The use of educational multimedia technologies in the study of a foreign language ⊘

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Abstract. The use of pedagogical multimedia technologies in teaching a foreign language makes it possible to increase the degree of assimilation of educational material. Multimedia technologies, having visibility, are able to revive the course of the educational process, give it dynamics and increase the motivation of students. Multimedia educational technologies create favorable conditions for the development of creative abilities and aesthetic taste in students, and also make the learning process more exciting. The use of multimedia technologies in the educational process allows students to develop abstract thinking, as well as to apply personality-oriented teaching methods in practice. Multimedia educational technologies are able to form students' skills of self-assessment, abstract thinking, reflection and independent planning of their activities. With the effective use of multimedia in the educational process, students' critical thinking is activated and educational activity is activated.

INTRODUCTION

Multimedia technologies are an important promising direction for improving the effectiveness of education and upbringing in modern conditions. Multimedia pedagogical technologies allow students to be involved in various types of educational activities, contribute to the formation of certain skills, knowledge and skills.

Multimedia technologies provide teachers with powerful resources for the effective presentation of educational material.

According to [1], the use of information technologies contributes to the activation of the part of the right hemisphere of the brain that is responsible for associative thinking, intuition, as well as emotions and the psycho-emotional state of a person. As a result of training using multimedia technologies, the skills of perceiving information from the screen and converting a visual image into verbal concepts are formed.

According to [2], multimedia is a didactic tool based on the use of information and computer technologies, providing for the presentation of educational material in an interactive form.

Multimedia technologies have a significant didactic potential. The use of multimedia technologies in the educational process can be based on the use of: Web pages, computer graphics, audio and video files, computer animation.

Multimedia technologies allow copying information with minimal material and time costs and establishing hyperlinks with various electronic libraries and educational sites.

According to [3], in order to use multimedia technologies in the educational process, one must not only have computer skills, but also be able to correctly form the purpose and task of the didactic material, as well as design and build the necessary information structure for accessing the necessary electronic information based on the available information resources.

According to [4], the lecture presented in the form of multimedia material allows students to create favorable conditions for independent assimilation of educational material. In comparison with traditional forms of providing educational information, the multimedia form makes it easy to return to the already completed educational material. This is of great importance when studying complex educational topics.

According to [5] multimedia technologies allow the teacher to significantly diversify the forms and methods of providing educational material, and thus [6] multimedia technologies allow the teacher to transmit large amounts of information to students, compared with traditional pedagogical technologies. At the same time, the form of the information provided can be focused on the level of training of the student.

According to [7], multimedia technologies allow using several information transmission channels simultaneously, which complement each other due to the synergetic effect.

According to [8] multimedia technologies are not able to fully replace the teacher, but they can significantly increase the effectiveness of his activities.

According to [9] the use of multimedia in the educational process makes it possible:

1. To achieve an increase in the efficiency of the educational process.
2. Take into account the individual characteristics of each student
3. Provide an opportunity for students to independently carry out educational activities.
4. Make the student an active subject of the educational process.
5. Develop the social and communication skills of the trainees.
6. Provide an opportunity for students to master new technologies.

According to [10], the use of pedagogical multimedia technologies allows the teacher to effectively combine various channels of presenting didactic information to students. Multimedia technologies can increase interest in the learning process and activate the cognitive activity of students. Multimedia learning tools have a great creative potential aimed at finding various methods and forms of using them in the learning process.

The authors [11] identify the following main advantages of using pedagogical multimedia technologies in the educational process (Figure 1):
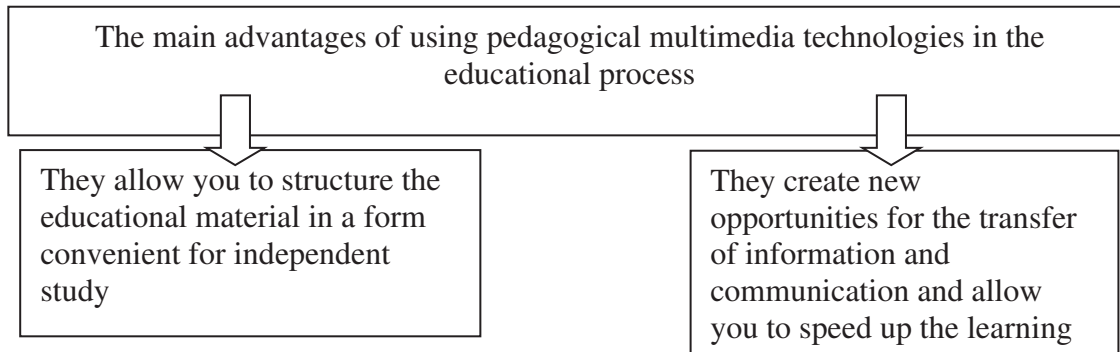

FIGURE 1. The main advantages of using pedagogical multimedia technologies in the educational process

The effective use of pedagogical multimedia technologies, in our opinion, requires the presence of media communication competence among teachers.

According to [12], media competence is the competence associated with the creation, perception and transmission of information through semiotic and technical systems, as well as the ability to communicate with other people using information technologies.

In our opinion, a modern teacher should be an active user of media technologies and be able to apply his media skills to his professional activity.

According to [13], when preparing future teachers, it is necessary to form their media competence, which should include (Figure 2):
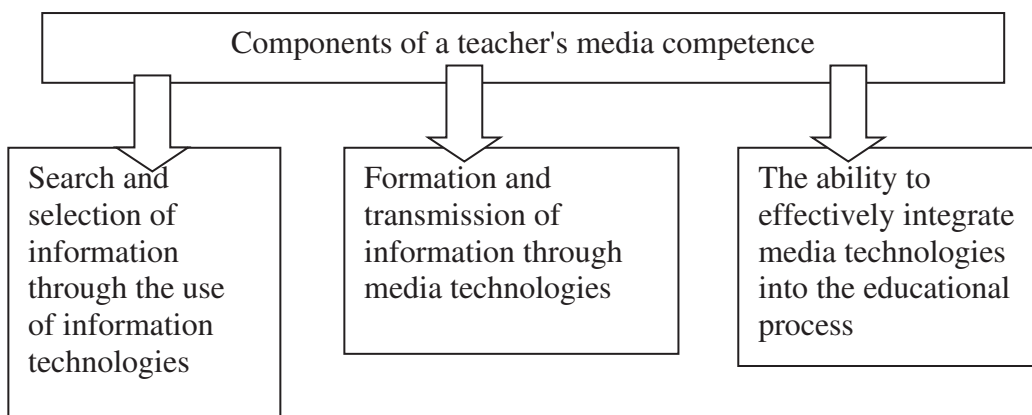
FIGURE 2. Components of a teacher's media competence

In our opinion, the media competence of a teacher is the ability to use media technologies within the educational space, as well as the ability to independently improve the skills associated with this process.

METHODS

This study is based on the analytical method. This made it possible to study the issues raised in the work in their unity, development, as well as their interrelation. Taking into account the goals and objectives of this study, functional-structural and systematic research methods were used.

This made it possible to study a number of issues related to the use of educational multimedia technologies in learning a foreign language.

RESULTS

As part of this research, we have developed a special course "Multimedia educational technologies" for students studying English philology at Zaporozhye National University. Many graduates of this specialty choose the profession of a foreign language teacher after graduation.

Before starting the study, we conducted a survey among secondary school teachers teaching foreign languages. We asked:

1. Do you use multimedia technologies in the educational process?
2. What prevents you from using multimedia technologies more widely in the classroom?

The survey results showed that 73% of foreign language teachers regularly use various multimedia technologies in the classroom. 58% of respondents reported that the main reason preventing the use of multimedia technologies in the educational process is that during their studies at a higher educational institution they did not attend a special course on the use of multimedia technologies in the educational process and therefore they themselves have to master multimedia educational technologies independently.

According to the respondents, this does not allow teachers to fully realize their pedagogical potential.

As part of our special course "Multimedia Educational Technologies", students acquired skills in working with a multimedia projector, multimedia wall, audio and video equipment.

As part of this special course, a student scientific conference "Modern technologies of teaching a foreign language in secondary school" was organized. Students prepared reports and spoke to their fellow students using multimedia technologies.

As part of this course, students studied the possibilities of multimedia technologies and computer graphics, which, in our opinion, should become an integral part of the training of modern foreign language teachers.

As part of this course, students mastered the technology of remote organization of the educational process based on modern telecommunications technologies.

The students 'passage of the special course" Multimedia educational technologies " allowed them to acquire practical skills of working with multimedia technology and learn how to use it to increase the visibility of the educational process.

Students who completed the course noted that pedagogical multimedia technologies contribute to the transition of the educational process to a qualitatively higher level.

DISCUSSION

The use of multimedia pedagogical technologies in teaching foreign languages allows you to supplement the lecture material, increase the level of assimilation of educational material.

Multimedia technologies allow using the principle of visibility to revive the educational process, make it more dynamic and increase the motivation for the educational activities of students.

The use of multimedia promotes the development of aesthetic taste and promotes the development of creative abilities.

The use of multimedia technologies when learning a foreign language allows you to make the learning process more exciting.

The visibility of the educational process contributes to the emergence of a correlation between the abstract and the concrete and allows students to develop abstract thinking.

The use of multimedia technologies in the educational process makes it possible to implement personality-oriented models of the learning process in practice.

CONCLUSIONS

The use of multimedia technologies in the educational process contributes to the emergence and introduction of new innovative forms of learning.

Although the use of pedagogical multimedia technologies in the educational process has a number of disadvantages, their use, in our opinion, will steadily increase. This is due to the fact that knowledge in the modern world is very quickly becoming obsolete. This, in turn, requires constant professional development.

Multimedia technologies contribute to the formation of students ' skills in planning their activities, self-assessment, reflection, visual and abstract thinking.

When properly used in the educational process, pedagogical multimedia technologies activate students ' creative thinking and contribute to the development of their independence.

Structuring, interactivity and visualization of information created through the use of multimedia technologies helps to increase the level of motivation of students, stimulating the activation of their educational activities.

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