Using modern multimedia technologies in foreign language lessons

Uso de tecnologías multimedia modernas en clases de idiomas extranjeros.

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ABSTRACT

In modern century, when the role of languages in international communication increases significantly, interest in the English language as one of the important languages of communication is becoming a necessary link in terms of cognition and perception of the world. Fluency in the English language is becoming an objective necessity and a need for modern youth. Deepening the knowledge of young people, improving their theoretical literacy today, is impossible without the activation of the educational process of learning. This article contains types of work using new technologies that contribute to the development of automated speech skills that increase the effectiveness of the process of teaching foreign languages, as well as provide an opportunity to deepen basic knowledge, skills and abilities, provide the necessary knowledge.

Keywords: electronic presentation, foreign language, multimedia supported lesson, multimedia tools

RESUMEN

En el siglo moderno, cuando el papel de los idiomas en la comunicación internacional aumenta significativamente, el interés en el idioma inglés como uno de los idiomas importantes de comunicación se está convirtiendo en un vínculo necesario en términos de cognición y percepción del mundo. La fluidez en el idioma inglés se está convirtiendo en una necesidad objetiva y una necesidad para la juventud moderna. Profundizar el conocimiento de los jóvenes, mejorar su alfabetización teórica hoy en día, es imposible sin la activación del proceso educativo de aprendizaje. Este artículo contiene tipos de trabajo que utilizan nuevas tecnologías que contribuyen al desarrollo de habilidades del habla automatizadas que aumentan la efectividad del proceso de enseñanza de idiomas extranjeros, así como también brindan la oportunidad de profundizar los conocimientos básicos, habilidades y habilidades, proporcionar el conocimiento necesario.

Palabras clave: presentación electrónica, idioma extranjero, lección multimedia compatible, herramientas multimedia.

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In recent years, the use of multimedia technologies in the educational process has become the practice of all universities in teaching foreign languages. The greatest effectiveness is shown by the use of electronic presentations in the learning process. The effectiveness of their use is universally recognized, as electronic presentations intensify learning. As you know, the teaching of oral speech is associated with the development of speech skills, it is appropriate to note that the leading role at this stage of training belongs to the ability to speak, since the formation of speech automatisms is associated with the implementation of a large number of training exercises for independent work. You can use multimedia techniques and technologies (computer, projector, tape recorder) to intensify the process of learning a foreign language, both during classroom lessons and when doing independent work in extracurricular time. In our conditions, computer classes provide an opportunity to intensify the learning process of oral speech, they allow the teacher to record speech, texts, dialogs on a tape recorder (telephone) for subsequent playback.

Involving students in interactive activities (using computers, projectors, tape recorders, recording devices), as well as increasing the motivation for learning a foreign language, can be achieved through the use of interactive tools, methods, techniques and technologies in teaching. Multimedia technology provides a unity of emotional and rational learning. Technical means correspond to the natural needs and desires of students, are a means of over-learning, help the teacher more easily convey the material (Bogdanova D, 1997).

They allow the teacher to record speech, text, dialogue, monologue, polylogue and based on this, divide students into groups; Show movies or movie clips. Thus, these opportunities allow the teacher to conduct classes in several areas: individual, group, pair work.

In these conditions, you can conduct the following types of exercises:

1. listening to the text and answers to questions;

2. retelling of the text seen or heard;

3. listening to the text in the native language and recording in the native language in pauses after each sentence;

4. scoring of small fragments from animated films or films;

5. Students' conversations on given topics based on words and phrases.

Training in spoken language requires significantly more time than training in any other aspect of the language. The widespread use of the above tools in extracurricular activities increases the student's active speaking time, increases students' speech activity, allows paired group work forms, i.e. contributes to increasing the productivity of students and the quality of their training. The use of multimedia tools allows you to bring the learning process closer to the natural conditions of speech communication (Passov E, 1991).

 Learning a foreign language takes a lot of effort and time, as a result of which it may take more time before students learn to successfully apply the acquired skills in practice. In this field, scientists from all over the world began to search for effective methods of studying foreign languages. And as a result, a new method of studying foreign languages was developed - language-interactive.

An interactive methodology appeared on the basis of the communicative teaching method, where the basis is the active participation of the student in the learning process. In an interactive methodology, there are a number of systems and methods using technical means such as a computer, flash drives, disks, and much more that bring the necessary information and make him feel involved in the educational process and the desire to learn more and more. This technique uses techniques such as creating patterns, associograms, and clusters; the use of information technology, the creation of presentations on various topics. The interactive methodology welcomes the creative approach to education, and also destroys the language barrier. In our conditions, interactive methods are used to intensify the learning process of oral speech, both classroom and independent studies. They allow the teacher to engage students in dialogues, encourage their desire to say something in the language, at the same time it is necessary to achieve the frequency of speech so that they can immediately learn the correct forms of expression of their thoughts in a foreign language.

At the further stages of language learning, the following types of tasks can be carried out:

- listening to the text and answers to questions;

- discussion (dialogs);

Presentations

-conducting various games;

-work in groups;

-conversation on a given topic based on a list and phrases.

The purpose of all these techniques is to actively engage in discussion, an introduction to the linguistic atmosphere.

Training in teaching oral speech requires significantly more time than training in any other aspect of the language. The widespread use of new technologies in classroom classes increases the student's active speaking time, increases students' speech activity, and allows the use of paired and group forms of work, i.e. helps to increase the productivity of students and the quality of their training. The use of technical means and technologies makes it possible to bring the educational process closer to the natural conditions of verbal communication. In such cases, the teacher is required attention to students, the ability to ask questions, answering which students will be able to conduct a dialogue, develop their thoughts, speak freely. Typically, these tasks provide for further study in class and replenished with a number of exercises, we propose to consider an interactive technique.

Theme of the lesson: "Culture of Russia". A presentation is being prepared in advance, material is being collected on the Golden Ring of Russia, historical sights, portraits of famous Russian cultural and art figures.

The teacher begins the lesson with quiet music from the warm-up, and more specifically from simple questions on the slides, designed to convey the topic of the lesson to students. Then the teacher proceeds to the topic of the lesson, talks about Russia, its geographical location, history, milestones uniting students with their native country, cultural attractions. The lesson from beginning to end is accompanied by materials shown on slides. Students supplement information, add key points, find synonyms, antonyms, homonyms. Build sentences of simple and complex designs.

Thus, the new material for listening, serves to develop and develop skills and abilities of both oral and written prepared speech. The purpose of this type of activity is to develop students' oral and written speech, replenish their vocabulary, familiarize themselves with the history of the country whose language the student is studying. The listed types of work using new technologies contribute to the development of automated skills in speech activity, increase the efficiency of the process of teaching foreign languages (Milrud R, 1991).

Numerous transformations characteristic of modern society, have a direct impact on the educational process. Global computerization, which is typical for almost all areas of modern life person is no exception to the education system. Computer (information and communication) technology (ICT) today is intensely used in teaching various subjects, and their capabilities are constantly improved, new ICT training tools. In theoretical aspect, the widespread adoption of ICT in the process of teaching foreign languages has led to expanding the conceptual and terminological apparatus of modern methods teaching foreign languages, which, as a result, is reflected in practice teaching subject. So, as one of such examples, we can cite the emergence of new forms of a foreign language lesson: "multimedia lesson", "Lesson with multimedia support", "computer lesson", "Internet lesson", "online lesson", etc. Within the framework of this article, we focus on analytical characterization of the concept of "multimedia lesson of a foreign language", we dwell on designation of organizational and technological design features a similar lesson (Polilova T, 1997).

An analysis of best practices suggests that the use of computer technology to present information unites the above forms of the lesson. However, according to G.O. Astvatsaturov (Astvatsaturov, G.O), there is some differences between the multimedia lesson and the multimedia lesson a lesson. At first, the teacher remains one of the main participants in educational process, and multimedia technologies are used by him to enhance visibility, for connecting several channels of information presentation at the same time, for more accessible explanations of educational material. Degree and time of multimedia lesson support can vary from a few minutes to a full cycle.

A multimedia lesson can act as a "mini-technology", i.e. as development prepared by the teacher with the set educational goals and objectives, focused on well-defined learning outcomes. This lesson has a sufficient set of informational component, didactic toolkit. During its implementation, the role of the teacher, which in this case is the organizer, coordinator of cognitive activities students. "Online lessons" that can take place on-line, allow you to simulate live communication between students and native speakers, organize conferences and discussion clubs with opportunities global internet (Polilova T, 1997). To organize such communication, you will need. The following technical equipment: computer, Internet access, headphones, webcam, projector with a screen or interactive whiteboard.

In my opinion, the differences between the lesson with multimedia support and a multimedia lesson is not clearly defined in both theoretical and in practical terms, but directly a multimedia lesson as a modern form a foreign language lesson can combine different forms of lessons with the use of ICT, including the above. Presentation that is the basis of a multimedia lesson makes it possible to project a training material on the big screen in text form, present it graphic components, provide sound accompaniment in accordance with the delivered goals. When designing a future multimedia lesson, a teacher should to think about what role this lesson plays in the series of lessons on the topic, for which goals it is intended. When designing a specific multimedia lesson teacher:

1. draws up the temporary structure of the lesson, outlines the tasks and necessary stages to achieve them;

2. from the reserves of computer software selects the most effective funds and considers the appropriateness of their use in comparison with traditional

3. estimates the selected materials in time: it is recommended to review and synchronize all materials, their duration should not exceed sanitary standards; take into account the interactive nature of the material; plan reserve time;

4. from the selected materials (files) collects a presentation program. Important when designing a multimedia foreign language lesson is the manufacturability of this process, which allows to ensure it systematic, efficient and final performance. Based aforesaid, following G.M. Okulova (Okulova, G.M, 1997) there are 4 interrelated stages in the process of designing a multimedia foreign language lesson:

- The conceptual stage. At this stage, didactic goal with an orientation towards the achievement of the following results: formation, consolidation, generalization or improvement of knowledge; skill building and skills; systematization and generalization of the studied lexical and grammatical material; control the formation of knowledge, skills and abilities, etc. Based on the objectives of the lesson and its tasks, argued the need to use ICT tools in educational process in a foreign language. G.M. Okulova argues the need to use ICT in a foreign language lesson multimedia presentations of information materials (e.g. sound application to the lesson), the need for visualization of the studied phenomena, processes and relationships between objects (use of electronic games for repeating numerals, dates, etc.), creating conditions for effective implementation of progressive psychological and pedagogical methods (design activities, game and competitive forms of training, etc.), the need objective assessment of knowledge and skills in a shorter time (Williams R, 1988).

- The technological stage. At this stage, the form of conducting lesson (lesson-presentation, lesson-virtual tour, lesson-project, lesson-conference, general lesson, etc.). It is at this stage that the teacher determines the necessary hardware and software (computer, projector, interactive whiteboard and other).

- The operational phase. At this stage, the main structural elements of the lesson, the choice of methods of interaction is carried out various components (teacher - student - electronic educational resource - educational material) and their functional relationships. At this stage detailing the functions assigned to ICT tools is carried out in stages lesson planning, for each of its stages the goal, duration, the form of organization of student activity, teacher functions and its main types activities, form of intermediate control, etc. At the operational stage the teacher is working on creating a multimedia presentation that is The basis of the multimedia lesson of a foreign language.

- Pedagogical implementation. At this stage, management takes place. cognitive activity of students, the implementation of the optimal sequence actions ensuring the acquisition of necessary knowledge, the formation of skills and skills. At this stage of the lesson, the teacher provides individual control over activities of students, performs the functions of coordinator, consultant on complex issues (Polat E, 2001).

It should be noted that when using the multimedia lesson, the structure the lesson doesn't fundamentally change, all the basic stages: the beginning of the lesson, the main part, the final part. Multimedia technologies in a foreign language lesson can be used:

1. at the organizational stage of the lesson to announce the topic, goals and objectives lesson, posing a problematic issue, conducting voice charging, "warming up". Lesson topic and issues discussed, quotes for comment may be presented on slides in the form of text information and video sequences of images.

2. At the main stage of the lesson as an accompaniment to the teacher's explanation (e.g. multimedia presentation of new lexical and grammatical units phenomena containing a short text, diagrams, drawings, examples, video clips); for stress relief and relaxation (physical training with sound and video accompaniment); for knowledge control (use of computer testing increases the effectiveness of the educational process, activates cognitive activity of schoolchildren. Tests can be card options with questions, answers to which the student writes in a notebook or on a special form answers, at the request of the teacher, the slide change can be set to automatic transition through a certain time interval).

3. At the final stage of the lesson to summarize the lesson, reflection. One of the key points in designing a multimedia lesson on which the teacher should pay close attention to, is the creation of presentation, its design. That multimedia presentation is radically distinguishes a regular, traditional lesson from multimedia, allows you to provide the most effective audiovisual support of the educational process in a specific time period (Polat E, 2000). The most common, classic look multimedia presentation used in design multimedia lesson, is a presentation created based on PowerPoint. This the program allows you to create quite functional, original multimedia educational products. For this, the teacher should have only an elementary level of functional ICT literacy. Multimedia PowerPoint-based presentation allows students to present text information, audio and video files, provide visualization of the necessary objects.

The technical capabilities of the presentation help the teacher explain the various linguistic phenomena, develop and slide out the rules and exercises, implement some types of control, implement health-saving technologies, reflection of occupation, etc. All of the above thanks to multimedia presentations can be carried out in a fascinating way, with emphasis attention to the necessary specific aspects, highlighting the necessary. Here, everything depends on the teacher's organization of the multimedia lesson, goals and specific tasks, age level of teaching a foreign language, level of language training students, etc.

Nowadays, any foreign language lesson based on multimedia tools may be prepared on the basis of presentations, many of which can create on-line, and then save and use in the learning process. To the most famous portals where it is possible (including free) to create Interactive presentations is www.prezi.com.

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