



THE APPLICATION OF MULTIMEDIA TECHNOLOGY IN TEACHING FOREIGN LANGUAGES.

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Abstract: The article emphasizes the critical role of integrating innovative technologies into foreign language education. These technologies provide distinct advantages over traditional educational methods by seamlessly blending conventional teaching techniques with modern innovations. They facilitate a range of educational functions, including teaching, providing information, engaging through games, modeling scenarios, constructing knowledge, and conducting analysis. Additionally, they align with key educational principles such as visual learning, accessibility, appropriate challenges, structured learning, the transition from instruction to self-directed learning, and the integration of theory with practice. By incorporating these innovative tools, educators can create an optimal learning environment that greatly enhances student motivation in foreign language acquisition.

Key words: innovative tool, acquisition, self-directed learning, optimal learning environment, methodology.

Teaching foreign languages is unimaginable without the use of multimedia tools. The ability to illustrate real communication processes in English and the need to bring the educational environment closer to the real conditions in which the language and culture are used are undoubtedly important objectives in the methodology of foreign language teaching.

The 21st century, an era of informatization, brings changes to traditional language teaching. The use of computer technologies in education today is of great importance due to the new opportunities they provide. The introduction of new information and communication technologies expands access to education, creates a system of open education, and reshapes the concept of the qualifications that a modern graduate specialist should possess.

The most significant advantages lie in the methodological benefits of computer-based learning. For example, instructors use the computer's ability to instantly respond to input to create simple educational programs in the form of exercises. The technical advantages of learning English through multimedia include the fact that sound cards allow users to record their speech, then listen to and compare it with native speakers' pronunciation. The graphic capabilities



of computers can represent any type of activity through images or animations. This is particularly important when introducing new vocabulary, as the images on the screen allow learners to associate the English phrase directly with the action, rather than with a phrase in their native language. Moreover, multimedia is an excellent tool for interactive communication between different language groups, which is especially evident when using a computer network. This can be a local network connecting several machines within one educational institution, or the Internet—a global network that connects millions of users around the world.

The listed advantages allow us to conclude that multimedia tools have great potential in teaching oral foreign language skills. By optimally combining the capabilities of a wide range of educational technologies (such as language labs, video films, television, radio, newspapers, magazines, books, bibliographic directories, and telephone) and offering additional features (interactivity, graphic capabilities, etc.), multimedia provides virtually unlimited opportunities for both learning and self-study.

Recently, there has been a trend in the Kazakhstan education system towards a shift in the teaching paradigm, where higher education institutions are moving from delivering ready-made knowledge to students towards organizing and managing their independent learning activities. The current educational requirements, where independent student work plays a central role, compel higher education institutions to adopt teaching methods and organizational forms that promote an active learning process. These approaches help develop the ability to learn, find necessary information, use various information sources, and foster students' cognitive independence.

Modern pedagogical science aims to use new technologies in education. The aforementioned interactive media are also being effectively utilized. Many diverse interactive computer programs for learning English focus on independent practice of phonetic and grammatical aspects until they become automatic in use. These programs feature interactive dialogues, speech recognition and pronunciation visualization systems, animated clips demonstrating sound articulation, exercises for developing all types of speech skills, video clips with translations, and tracking of personal learning progress.

Since the goal of teaching English is to develop students' communicative competence, i.e., practical language proficiency, it is the teacher's task to activate each student's involvement in the learning process and create situations for their creative activity. The use of modern tools such as informational programs



and internet technologies, as well as collaborative learning and project-based methods, helps achieve these objectives.

As online resources that can assist foreign language teachers in organizing independent work, one can consider broadcasting, interactive, and search-based internet resources, which provide educational information, learning materials, and conditions that contribute to the formation of professional competencies in future specialists.

Already today, we have a unique tool that allows us to bring the best teachers from any country closer through the software products they create. The intensification of the transition to an information society, associated with the widespread adoption of new information technologies and computer telecommunications, necessitates the development of new forms and methods of teaching foreign languages.

Using the possibilities of new information technologies alongside traditional teaching methods can help teachers select more interesting and diverse educational materials, implement a differentiated approach to each student, and thus contribute to better acquisition of necessary knowledge and skills by the students.

Among various types of innovations, as shown by the results of a sociological study conducted in CIS universities, teachers are most familiar with teaching using multimedia tools (66.7%). Multimedia technology (from the English "multi" - many, and "media" - environment) is considered an educational information technology that integrates audiovisual information from multiple sources (text, video, audio, graphics, animation, etc.), enables an interactive dialogue between the user and the system, and supports various forms of independent activity.

The use of multimedia technologies in the learning process allows for the enhancement of the organic integration of traditional educational forms and methods with innovative ones. It enables the implementation of instructional, informational, gaming, modeling, constructive, and analytical functions while adhering to general didactic principles such as visual learning, accessibility, appropriate difficulty, systematic instruction, transitioning from learning to self-education, a positive emotional learning environment, and the connection between theory and practice. Furthermore, multimedia technologies are supported by multimedia programs, encyclopedias, dictionaries, and specialized educational information environments designed for understanding the



surrounding world in the context of computer design, modeling, and construction.

Multimedia technologies serve as special intellectual tools and offer several advantages over other educational information technologies because they:

1. Serve as a pedagogical tool for the continuous improvement of the content and methods of education in modern conditions.
2. Provide the opportunity to identify and support students with linguistic abilities.
3. Form the foundation for distance learning.
4. Ensure access to advanced methods of education and training for the broader pedagogical community through the global Internet and an extensive communication network.
5. Create an artificial language environment, enabling the study of a foreign language (FL) at an individual pace, increasing student independence and responsibility, organizing FL learning for all age groups, aligning FL education with the student's interests and goals, and incorporating an intercultural component into FL instruction.
6. Multimedia technologies offer new and seemingly limitless possibilities for creating visual aids.

Multimedia (a computer with additional devices) can become a powerful tool for independent work for anyone learning a foreign language, providing thorough control and continuous real-time assistance.

Alongside the positive aspects, there are negative trends that hinder the widespread creation and implementation of multimedia technologies in the educational process. These include:

1. The insufficient readiness of the existing education system for the active use of multimedia technologies, their integration into the pedagogical process, and its organization based on these technologies;
2. A shortage of qualified developers;
3. The lack of a well-developed methodology for constructing multimedia technologies;
4. A lack of financial resources for the creation and widespread implementation of multimedia technologies;



5. The absence of an established evaluation system.

To successfully integrate multimedia technologies into the educational process, it is essential first to create conditions for their pedagogically and methodologically justified application. The issue of integrating the Internet into education, particularly in foreign language teaching, is currently quite relevant.

At present, most schools and universities in our country are equipped with multimedia English language labs. These labs have computers, projectors, and interactive whiteboards.

Thus, the combination of traditional teaching methods with new ones will ensure a higher level of mastery of the educational material.

However, unfortunately, the use of multimedia to intensify independent work in learning a foreign language is currently hindered significantly by the high cost of computer equipment and the lack of a sufficient number of theoretically grounded and experimentally tested computer programs designed for independent work in foreign language learning.

Overall, the current situation is such that, on the one hand, there is a small number of theoretical studies that have not been widely implemented in practice, and on the other hand, there are numerous scattered programs that lack a solid theoretical foundation.

Analysis has shown that in pedagogical science, and especially in the practice of domestic university teaching, the potential of computer-based learning tools, including multimedia, is often underestimated. This is primarily due to the complexity and insufficient theoretical development of the concept of multimedia as a didactic tool.

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