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THE IMPORTANCE OF MULTIMEDIA SUPPORT IN FOREIGN LANGUAGE LESSONS

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Abstract: With the development of modern technologies, the computer becomes a learning tool capable of visualizing a variety of information. New information technologies affect all components of the learning system: goals, content, methods and organizational forms of learning, learning tools, which allows solving complex and urgent tasks of pedagogy, namely: the development of intellectual, creative potential, analytical thinking and human independence.

Key words: multimedia, learning process, methods, goals, content, teacher, development of computer technology, students' knowledge, educational process, interactive visibility.

Nowadays, the use of interactive learning tools has become firmly established in schools. These are not only modern technical means, but also new forms and methods of teaching, a new approach to the learning process. The use of computers and information technologies in education has a significant impact on the content, methods and organization of the educational process in various disciplines. With the development of modern technologies, the computer is becoming a teaching tool capable of visually presenting a wide variety of information. New information technologies affect all components of the education system: goals, content, methods and organizational forms of education, teaching aids, which makes it possible to solve complex and pressing problems of pedagogy, namely: the development of intellectual, creative

potential, analytical thinking and human independence. The rapid development of computer technology and the expansion of its functionality allows the widespread use of computers at all stages of the educational process. Great opportunities lie in the use of computers in teaching English.

In relation to computer-based learning, the principle of visibility, also called “interactive visibility,” plays a very important role. If in the traditional sense, visibility is, first of all, an illustrative component, ensuring the student’s need to see an object or phenomenon in some form, then in computer learning, visibility allows you to see what is not always possible in real life, even with the help of the most sensitive and accurate instruments. It should not be overlooked that the computer allows the student not only to read, but also to listen, watch videos, and also actively influence what is happening by pressing various keys or controlling the mouse.

Computer teaching systems are also called interactive (dialogue) - this is a form of communication, the characteristic features of which are mixed human-machine initiative, anticipation of user intentions and the ability to collaborate with the system. Traditional lessons are by nature a passive form of learning. Since the ratio between the number of students and the number of teachers can be quite large, the teacher has little opportunity to interact with each student and the timid and shy student is often ignored. Computer-assisted learning, on the other hand, requires each student to interact with the system in order to learn the lesson: this is done by pressing keys to move to another window, answering questions, etc.

Effectively presenting lessons on screen is one of the central issues in computer-based learning. Tests with alternative choice of answers on the covered topics of the English language course with pictures, graphs and automatic selection of points for correct answers on this test. It should be noted that the use of computer simulator programs significantly increases interest in

the subject. In addition, the skill of self-esteem develops - it is useless to argue with a computer for a grade.

Pupil memory development. It is impossible not to mention that computer activities are an excellent stimulus for the development of a pupil's memory, optimization and acceleration of thinking. After all, in computer games you need to remember levels, names of heroes, navigate the map and quickly make decisions. The child not only remembers well, but also remembers meaningfully and for a long time. The computer develops voluntary memory and attention, and forms cognitive motivation.

It is more difficult for the learner to be distracted. When receiving information through both hearing and vision, it is more difficult for the learner to be distracted. Indeed. If a person is listening intently to a voice or music, then it is more difficult to distract him with an extraneous sound, but it is easier to distract him with a visual effect. And, conversely, for a silent film viewer or reader, sound will be a stronger distraction. Thus, with complex perception it is more difficult to get distracted, which means the learning process will be more effective.

The multimedia English course consists of videos, interesting, fascinating tasks aimed at the development of all types of speech activity: listening, reading, the development of monological and dialogical speech skills, the development of grammatical and lexical skills. The games are aimed at achieving only a positive result! Special attention can be paid to children who are lagging in their studies. The excitement of the competition makes you achieve the best results. Working on a computer arouses genuine interest in such students, which ensures the formation of positive motivation to learn a foreign language.

After conducting such lessons, we conclude that, thanks to the use of an interactive multimedia course, the problem of improving the quality of education is solved.

The computer course contains many multimedia lectures and makes it possible to dramatically facilitate the assimilation of extensive material due to the complex impact of the video sequence, sound (music, noise), as well as purely computer capabilities of dialogue with the student, control of the assimilation of the material passed.

Currently existing computer programs allow you to display information on the monitor in the form of text, sound, video images, games. Computer-assisted learning makes it possible to organize both the independent work of each student individually and the group work of the combined students of the group.

Multimedia tasks are click on the correct answer; fill in the gaps, tables, solve crosswords; find the word; arrange objects in the picture; connect the dots, answer questions; find words corresponding to the pictures; read the words and point to the subject; listen and sing a song; listen to the text and choose the correct answer to the question; type a word, phrase, sentence.

Entertaining exercises aimed at the development of such types of speech activity as listening, reading, the formation and consolidation of skills of monologue and dialogic speech allow you to practice pronunciation, improve written speech, replenish vocabulary.

The use of multimedia teaching aids helps to implement a personality-oriented approach to learning, provides individualization and differentiation of learning, considering the characteristics of children, their level of learning, inclinations. The latest technologies in teaching English increase the independence of pupils, but at the same time contribute to the cooperation of teachers and students in the classroom, helps to give students solid knowledge and develop communicative competence, as well as keep up with the times and keep up with progress.

Electronic publications for educational purposes, having all the features of paper publications, have several positive differences and advantages. In

particular: compactness of storage in computer memory, disk or other digital media, mobility, the possibility of prompt changes and additions, convenience of sending by e-mail and transmission to classmates.

It is known that a teacher in the course of his work should not only transmit a certain amount of information to students, but also strive to form the need for his wards to independently acquire knowledge using various means. The better the independent cognitive activity of students is organized, the more effective and better the training takes place. The computer makes it possible to increase the independence of students' work not only in the classroom, but also at home, which is necessary for a more successful transfer of knowledge from the outside into the student's internal domain.

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