

## MODERN APPROACHES TO TEACHING A FOREIGN LANGUAGE BASED ON THE USE OF MULTIMEDIA PROGRAMS

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### Abstract

An important feature of the current stage of socio-economic development of society is the formation of a special area of production, characterized not only by the development of the material base, but also by a system of new information technologies. The peculiarity of the modern stage of development of information technologies is characterized by a high degree of their integration into all spheres of human activity, and the methodology of teaching foreign languages is no exception. This scientific direction in pedagogy and methods of teaching foreign languages has emerged quite recently, so some of its basic concepts and definitions need clarification.

**Keywords:** computer curriculum, information, transmission network, instrumental learning, environment, independent activity, control, educational materials.

In particular, these include the concept of new information technologies (NIT). The dictionary of methodological terms published in 1999 does not provide a definition of NIT, although it is increasingly used in scientific and methodological literature to explain various aspects of computer training [1].

In the traditional sense, the word “technology” means a set of methods and techniques for processing various materials in order to obtain a finished product [2]. In our case, we are talking about “teaching technology” (TE), perceived in modern didactics as the fourth revolution in education (after the creation of schools, the written word and the invention of printing). Following the definition of learning technology in the Dictionary of Methodological Terms, this is: “a set of the most rational methods of scientific organization of work, ensuring the achievement of the set learning goal in the minimum time with the least expenditure of effort and money.” However, in the learning process it is expected to use not only “methods”, but also technical means: computers and networks.

According to E.N. Pashkin, “information technologies are those technologies that have information as an input resource, which is also the result” [3].

According to the interpretation of Academician G.S. Pospelov [4], the essence of new information technologies is the possibility of creating knowledge bases, and on their basis - models of human mental activity, i.e. Almost any problem-oriented area of interest of a teacher

in the educational process today can be modeled and simulated on a computer, including not only technical sciences, but also the humanities. Therefore, in our understanding, NIT are high-tech technologies for obtaining, processing and storing information in digital form, using telecommunications and multimedia tools to produce qualitatively new products and results in the intellectual spheres of human activity [6].

Obtaining “qualitatively new products and results” in the educational process is ensured not only by the unlimited possibilities of the telecommunications and computer environment, but, above all, by the individualization of learning, the ability of students to manage the educational cycle themselves and find for themselves the optimal options for acquiring knowledge, skills and abilities. The obvious disadvantages of NIT include the weakening of one of the functions of the teacher - the mental and moral education of students based on the material of the academic subject. It is quite difficult to fill it with software, and therefore the teacher cannot be excluded from the educational process. But the presence of many new operational capabilities for managing the educational process makes it possible to solve the problem of its optimization at the stage of designing didactic materials and at the stage of their study.

So, NIT in the educational process involves the use of three main components: a computer, a computer curriculum and an information transmission network. Together, they form an information and instrumental learning environment that ensures the student’s independent activity and control over the progress of his work with educational materials. A special role in the didactic plan is played by computer training programs in the subject "foreign language", providing the introduction of educational material, modeling communication situations, organizing game tasks, monitoring and assessing knowledge. Recently, multimedia educational programs have been created that combine sound, video and text, which makes it possible to effectively use all known methods of presenting knowledge. The electronic media on which a multimedia curriculum is most often recorded (due to low cost and ease of use) is called a laser CD or CD-ROM (Compact Disk Read Only Memory). Its use began in 1986. Compared to traditional audio and video cassettes, CD-ROM is distinguished by digital recording quality, almost unlimited use time, ease of finding the necessary fragments and a number of other advantages. A laser disk is capable of storing huge amounts of information (about 650 megabytes), which is approximately 250,000 A4 pages, one hour of audio recording, hundreds of frames or several minutes of video, depending on the quality and quantity of recorded movements [6]. Since the bandwidth of the human visual channel is 106 bit/s, and the auditory channel is 104 bit/s [7], visualization of educational material recorded on CD-ROM becomes extremely important.

The history of the use of computer technology in teaching a foreign language goes back more than a quarter of a century. So, in the 1960s. An experimental computer program for teaching

a foreign language appeared - Computer Assisted Language Learning (CALL). Currently, CALL has turned into a separate, specific field of knowledge with its own methodology, software, goals, and objectives. In the typology of computer training programs itself, the ideas of cognitive psychology, artificial intelligence, methodology and pedagogy are embodied in the dynamics of development. Among various disciplines in computer-based teaching of foreign languages, a special role is assigned. One reason is that language learning is seen as a process that utilizes the full range of human cognitive capabilities. However, this fact was not immediately recognized. The first training programs were programs built according to a rigid behavioristic “stimulus-response” formula, where students were assigned a passive role. Cognitive processes were not the subject of training or analysis at all. The development of alternative teaching methods to the behavioristic model was facilitated by the ideas of a number of scientists who formulated the main task - the education in the learning process of a self-regulating, self-governing personality capable of creative activity.

The CALL methodology has been enriched with the concepts of “learning through cognitive activity”, “learning through discovery”, “learning through insight” or “insight”. New types of programs have emerged that use cognitive principles.

Thus, the development of the typology of CALL systems reflects a change in the learning process itself: from a teacher-oriented approach in the first behavioristic training programs, where students were assigned a passive role, to a completely student-oriented approach).

It becomes obvious that in connection with the dynamic progress of new information technologies in modern society, there is a need to change the educational process, clarify goals and objectives, develop new technologies, and introduce more effective methods and means of teaching. Multimedia has become one of the leading means of teaching a foreign language today. “A foreign language is an academic subject that, due to its specificity (the creation of an artificial language environment for students due to the lack of a natural one), involves the most flexible and widespread use of various technical teaching aids” [3]. Therefore, it is not surprising that in teaching a foreign language, the new opportunities opened up by multimedia have found a wide variety of applications. The modernization of higher education is aimed at ensuring that the educational process contributes to the formation of the necessary personality qualities that will help graduates of a language university navigate the modern world. The possibility of illustrating the real process of communication in a foreign language, the need to bring the educational environment closer to the real conditions of functioning of the language and culture being studied are, of course, urgent tasks in the methodology of teaching foreign languages. The introduction of multimedia technologies into the learning process makes it possible to provide the university with conditions conducive to solving the above problems.

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Multimedia is defined as a set of software and hardware that implements information processing in audio and visual form.

Multimedia is a technology that provides work with still images, video images, animation, text and sound [8].

Multimedia is designed to transmit sound, data and images over local, regional and global networks (for example, for personal video conferencing). Graphics, animation, photos, video, sound, text in an interactive mode of operation create an integrated information environment in which the user gains qualitatively new capabilities.

Multimedia components:

Every person who has ever used a computer is familiar with text. Text is the basis for verbal processing of programs and text is the main information used in most multimedia programs. In fact, multimedia programs use the conversion of text from book form to computerized form, which allows the user to find the information they need very quickly.

Graphic images.

When we talk about graphic images, we think of still images, such as a photograph or a drawing. Since humans perceive 25% of visible information, images are a powerful means of conveying information. Therefore, graphic images are the main component of multimedia.

Animation.

Animation refers to the movement of graphic images and/or video, for example, the movement of a person serving a ball. If a simple photograph is a powerful communicator, then a small clip has much more power and is more convenient to use for illustrating objects that involve movement.

Sound.

Sound can significantly reinforce and deepen the understanding of information presented in a different form, because as you know, when a person sees and listens, he remembers 65% of the information received. When studying a foreign language, sound accompaniment is extremely important, since pronunciation skills must be trained in every lesson.

Interactivity.

The most significant part of multimedia is its interactivity. This means that the user can move the mouse and "click" on certain screen "objects", such as an icon or selected text, thereby causing the program to respond. For example, if there is an electronic dictionary on the computer, the user can right-click on an unfamiliar word and select the "Translate from "LINGVO12" function - the translation of the word will come out automatically, with sound accompaniment of the correct pronunciation, etc. Interactivity, along with the information it contains, is often called hypermedia. More specific terms, such as hypertext/hotword, hypergraphics, hypersound, determine what type of information the program contains [5].

Advantages of electronic textbooks:

- Visual presentation of the material (use of color, illustrations, sound, video, animation, etc.).
- Fast feedback (built-in test systems provide instant control over the assimilation of the material).
- The interactive mode allows students to control the speed at which they progress through the educational material.
- The ability to regularly adjust the textbook as new data appears (the electronic textbook is located in one specific place in the virtual space, to which millions of people have access; in order to add or correct something, it is enough to make changes to one file, and tomorrow millions of people will have an edited version of the old textbook).

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