

## THE ROLE OF MULTIMEDIA IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

Juraeva Zamira Ishmuminovna

Navoi Teacher State Pedagogical Institute

Akhrorova Mohinur Avaz kyzy

Direction of English language and Literature

Student 3-F group

### ABSTRACT

The given article describes the usage of multimedia and its results during the teaching of foreign languages. Topics were discussed concerning the necessity of using computer technology at the lesson and different methods which lead to receiving information clearly in foreign language, As there written in the article, the most thing is motivation. It means that the teacher should find the student's interests and student must feel self-confident.

**Keywords:** multimedia, computer technology, learning process, lesson interactivity.

### INTRODUCTION

Computer technologies enable the teacher to use various approaches to collective learning in the classroom, which contribute to a conscious approach to the assimilation of information in a foreign language. This learning process is efficient and technically tailored. Naturally, in this learning process there are costs that cannot be avoided, but the most important thing is motivation - the interest of students, creativity and a constant thirst for new knowledge and a sense of independence. Lessons become diverse, not similar to each other and differ in their individuality.

The interactivity of the lesson affects the level of consciousness and subconsciousness, and also stimulates the cognitive activity of students. The visual perception of information is the most powerful push among the means in the field of education. In the process of learning a foreign language, more and more attention is paid to computer technology. In the leading universities of our country, the computerization process, which is widely used in other countries, has gained wide popularity and demand. The use of computer technology contributes to the opening of broad prospects for both students and teachers. However, there is such an abundance of information on the Internet, so it is necessary to have sufficient skills to extract useful data without spending a lot of time and effort. Every year the volume of information grows, the volume of the teaching load increases, all this contributes to the use of computers in the educational process, because. it makes the job a lot easier.

The use of new information technologies in everyday life, and in particular in the pedagogical practice of teaching foreign languages, is an urgent problem of modern didactics. Information technology is currently considered to be "multimedia". Multimedia means "multi" a lot, "media" environment, while in this environment an active role is assigned to the user. Widely known by us multimedia training programs combine various forms of information presentation. With the help of multimedia, the illusion of reality is reproduced on the screen, which includes the dialogue speech of the characters, with sound and visual accompaniment.

Multimedia technologies effectively influence the organs of perception of students. For example, modern computer language training programs are created on the basis of multimedia technologies that simultaneously affect the visual and sound information channels of the student. This method allows you to better understand and assimilate the educational material. In addition to all that has been said, the interactive method allows the student to choose the pace and level of learning, as well as exercise control over the learned material. More and more on the creation of electronic dictionaries, tutorials, glossaries, etc. preference is given to color and animated videos with musical accompaniment. For example, in foreign language lessons, according to the topic being studied, students have the opportunity to watch video clips with a dialogue combination, as well as listen to the speech of a native speaker.

Currently, no branch of mankind can do without multimedia. In addition to encyclopedias, interactive linguistic courses, Internet applications and much more are multimedia tools. A computer is the main multimedia tool through which a student studying a foreign language can have access to the Internet. With this tool, a student can use electronic dictionaries, textbooks, reference books, as well as read electronic magazines and newspapers online. With the advent of the Internet, we got such an opportunity as the study of authentic literature and other authentic materials, the foreign language being studied. The use of this material enhances reading, comprehension and speaking skills. When teaching students to listen, it is necessary to use electronic authentic records of the spoken language of native speakers of a particular foreign language, which they use in everyday life.

Nowadays, it is considered important and necessary to use multimedia technologies in the course of the curriculum. Various innovations are taking place in the field of education, which require the retraining of the teaching staff for the successful application of information technologies in the education process. The communicative method in education, as a fundamentally new methodological approach, requires the systematic use of multimedia in the course of the lesson. In modern schools, interactive multimedia technologies are presented on the basis of Internet networks, using satellite and wireless communications, as well as various CDs and other media that combine text, sound, graphics, photos and videos in one digital mode. In the course of the educational process, the widespread use of multimedia technologies is one of the promising information areas. Teachers from remote parts of the country can share experiences, various audio-video files of open foreign language lessons using multimedia programs such as Skype, Viber or Watsup via the Internet.

The modern stage of teaching a foreign language with the help of multimedia includes the use of projectors and interactive whiteboards. An interactive whiteboard, sometimes referred to as "white" or "improved", feels natural. For a more precise definition, please refer to the technical specifications. Technically, an interactive whiteboard with a digital touch device includes four elements: a computer, a video projector, software, and a touch board controlled by touching fingers or a stylus. A whiteboard connected to a computer via a network or wireless connection transmits information through a projector, which projects everything onto the board. Conversely, thanks to the software, the data entered on the board is transferred to the computer via connections. Boards can be fixed or mobile. The user can thus perform actions on the board (using the stylus or moving a finger) as on a computer screen using a mouse.

The main issue on the agenda is the use of an interactive whiteboard in the lessons of teaching foreign languages as a pedagogical potential. In fact, the interactive whiteboard was originally created as a means of disseminating information. How can an interactive whiteboard develop students' knowledge? What activities can be integrated into the classroom using an interactive whiteboard? What pedagogical goals and objectives can be achieved with its help? This approach was inspired by socio-cognitive theory and Vygotsky's theory. Based on these theories, learning includes a progressive construction of knowledge that is acquired through speech activity. This perspective puts the student at the center of learning, which is based on the communicative method, which is an integral part of teaching a foreign language. The purpose of this course is to provide the student with the opportunity to learn a foreign language and then practice it in life.

A multimedia lesson differs from a traditional lesson in the use of sound, animation, graphics and hypertext. During practical classes, each student can be equipped with a stylus to control the interactive whiteboard, or a tablet specially designed for this purpose. Multimedia is an active motivation of students, contributing to an increase in the student's interest in the material being studied. According to a certain level of the student, the training program can be adapted and contain a multi-stage bank of tasks and tests. It is advisable to use various methods of conducting a lesson in a lesson, for example, brainstorming, a round table, an aquarium, a zigzag, etc. The use of the project method, in which the work with the public is carried out, develops a sense of responsibility of working in a team.

Computer technologies enable the teacher to use various approaches to collective learning in the classroom, which contribute to a conscious approach to the assimilation of information in a foreign language. This learning process is efficient and technically tailored. Lessons become diverse, not similar to each other and differ in their individuality. The interactivity of the lesson affects the level of consciousness and subconsciousness, and also stimulates the cognitive activity of students. The visual perception of information is the most powerful push among the means in the field of education. Therefore, a lot of lessons and educational programs based on visual material are being developed. When using multimedia tools, the efficiency of assimilation of the material increases significantly. After all, it is not for nothing that there is a proverb "It is better to see once than hear a hundred times."

According to many educators, the advantages of multimedia when working in language classes are facilitating the understanding of a large number of tasks and the beneficial effect of motivation on the student. The presence of a large number of texts, pictures, videos and other materials turns the traditional process into a game form of learning. Students become more active in this learning process. They are free in action, autonomous, thereby managing their time and rhythm.

It is important to emphasize the role of new computer technologies that allow presenting authentic material in the context of learning a foreign language that is significant for the student. This extra-linguistic aspect develops and improves the perception of the student's communicative competence.

## LITERATURE

1. Zimnyaya I.A. Psychology of teaching foreign languages. M.: Enlightenment, 222 p.
2. Karamysheva T.V. Learning foreign languages using a computer. Soyuz Publishing House, 2019. 192 p.