

MULTI-MEDIA AT DIFFERENT STAGE OF TEACHING

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Abstract. *This article describes the method that could help the students to develop their skills in English through multimedia: print text, film, video, radio, computer, and Internet. As students, they must be dealt with the subject found in resource material.*

Keywords: *multimedia, technology, language.*

INTRODUCTION

The population of student learning English as a foreign language has been steadily increasing from year to year. To succeed in college, these students must develop not only linguistics, but also academic skills. These skills involve using English to acquire and articulate knowledge by reading academic texts, writing acceptable academic prose, conducting and reporting research. Some people from educational field said that the curriculum need to be changed, including the purpose of teaching them English, the textbook, and the methods. To meet the students' academic needs and help them develop strong English language skills, there are a number of ways need to be applied. One of the techniques to improving the students is using multimedia in the process of teaching and learning in the classrooms. Multimedia use in classroom will provide opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream college courses [1, 3]. Because educational technology is expected to become an integral part of the curriculum, EFL students must become proficient in accessing and using electronic resources. Multimedia presentations can be held in any place where there is a computer and a projector or a local local playback device.

MATERIALS AND METHODS

An important factor in the successful fulfillment of the goals and objectives of

teaching a foreign language is to take into account age and individual peculiarities of middle stage students learning English at different levels. Knowledge of the personality traits of a particular age makes it possible to correctly determine the content and form of teaching a foreign language. More than one generation of scientists and philosophers has paid attention to the need for in-depth study and consideration of individual and age characteristics of children in the process of upbringing and education (Ya.A.Komensky, Zh.-Zh. Rousseau, J. Locke, K.D.Ushinsky, A.V. Disterveg, L.N.Tolstoy, etc.). Taking into account the age characteristics of the child is one of the main pedagogical principles. Age periodization provides the necessary knowledge of each stage of personality development.

The broadcast of the presentation can be either “live” or pre-recorded. Broadcast or recording can be based on analog or electronic storage and transmission technologies. It should be noted that multimedia online can either be downloaded to the user's computer and played in any way, or reproduced directly from the Internet using streaming technology. The form and place of use of a multimedia presentation (or even its individual slide) in a lesson depend, of course, on the content of this lesson and on the goal set by the teacher. Nevertheless, the practice allows us to identify some common, the most effective techniques for the use of such benefits: 1. When studying a new material. Allows you to illustrate a variety of visual means. The application is especially beneficial in cases where it is necessary to show the dynamics of the development of a process.

RESULTS AND DISCUSSION

Today education is just beginning to think of shifting the basis of certification from time served to skills and knowledge obtained. Traditionally classroom situation is teachers stand in front of the students, giving explanations, informing, and instructing. They usually use chalk to write something on the blackboard. These technique needs slightly to be modified regarding with the development of the technology. The using of multimedia in classroom cannot be denied anymore. That will make possible for teachers giving more opportunity to students being happier

and more enjoy during the course. Traditional classrooms have different settings from the multimedia classrooms. Students seat in rows and a chalkboard in the front. The teacher is standing in front of the class giving a lecture. Compared with traditional classrooms, multimedia classrooms setting differ greatly from traditional classrooms. Traditional classrooms have the seats in rows and a chalkboard in the front. In the multimedia classrooms, students' seat can be modified according to the situation needed. Inside the classrooms, all the equipment is available and makes the students feel comfortable to study. They sit at wide tables in comfortable chairs and have plenty of room to spread work. The use of multimedia described here makes use of print texts, film and Internet to develop and enhance linguistics and knowledge [2, p. 173]. Through their interactions with multimedia texts on topic of interest, students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained study of one content area through focus discipline research, the students become actively engaged in the process of meaning construction within and across different media. Working though the complex intermingling of meanings, embedded within different texts encourages students to make connections as they build a wider range of schemata, which are then available to help them grasp future texts. Using print, film and Internet as resources for studying provides students with opportunities to gather information through stimuli that will stimulate their imaginations, engage their interest and introduce them to the raw materials for analysis and interpretation of both language and context. Students develop solid foundation in several subject areas and become "content experts" in one. Thus they greatly increase their overall knowledge base, as well as their English language and critical literacy skills, facilitating their performance in future college courses. the benefit of increased student motivation. Students are eager to begin class and often arrive early at the computer lab, logging on the Internet and beginning research on their own. They also often stay after class to continue working on the Internet.

CONCLUSION

Overall, students develop greater confidence in their ability to use English

because they need to interact with the Internet through reading and writing. Using multimedia provides the students to gather information through media that encourages their imaginations, interests. Also it using this technology combined with the sense of teaching will create a successful teaching method [3, p. 88].

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