MULTIMEDIA TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Annotation: The article considers the use of multimedia in the formation of lexical skills and speaking skills of students in the English language classes.

Key words: student, lexical skill, multimedia, oral speech, psychological features

The potential of Internet resources is enormous. The global Internet creates the conditions for obtaining any necessary information for students and teachers anywherein the world: country material, news from the life of young people, articles from newspapers and magazines, necessary literature, etc. The task of the teacher is to create conditions for the practical mastery of the language for each student, to choose such methods of teaching that would allow each student to show their activity, their creativity.The task of the teacher is to activate the cognitive activity of the student in the process ofteaching foreign languages. Modern pedagogical technologies such as training in cooperation, design methods, the use of new multimedia technologies, Internet resources help to implement a personal-oriented approach to training, Provide individualization and differentiation of learning, taking into account children's abilities, their level of learning, inclinations, etc. The forms of work with computer training programs in the lessons of a foreign language include: - learning vocabulary; - pronunciation; - teaching dialogical and monological speech; - writing; - grammatical phenomena. Teachers can find it difficult to create an artificial language environment in English lessons, which is an important problem in modern teaching methods. Related to this problem are the difficulties in implementing mass learning in two of the four fundamental types of speech activity, namely listening and speaking. In addition, the teacher not only aims to teach his students oral skills, he also sees the need to help enrich their vocabulary, so that students' speech is diverse and natural. When «human-person» interaction there is always an intensification of oral speech, therefore, in our opinion, the teacher should use interactive methods to stimulate students to oral communication. Interactivity in English lessons, which can provide multimedia learning tools, which, in turn, have recently become an integral part of school classes, They contribute to a comfortable atmosphere of relaxation and peace - in such conditions, students are much easier to open up and manifest themselves in the learning process. Yu.N.Drescher defines multimedia learning technologies as a set of learning tools that are carriers of information - they provide conversion of sound and visual information from continuous to digital information for subsequent storage, and

processing and conversion back so that a person can easily and fully accept this information [3]. Multimedia learning tools that integrate text, graphics, sound and video have a different structure. They direct the course of the listener's or viewer's thoughts not from one abstract sign to another, but create models of recognition that look to the sensual side of the subject. On this basis, it can be assumed that multimedia means of education notonly allow the implementation of the principle of visuality at a higher artistic and aesthetic level, providing a variety of expressive means for the display of educational information, but also create conditions for the formation of a new type of thinking, different from that, formed on the basis of printing information.

Multimedia technology - information technology, realizing the possibilities of multimedia - operating environments, based on the simultaneous use of different means of information presentation, ensuring the use of a set of techniques, methods, methods and means of collection, accumulation, processing, storage, Transmission, production of audio-visual, textual, graphical information under conditions of interactive interaction of the user with the information system» *1, p.50+. It is known that didactics is a branch of pedagogical science, revealing the theoretical bases of education and training in their most general form. Didactics identifies patterns, principles of teaching, objectives,content of education, forms and methods of teaching and teaching, stimulation and control in the educational process, characteristic for all subjects, at all ages of learning. The process of learning foreign languages has a specificity that distinguishes it from other subjects, namely, pronounced communicative orientation. Since the mastery of a foreign language takes place outside the foreign language environment, its absence is compensated by the use of multimedia language and non-linguistic audio and/or visual visuality. It seems that each component of ICT in a special way accompanies, motivates and stimulates the foreign speech activity of students [5].

On the basis of multimedia technologies, interactive teaching materials are developed, multimedia visuality is created. The Internet promotes learning primarily reading, then listening and writing at the level of perception and searching for authentic foreign-languageinformation.

Telecommunication aims to develop written language skills asa productive type of speech activity, for example, when writing an email, querying a forum, etc. Web-based technologies make it possible to organize joint project activities (again in electronic writing). «Live» (oral) communication takes place mainly in the classroom, and as much as we like, we can not make the lesson of foreign language in the school virtual. An exception is when the student for any reason is transferred to individual training and classes with him are held on Skype. In the learning of the material, the

main tools of the teacher are techniques, exercises and, undoubtedly, clarity, in recent times more multimedia. For the process of learning foreign languages is lesssuitable ready multimedia didactic material, unless it is country or lexical illustrative clarity and grammatical tables on the form education. They, in turn, although stored electronically, are often non-interactive and static. Pedagogical software (PPS) is used in students' own work as trainers, and perhaps there is not yet such an electronic learning system that fully meets the needs of the educational process in foreign languages (or maybe she replaced the teacher). F.W. Ivenin points to three main advantages of using multimedia technologies in the process of learning English: - authentic language materialsfrom original or adapted sources; - reproduction of natural language environment, Communicating with native speakers; - Recreating a linguistic context based on reality [4, pp. 38]. Revealing the advantages of multimedia technologies, we note that today every university in our country has a website. On the pages of this site of the department, as well as teachers have the opportunity to post educational materials, important and current information, the results of training on specific disciplines. Learning a foreign language through the site in modern realities is one of the most effective methods of transfer of knowledge, consolidation and control, both intermediate and final [7]. Multimedia technologies use ready-made methodological developments, audio and video resources, e-mail, tele- and videoconferences, forums, chat rooms, search engines, home pages, TV and radio, state language building, online encyclopedias and dictionaries, tutorial. In other words, the educational potential of multimedia technologies is virtually limitless.

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