

MULTIMEDIA TECHNOLOGIES AS A MEANS OF MOTIVATING STUDENTS IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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ANNOTATION

The article is devoted to the role of multimedia technologies in the foreign language teaching. The authors of the article consider them as a means of students' motivation. It is said, multimedia technologies help to develop communicative competence that is an essential part in the foreign language acquisition. Also, it is noted, computer technologies make the education process more efficient and the authors state that modern technologies usage is effective at all stages of language teaching and with all different groups of students.

Keywords: Technology, communicative competence, educational process, multimedia technologies.

INTRODUCTION

The development of modern society occurs in the era of informational technologies and characterized by the use of information technology tools in many areas of human activities, including in the field of education. The rational combination of education means with the modern information and computer technologies (ICT) is one of the possible ways for solving the problem of educational modernization. Means of ICT contributes to the development of personal qualities of the individual, the variability and individualization of school education. Modern ICTs provide active, creative mastering of the students studied subject, allow presenting the material at a new qualitatively higher level. Their usage opens up fundamentally new opportunities in the organization of the learning process. Foreign language is a subject that, due to its specificity, namely, the creation of an artificial language environment for students due to a lack of natural language, presupposes the most flexible and wide use of various technical means of instruction. Therefore, it is not surprising that in the teaching of foreign languages, new possibilities, opened by multimedia, have found a wide variety of applications. In the process of teaching foreign languages in the modern secondary school, lighting and sound engineering tools are traditionally used. But at the present time new information technologies have come to education system: a computer, a multimedia textbook, the Internet, electronic educational resources.

Currently, multimedia technologies are being introduced into the educational process, which are a special type of computer technology that combines both traditional static visual information and dynamic, making it possible to simultaneously influence the visual and auditory senses of students. This allows you to create dynamically developing images in various information representations (auditory, visual). A characteristic feature of multimedia

technologies, in comparison with traditional ones, in the educational process is the presentation of information not only in the form of text, but also in the form of images that maximize the concentration of students' attention, contribute to better understanding, comprehension and memorization of information.

Thus, based on the above definitions, in our study we take as a working definition of multimedia technologies a set of computer technologies that simultaneously use several types of information: graphics, text, video, photography, animation, sound effects, and high-quality soundtracks.

Multimedia technology emerged with the invention in 1986 of laser-readable CDs. This innovation made it possible to place an enormous amount of information on a 12 cm disc. Then, in the late 1980s, successful attempts were made to combine video and sound with computer programs, which made it possible to create interactive tutorials. Now the student was not just a listener or spectator, he began to take an active part in what was happening on the monitor screen, thereby changing the course of events.

The development of the Internet, a virtual space, is taking place, which makes it possible to connect millions of computers and transmit images and sound over vast distances in a matter of moments. With the advent of the Internet, a new environment for the functioning of language as a means of communication in virtual space has emerged.

Language as a means of communication is constantly evolving, the structure of the language, grammar, pronunciation, spelling of words are changing, innovations can serve as an example, for example, some forms of the future tense are practically not used in English, there are many other examples. The process of teaching a foreign language is a complex, constantly evolving system. The computerization of foreign language teaching helps to facilitate access to information and reduce the time for learning a language. At the moment, there is a huge selection of multimedia products, Internet pages containing information necessary for learning a foreign language, electronic textbooks, databases with thematic texts and exercises.

One of the urgent problems of modern methods of teaching foreign languages is the orientation of the entire educational process towards active independent work of students, creating conditions for their self-expression and self-development. The computer does not determine the content of training - it is only an effective means of teaching a foreign language, therefore, the development of methodological foundations of teaching foreign languages using a computer should be based on a deep analysis of didactic and methodological possibilities that contribute to the implementation of the main goal in teaching foreign languages - the formation of skills of communicative competence.

The computer allows students to simulate the conditions of communication; master lexical and grammatical skills; individualize and differentiate training; increase motivation; increase the volume of language training; contribute to the development of student self-esteem; ensure the transfer of language material to other types of speech activity. The computer provides tremendous opportunities for testing the level of proficiency in a foreign language or topic with the participation of a teacher, which will reduce the time for checking the results. Various tests are possible: wildcard, selective, true-false, template. The teacher can use the computer to optimize teaching, increase the efficiency and objectivity of the educational process with significant time savings, to organize teamwork and to work with educational materials. As a

means of technical support for the teacher's activities, the computer opens up broad prospects for improving the organization of the learning process; moreover, some organizational forms of the educational process cannot be implemented without the use of a computer, for example, collective creative work on a joint project.

Thus, for a teacher, the use of a computer provides an opportunity for continuous improvement of educational materials, operational control over the course of the educational process, and the introduction of new organizational forms of training.

The issue of integrating the Internet into education, and in particular its application in teaching foreign languages, is now also quite relevant.

Using the Internet it is possible to:

- Include network materials in the content of the lesson (integrating them into the curriculum);
- Conduct an independent search for information by students as part of the work on the project;
- Increase motivation and create a need for learning a foreign language through live communication;
- To form and develop reading skills and abilities, directly using materials of the network of varying degrees of complexity;
- To form and develop listening skills and abilities on the basis of authentic sound texts on the Internet, also, accordingly, prepared by the teacher;
- Improve writing skills by composing responses to correspondence partners; replenish the vocabulary with the vocabulary of a modern foreign language, reflecting a certain stage in the development of the culture of the people, the social and political structure of society, using authentic texts from the country of the target language;
- To receive cultural knowledge, including speech etiquette, peculiarities of speech behavior of different peoples in communication conditions, peculiarities of culture, traditions of the country of the target language.

At the moment there are a large number of sites addressed to the teacher of foreign languages. On such sites, you can find ready-made lessons of foreign language teachers, thematic videos, hand newspaper articles, various thematic texts, exercises, grammar explanations, and audiobooks.

Thus, now there are a large number of means of teaching a foreign language. Currently, there is an active introduction of new multimedia technologies in the process of teaching foreign languages in institutions and universities of the country. The main emphasis is on equipping higher and secondary educational institutions with computers with subsequent connection to the Internet.

Computer teaching technologies are designed to provide a qualitatively new level of education. Multimedia technologies have been introduced quite recently, but, despite this, they are more and more successful in teaching foreign languages every day. The computer should serve as an auxiliary tool, like any other technical teaching tool or textbook. We should not forget that a computer has a number of advantages: it combines video and audio information, text information, the ability to record your own voice and further correct pronunciation. The teacher can use the computer to optimize teaching, increase the efficiency and objectivity of the teaching process with significant time savings.

In conclusion, there should be noted that at present the use of modern multimedia technologies is effective at all levels of teaching a foreign language. Moreover, the variety of technologies in teaching makes the lessons more intense and interesting. This approach motivates students to work in the classroom, makes it easier to understand a foreign language.

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