainees;
- assistance to students in mastering educational material on the basis of specially and competently created for this purpose applied computer programs for the study of foreign languages.

The listed tasks, if the teacher is going to follow them, completely exclude such a structure of the learning process as 100% students sitting at the computer. Various forms of educational activity are needed: this is frontal work to update knowledge, and group or pair work of students to master specific educational skills, and didactic games, and the work of a consulting service, and interesting oral and written tasks. All of them should be arranged so that multimedia tools do not become an end in themselves, but only a logical and fairly effective addition to the educational process.

Unfortunately, many applied computer programs contain the same methodological error: they contain a lot of rigid calculation of errors and little real help to the learner. Consequently, the teacher's task is to think through forms of providing assistance to students (comments and tips for programs, the availability of appropriate reference books and textbooks, the work of student consultants, pair work, etc.).

We should not forget that the individualization of learning, which certainly accompanies the use of multimedia in the classroom, will require additional time and effort from the teacher.

Thus, we come to the conclusion that the introduction of multimedia tools in language education, with their competent and measured use, allows us to solve such problems that are relevant to the methodology of teaching foreign languages as: the problem of control, individualization and comfort in teaching foreign languages; non-linear presentation of information, taking into account different types of perception when teaching foreign languages; lack of a language environment.

The use of multimedia tools makes it possible to ensure the learning of foreign languages at an individual pace, to increase the student's independence and responsibility, to build learning in accordance with his interests and goals, and to introduce an intercultural component into the learning process.

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