



THE EFFICIENCY OF USING MULTIMEDIA TECHNOLOGIES IN TEACHING AND LEARNING PROCESS

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Annotation:

The article is about the efficiency of using multimedia learning tools in the process of learning foreign languages. The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve the problems which each learner will come across some difficulties in teaching and learning process. Besides that, the aim for the methodology of teaching foreign languages include providing opportunities to communicate in English by creating an educational environment that provide real conditions for learning the use of the target language.

Keywords: Modern Innovative teaching, communicative activity, learning outcomes, Multimedia technology, self-learning ability, innovative ability, communication skills, English atmosphere.

Modern Innovative teaching is necessary for the present and future of education to help learners to reach their full potential. Education should serve the long term intellectual needs of the learners, for instance, whether providing new material by instructors helped the learners to gain new insights or opened up new channels of intellectual stimulation or enhanced student's essential and creative thinking power. Moreover, Modern Innovative teaching is a necessity for all trainers in order to meet the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing its performance. Thus, the role of modern innovative technologies in teaching foreign languages is very critical specifically, for not only foreign language teachers and but also learners. The main significance of the study is that current situation and the change of the learners' psychology requires versatile techniques as well as methods in teaching foreign languages, since the aim of teaching a foreign language is a communicative activity of





learners. The most significant group of benefits is teaching the virtues of computer-based training. For example, teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. The technical advantage of teaching English with the help of multimedia technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers. Graphics capabilities of computers can represent any type of activity in the form of pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow students to associate English phrases directly with actions, rather than with phrases in their native language. Furthermore, the media are an excellent means of interactive communication between different linguistic groups, which is particularly evident in the application of computer networks. This could be a local area network connecting several machines in one school, or the Internet — a global network of millions of users. Namely, these advantages allow us to conclude that multimedia learning has great potential for teaching oral speech in other languages. Through the optimal combination of a number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), multimedia learning provides almost limitless opportunities for teaching and learning. It is worth mentioning, in recent years, there has been a tendency in the Uzbekistan education system to change the learning paradigm, such that schools are transitioning from transfer of knowledge to learners in finished form toward the organization and management of self-learning and cognitive activity. With today's requirements for education, where a major element is independent work by learners, high schools can enhance the process of learning, teaching methods, and forms of work organization that will develop the ability to learn, find needed information using a variety of information sources, and learners' cognitive independence.

Besides that, modern pedagogical science seeks to use new technology in teaching. The aforementioned interactive media get their proper use. Most of the wide variety of interactive educational software for learning English is aimed at independent elaboration of phonetic and grammatical aspects and making their use automatic. Features of these programs include interactive dialogues, speech recognition and visualization of pronunciation, animated videos showing articulation of sounds, exercises for development of all kinds of speech skills, videos with translation, and tracking one's own learning outcomes.

Nowadays we have a unique helper that allows us to bring in the best teachers from many countries through the software they create. Intensification of the process of





transition to an information society, associated with the widespread introduction of new information technology and computer telecommunications, necessitates the development of other forms and methods of teaching foreign languages.

Along with the use of traditional technology learning, opportunities for new information technology can help teachers in the selection of more interesting and varied educational materials to carry out a differentiated approach for each student, and thereby contribute to better assimilation of necessary knowledge and skills.

Let us have a closer look at the advantages of Multimedia technology

Arousing the students' interest. The interest has always been seen as the best helper to learn the knowledge. The traditional teaching method is that instructors talk from the beginning to the end with a chalk and a mouth. Such teaching is very single, which makes students lose interest, until weariness. Leo Tolstoy said: "The successful teaching is not to force, but rather to stimulate student's desire". In other words, if learners have no interest or desire on teaching subject, then, even if the teacher talks carefully, the results are fruitless. Therefore, teachers should do their best to get learners to become interest in one topic of knowledge point, and make the learners to participate in teaching with a strong passion and enthusiasm. Multimedia is this kind of media which can show a variety of sounds, images, animation, and other effects, firmly grasping the learner's interest. It also can stimulate the learners' strong desire to study English actively. Multi-media teaching can not only greatly stimulate learners' interest in learning, but also make teaching becomes vivid and lively.

Improving students' self-learning ability. The purpose of teaching in the classroom is not only to impart knowledge to pupils. The most important thing is teaching pupils how to learn and making pupils change from "want me to study" to "I want to learn" in thinking, from passive learning to active learning. Therefore, pupils are free from the passive learning environment, take initiative at learning, and develop their own self-learning good habits gradually. It also can enable students to tap into a good way of learning English independently, keep the cultivation of motivation and interest in learning English so as to make pupils really love the English, really free from the passive learning environment in English learning. The use of multimedia will be conducive to transition for pupils from the traditional passive learning to active state for independent study.

Improving learners' innovative ability. Multi-media teaching can also develop learner's ability to innovate. Things need to be innovated, Einstein said: "Imagination is more important than knowledge, and is a source of knowledge". In teaching, the teachers should pay attention to tap the imagination of learners. To use multimedia can achieve the desired results and find unlimited resources in textbooks.





Cultivating learners' communication skills. Uzbek learners learning English often lack a certain language environment and opportunities for practicing language, but the actual language teaching is often to focus only on words and sentence structures of learning, ignoring its specific application. Thus, many pupils get a fixed, isolated knowledge points from textbooks, but the ability of using these knowledge points to the real life of the capacity is relatively poor. When encountering with the reality of different occasions, they will be helpless. Through multi-media teaching, we can create real-life scenes in the classroom. It is not only to shorten the distance between teaching and practice and give pupils the opportunity to use English to communicate, but also to satisfy their curiosity in psychology and stimulate the expression of desire.

Increasing classroom capacity. With only a tiny mouse, teachers can avoid using of multiple exchange of tape recorders, video recorders, overhead projectors, etc., greatly increase the output of information, speed up the pace of the classroom, increase the density of the classroom, and save a lot of time which teachers spend on writing on the blackboard. Multi-media teaching rhythm is adapted to the needs of modernization to meet the pupil's desire for knowledge. It can expand text-related materials. The use of multimedia technologies can make pupils notice a clear knowledge and a new expansion by huge information capacity which shows by all kinds of media.

Multimedia (computer with additional devices) can be a powerful tool for everyone to learn foreign languages through self-study, and allow close monitoring and ongoing operational support.

Other advantages of multimedia technology in teaching as well as learning:

- The pedagogy means continuous improvement of content and methods of education in modern conditions.
- Provides opportunities to identify and support students with linguistic abilities.
- Represents the basis of distance learning.
- Provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.
- Creates an artificial language environment, allowing the study of foreign languages (FL) at students' own pace, increasing the independence and responsibility of students when organizing FL training for all age groups. Allows building FL training in accordance with student interests and goals, and allows students to enter into training in the intercultural component of FL.





- Multimedia technology is new and apparently has limitless possibilities for creation of means of graphic clarity.
- Increase of motivation and enthusiasm of students and teachers through active involvement in the process of live communication, possibilities of language acquisition are increasing thanks to the cooperation, interaction and communication in learning language;

In conclusion, modern innovative technologies are used as assistance for teachers and in building the platform of knowledge for learners. The most important feature of modern innovative technologies is they assist to make our monotonous lesson more vibrant and create an English speaking atmosphere. Multimedia learning tools are important in the process of learning foreign languages. The aim for the methodology of teaching foreign languages include providing opportunities to communicate in English by creating an educational environment that provide real conditions for learning the use of the target language. Meanwhile, in order to introduce multimedia technology in the learning process, it is first necessary to create conditions for sound pedagogical and methodological application of multimedia technology. The integration of the Internet in education and, in particular, its use in the teaching of foreign languages, is now quite relevant. It is obvious to say that currently, most schools and universities in the countries should be fully equipped with multimedia rooms for English language learning as well as teaching. These rooms should have computers, projectors and interactive whiteboards. Thus, the combination of traditional and newer teaching methods of language teaching will ensure a higher level of learning. Furthermore, since the purpose of learning the English language is communicative activity, which requires practical command of the language, the task of teachers is to revitalize all students in the learning process to create a context for their creative activity. The use of modern means, such as awareness programs and Internet technology, as well as cooperative learning and project methodology, allow us to solve these problems.

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