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**ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ РЕСУРСОВ
МУЛЬТИМЕДИА ПРИ ИЗУЧЕНИИ
ИНОСТРАННОГО ЯЗЫКА**

В данной статье рассматриваются основные аспекты инновационного обучения в высшем образовании. Автор раскрывает важность мультимедийных ресурсов и их интеграции в процесс обучения, а также подтверждает необходимость применения мультимедиа в учебном процессе. В статье сделан вывод о том, что поиск и использование инновационных технологий преподавания иностранных языков является для преподавателя важнейшим моментов его деятельности.

Ключевые слова: инновационные методы, мультимедийные ресурсы, иностранный язык, актуальность, технологии.

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**USE OF MULTIMEDIA IN LEARNING FOREIGN
LANGUAGES**

This article discusses the main aspects of innovative learning in high school. The author reveals the importance of the multimedia resources that can be integrated into the learning process. The necessity of multimedia have been found and substantiated. Therefore, it is concluded that the use and finding innovative methods of teaching is a crucial skill for high school teachers.

Key words: innovative methods, multimedia resources, foreign language, relevance, technology.

Introduction

Innovative methods of teaching are a goal of many educators (Ermolova, & Litvinov, 2014, Malyuga, 2009, Andresen, 2013, Wang, Chang, Huang, & Wang, 2002). Teaching students in ways that keep them engaged and interested in the material can sometimes be a challenge. In the short-attention span world we live in, it can be harder than ever to keep high school students excited and engrossed in learning.

The actual problem of teaching foreign language is to find new means, forms, methods, adequate goals in development of the modern educational process (Malyuga & Ponomarenko, 2015). The focus should be about effective techniques to help for a short time to get to foreigners language skills and verbal competence. To solve the problems we face the necessity of unconventional, innovative approaches to the teaching of the discipline.

Innovative methods of education must be found to integrate the new media into a principled approach to teaching and learning, which enriches and supplements traditional materials and well-tried delivery systems in existing institutions.

In a world divided by clashes of cultures and beliefs, the potential of the new media for fostering intercultural understanding and exchange is enormous. In the history of mankind, access to information and knowledge has never been so straightforward at a local, regional, national, or global level. Judicious deployment of innovative methods can encourage and sustain cultural and linguistic diversity in individuals and in society in general. Facilitating access to other cultures and languages is the chief goal of the language teaching profession, and using multimedia resources effectively in teaching represents one of the chief challenges facing language teachers today

(Malyuga, 2011).

Multimedia can expand access to language programmes and improve the quality of teaching and learning in general. The World Wide Web expands the classroom context and provides access to current, up-to-date materials from the country or countries of the target language, offering learners and teachers a plethora of materials in different modes, bringing the foreign culture and language to life and making it more tangible.

Multimedia in language learning

The list below gives a general overview of the pros and cons of various multimedia resources widely used in education.

1. Audio devices:

Pros: the most popular and most widely used device appropriated by modern language teachers remains the CD player. Also the Web has served as an additional source of authentic listening materials thanks to the possibility of fast downloads using MP3 software. It can present contemporary and topical information easily and has low-cost hardware.

Cons: information is not durable and has not visual component, Web requires high-speed Internet connection.

2. Video:

Pros: the use of moving images linked to sound provides learners with exposure to all important elements of spoken communication: gestures, proxemics, pronunciation, intonation, all embedded in natural, cultural contexts. And devices like DVD players, videocassettes, web sources, the laserdisc and video cameras readily supply these opportunities. Thanks to modern technology, scenes can be located, isolated and replayed at random and there is an abundance of literature suggesting how to exploit film/video sequences meaningfully. Different forms of visual support can now be offered (e.g. optional sub-titles in the mother tongue or target language to assist understanding and facilitate access to the language).

Cons: complex information may be difficult to present

effectively; information may prove difficult for some learners to analyze/synthesize; Web requires high-speed Internet connection; high storage “overhead” (in terms of hard drive capacity).

3. Television and radio broadcasts:

Pros: Both satellite and terrestrial radio and television programmes offer cheap access to contemporary, authentic, and potentially culturally rich programmes for the language learner. The immediacy of current affairs programmes ensures that learners’ exposure to the language is up-to-date and embedded in the real world of native speakers. Linked to modern recording equipment, broadcast radio and television also offer the advantages of the audio and video devices mentioned above. A number of broadcasting companies still produce broadcasts, which are at their most effective when combined with face-to-face courses in educational institutions. Broadcasts are particularly useful for helping sectors of the population who might not normally think of taking up language learning, but who might be wooed by attractive “taster” courses highlighting interesting or exciting elements in the target culture.

Cons: high costs; requires high-speed Internet connection.

4. Telephone:

Pros: ISDN has gone a long way to overcoming the problem of the relatively poor quality of analogue transmissions, which has so far prevented this medium from being widely used for language teaching. Audio exchanges via the Internet now also provide possibilities for real time synchronous oral communication. The principal uses of the telephone to date have been limited to supplementary tutoring for those engaged in distance education. However, with the advent of digital quality and lower connection costs, there is now considerable potential for its extended use – including the possibility of conference calls.

Cons: payment of bills; disconnection; information has not visual component.

5. Computers:

Pros: With the introduction of the multimedia computer, the learner and teacher have at their disposal an instrument, which can combine all the advantages of the above-mentioned media in a compact and easily accessible form. The computer may be used as a local machine (stand-alone) or within a network. Computer Assisted Language Learning (CALL) software, CD-ROMs, and office software applications have become commonplace in many teaching/learning environments.

Cons: high costs; shifting personal responsibility for work; reduction of socialization.

Characteristics of the multimedia

Multimedia can:

- enhance learning in different locations and institutions of diverse quality;
- present opportunities to students working at different rates and levels;
- provide (tirelessly, without holding up other students) repetition when repetition is warranted to reinforce skills and learning;
- compensate, in the short term, for high student populations and limited numbers of trained and experienced teachers – in combination with robust teacher development initiatives and improvements in teachers' working conditions.

Updates to content ware can ensure that teachers and students encounter and have the chance to work with current and authentic sources. Such encounters tie learning to the most important events of our time and underscore the general idea that knowledge itself is not fixed and finalised, that there is a universe of discoveries and a library of analyses that can be available to students.

Conclusion

Finding new and innovative methods of teaching is a crucial skill for high school teachers. Brain research has shown that

certain methods and approaches can truly enhance the learning process. Applying innovative learning and attention-management techniques to classes is a win-win for both students and teachers.

Computers, tablets, digital cameras, videoconferencing technology and GPS devices can enhance a student's learning experience. Possible uses of classroom technology include using video games to teach math and foreign languages, leveraging Skype to communicate with classrooms or guest speakers from around the world, or multimedia projects that allow students to explore subject matter using film, audio and even software they create.

However, tech devices in the high school classroom require teachers to add a component to their classroom management. Giving students laptops or tablets means teaching them to use devices respectfully and preventing damage to the equipment.

Innovative methods of teaching can help high school students get the most out of their education. These are just three ideas for directions you can go in your quest for innovative learning for your students.

Multimedia can be viewed as a learning tool and a means of communication. Within learning situations, multimedia products and online services can be used creatively and reflectively.

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