

MULTI-MEDIA AS A TOOL OF TEACHING ENGLISH

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Annotation: This article is mainly directed to examine the importance of how can multimedia resources have positive impact and contribute to the learning and teaching process of English language. It will also explore the Multimedia applications and the Internet, standards for Multimedia-language students, also teaching and learning with Multimedia. Moreover, strenuous effort was made to show some English teachers and student's attitude towards the use of Multimedia in English language teaching.

Key words: Multimedia Resources, Graphics, Blended learning, multi-sensory experience, computer image, audio visual effect

Annotatsiya: Ushbu maqola asosan multimedia resurslari ingliz tilini o'rganish va o'qitish jarayoniga qanday ijobiy ta'sir ko'rsatishi va qanday hissa qo'shishi muhimligini o'rganishga qaratilgan. Shuningdek, u Multimedia ilovalari va Internetni, multimedia tilidagi talabalar uchun standartlarni, shuningdek Multimedia bilan o'qitishni o'rganadi. Bundan tashqari, ba'zi ingliz tili o'qituvchilari va talabalarning ingliz tilini o'qitishda multimediadan foydalanishga bo'lgan munosabatini ko'rsatish uchun qattiq harakat qilindi.

Kalit so'zlar: Multimedia resurslari, Grafika, Aralashtirilgan o'rganish, ko'p sensorli tajriba, kompyuter tasviri, ikki kanalli taxmin, audiovizual effekt

Under the conditions of globalization and integration which have become necessary elements of our socio-cultural and economic life the educational system of every country, needs to be reconsidered and new ways of teaching techniques are needed to be developed and utilized. Mainly it refers to foreign language teaching as far as globalization of education and the development of international programs,

grants and educational projects make the knowledge of a foreign language a core point for many exchange students and researchers in order to integrate into both local and international society. Technology can be viable option as well as solution to many problematic issues, and in general makes areas of life easier, more entertaining or more efficient. Graddol [1] states that, “Technology lies at the heart of the globalization process; affecting educational work and culture”. Since there are more and more English learners in different countries including our country, Uzbekistan, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves the use of multimedia in the learning of English language. Technology is adopted for the advancement of modern styles; it satisfies both visual and auditory senses of the students. According to David Graddol, “It is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre.”

There are many techniques applicable in various degrees to language learning situation. The teaching principle should be to appreciate new technologies and functions where they provide something decisively useful and never let machines take over the role of the teacher. Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information. Students learn best by seeing the value and importance of the information presented in the classroom.

Why would any teacher want to use multimedia materials in the classroom?

With the availability of improved technology, hi-tech quickly incorporated the new tools, correctly perceiving that slick multimedia presentations have a certain amount of entertainment value for learners. “The use of video in the classroom also provided extra stimulation and photocopiers (or Xerox machines as they used to be known) allowed content to be quickly reproduced and distributed” [2]. Several studies show that computer-based multimedia can improve learning and retention of material presented during a class session or individual study period, as compared to —traditional lectures or study materials that do not use multimedia. The potential pedagogical value and rationale for using classroom media in these three points are as follows:

(a) To raise interest level – students appreciate (and often expect) a variety of media.

(b) To enhance understanding – rich media materials boost student comprehension of complex topics, especially dynamic processes that unfold over time.

(c) To increase memorability – rich media materials lead to better encoding and easier retrieval Relationship between Multimedia and Language Teaching. The most common function of multimedia and internet is to assist the teacher their association is as follows. Promote Interaction between Teachers and Students the use of multimedia to carry out discovery, discussions and instructions to change the role of teacher in teaching and arrange students to participate appropriately; educators change from the messenger of informational instruction to the operator of instruction.

(d) Help Teachers to teach suitably the use of multimedia enables the teachers to have more flexibility and change while teaching and the development of multimedia enables the teachers to understand the learning types and differences of students while teaching.

(e) Promote Students’ Study Capacity the learners can practice themselves.

Through multimedia repeatedly to train their ability to react and this is not restricted by time and space; therefore, they could learn by themselves to obtain limitless

learning capacity besides the limited teaching time in traditional classroom atmosphere.

Multimedia could combine the picture, animation, sound, and text to assist learners, where the picture or animation could offset the deficiency of text and sound could allow the learners to experience the real scenario, which is favorable to the learning of language. At present the main concern is all about the use of Multimedia to improve language teaching and learning. In fact there is no correlation between the learning language and using the language in a real situation in day to day life. Many language experts stated that schools need to move beyond the emphasis on subject content required by the present language students and focus more on 21st century dominant themes, like use various Multimedia resources and information and communication technology in teaching and learning. One of the foremost goals of multimedia language teaching is to promote students' motivation and learning interest, which can serve as a practical solution to get them involved in the language learning procedure. Therefore, it promises that the teaching quality will be improved and applying English skills on the part of students is effectively cultivated, meaning that students' communicative competence will be further developed. This process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfil an effective result of teaching and learning. As an ending point, we should always acknowledge and always keep our minds that no matter how beneficial work/time-efficient are multimedia resources in educational fields, human factor possesses the primary and leading role. So, not any kind of technological achievements or other inventions can be an alternative for a real teacher whom we always respect and care for.

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