



MULTIMEDIA PROGRAMS ARE AN EFFECTIVE MEANS OF OPTIMIZING THE LEARNING PROCESS

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Annotation: *The given article outlined the role of multimedia in teaching foreign languages. The use of multimedia technologies in education creates additional opportunities for the development of students' creativity, stimulates their curiosity, and instills interest in scientific activity.*

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Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching of a foreign language, we first of all have in mind teaching it as a means of communication.

Teaching process changed according to the social order of a society, and its purpose. In particular, the practical purpose of training was transformed as follows:

from teaching of a foreign language to speaking another language. Currently, teaching foreign languages is undergoing a number of changes. The modern learning process is characterized by the active introduction of the latest means of information technology in education. It is about the computerization of the educational process. A computer does not determine the content of instruction, it is

only an effective means of instruction, therefore, the development of methodological foundations for teaching foreign languages using a computer should be based on an in depth analysis of didactic and methodological capabilities that contribute to the realization of the main goal in teaching foreign languages - the formation of communicative competencies. The intensive introduction of modern technologies into the educational process, such as the Internet, audio and video systems, multimedia training programs and presentations, helps to solve the main task of the modern methodology of teaching foreign languages in higher education - the orientation of the entire educational process towards active independent work of students, creating conditions for their self-expression and self-development.

Multimedia (Latin multum + medium) is a combination of computer technologies that simultaneously use several information media: graphics, text, video, photography, animation, sound effects, high quality sound. Multimedia presentations can be shown using a projector or other local playback device. A broadcast of a presentation can be either live or pre-recorded. It is worth noting that multimedia information online can be downloaded either to the user's computer and reproduced in any way, or directly from the Internet using the technology of streaming data transmission.

Modern multimedia programs are an effective means of optimizing the learning process. The use of multimedia technologies in education creates additional opportunities



for the development of students' creativity, stimulates their curiosity, and instills interest in scientific activity. Forms of working with computer-based training programs in foreign language classes include vocabulary study, pronunciation training, monologic and dialogical speech training, writing and grammar training. Using Internet materials, students can replenish their vocabulary, improve writing skills, create sustainable motivation for learning a foreign language. For students, multimedia technology is the way in which they expand their ideas about the world around them.

The use of multimedia technologies provides more complete and accurate information about the phenomena and objects studied. This improves the quality of

training, allows you to develop the cognitive interests of students, increases the visibility of training. The work of students becomes more intense, which allows to

increase the pace of studying educational material and increase the amount of independent work in and after classes. The controlled independent work of students (or groups of students) can be organized in the form of development and subsequent presentation of multimedia projects. Based on the main goals of teaching a foreign language (practical mastery of the language; linguistic and philological development of students; acquaintance with linguistic and cultural (regional geographic) knowledge; teaching situational communication), we can propose the following typology of multimedia projects.

1. Language projects: - educational projects aimed at mastering the language material and the formation of speech skills; - linguistic: the study of linguistic features; the study of linguistic realities (neologisms, phraseological units, sayings); study of folklore; study of the etymology of words.

2. Linguocultural (regional geographic) projects: - historical (studying the history of a country, city); - geographical (study of the geography of a country, city); - ethnographic (study of the traditions and life of the people; study of folk art; study of the national characteristics of the culture of different peoples); - political and economic (familiarization with the state structure of countries; familiarization with public organizations; projects devoted to the legislation of the country); - art history (dedicated to the problems of art, literature, architecture, culture of the country of the studied language).

3. Game projects: - social (students play various social roles); - business (modeling of professional situations); - imaginary travels (training in speech structures, cliches, specific terms, dialogs, descriptions, reasoning). The use of innovative technologies and the implementation of the multimedia project method in the process of learning a foreign language not only creates the prerequisites for the formation of communicative competence of students, but also contributes to their general cultural growth, the development of cognitive and creative activities, creates additional opportunities for implementing an individual approach and intensification of students' independent work.

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