

DEVELOPING ENGLISH LEARNERS' ORAL PROFICIENCY WITH THE HELP OF MULTIMEDIA RESOURCES.

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Abstract: Considering the point that the distribution speed of different kinds of media is in parallel to worldly-recognized languages, particularly, English language, it is required to analyze their efficacy when they are blended in language learning and teaching procedure. Taking advantage of this opportunity, 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, Verbal channel, Graphics, Blended learning, multi-sensory experience, computer image, animation effects, dual channel assumption, audio visual effect.

Аннотация: Учитывая тот факт, что скорость распространения различных видов средств массовой информации параллельна скорости распространения всемирно признанных языков, в частности английского языка, необходимо проанализировать их эффективность, когда они сочетаются с процедурой изучения и преподавания языка. Воспользовавшись этой возможностью, эта статья в основном направлена на изучение важности того, как мультимедийные ресурсы могут оказать положительное влияние и внести свой вклад в процесс изучения и преподавания английского языка. Также будут изучены мультимедийные приложения и Интернет, стандарты для студентов, изучающих мультимедийные языки, а также преподавание и обучение с использованием

мультимедиа. Кроме того, были предприняты напряженные усилия, чтобы продемонстрировать отношение некоторых учителей английского языка и учащихся к использованию мультимедиа в преподавании английского языка.

Ключевые слова: мультимедийные ресурсы, вербальный канал, графика, смешанное обучение, мультисенсорный опыт, компьютерное изображение, анимационные эффекты, предположение о двухканальном канале, аудиовизуальный эффект.

English is considered the world language; the one that dominates the world as no other language does. Several authors have affirmed that its dominance is superior to any other language as never before, and currently an important portion of the world's population is able to use English to communicate in some degree at least. On the other hand, speaking is the skill that students of English or any other language are meant to master first, as it is essential for communication. This generates concern, due to the fact that it will not be able to achieve without the appropriate practice and dedication, and as a consequence, its acquisition can be hard. Teaching the speaking skill is then a very important part of teaching English as a foreign language, due mainly to the fact that nowadays there are more learners that want to use this language spontaneously to communicate. The technological revolution has changed the world and education, and makes easier to teach and learn any foreign language. Traditional classes can be improved with the application of multimedia-based programs that turned a classroom based session into a face to face online session, proving to be a powerful teaching medium (Hartsell, 2016). It is possible to believe then that the use of multimedia-based programs in traditional ESL and EFL classes is a successful technological medium to increase students' motivation to learn. It cannot be denied that multimedia has changed teachers' practices and the way students learn. (Rossi, P. & Fedeli, L., 2017).

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.” With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects come into full play in English teaching class and sets a favourable platform to reform and to explore on English teaching model in the new era. “The rapidly developing technology of the English speaking countries has made British and American television and radio programmes, films, recordings and books readily available in all but the most undeveloped countries,” [2]. It is proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effectively in the classroom. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. “Printed core materials, it was felt, would survive, but the demand for ‘a better fit’ meant that the variety of add-ons would grow, and as technology developed and became more available these supplements would be increasingly available online” [3]. Although nothing can fully replace an experienced teacher, technology has done much to assist teachers in their efforts in the classroom. 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” [4]. 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. The use of multimedia resources in English language teaching is an important approach in education because of the opportunities to

achieve class objectives. Nowadays, it is common to see that educators take hand of several technological devices in the procedure of language teaching and learning, because such resources make language learning more productive, effective, and communicative.

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