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The Role of Multimedia Tools in ELT Teaching

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ANNOTATION

This article highlights the role of multimedia tools (computer presentations, video, films) in English language teaching (ELT) as an effective way of teaching, combining cognitive activity and personal approach of students. The use of scientific and educational films simultaneously allows immersion in the language environment.

KEYWORDS: multimedia, presentations, cognitive activity, motivation, role-playing game.

Introduction

Information technologies (IT) play a very important role in the modern educational process. The teacher uses a range of methods, but special attention is paid to multimedia teaching aids. We perceive multimedia as an interactive system that provides simultaneous presentation of various sources of information - sound, animated computer graphics, video. The use of modern technologies along with traditional ones in the learning process makes it more effective and student-oriented. According to Dvoretzkaya (2006), eight types of computer tools are distinguished and used in training based on their functional purpose:

1. Presentations, which may include animation, audio and video clips, elements of interactivity. The use of presentations expands the range of conditions for the creative activity of students and the psychological growth of the individual, developing independence and increasing self-esteem. They are also used to create student projects.
2. Electronic encyclopedias - analogies of conventional reference and information publications. To create such encyclopedias, hypertext systems and hypertext markup languages, such as HTML, are used. They support a convenient search system by keywords and concepts, etc.
3. Didactic materials - collections of tasks, dictations, exercises, as well as examples of abstracts and essays presented in electronic form, usually in the form of a simple set of text files in doc, txt formats, and combined into a logical structure by means of hypertext.
4. Simulators that perform the functions of didactic materials that support error control.

5. Virtual experiment systems - software systems that allow the student to conduct experiments in a "virtual laboratory". The main disadvantage of such programs is the natural limitations of the model embedded in them, beyond which the trainee cannot go beyond the framework of his virtual experiment.
6. Software systems for knowledge control (questionnaires and tests). The main drawback is the inflexible system of answers, which does not allow the subject to show their creative abilities;
7. Electronic textbooks and training courses - combine all or several of the above types into a single complex.
8. Educational games and educational programs - interactive programs with a game scenario. By completing a variety of tasks during the game, learners develop motor skills, spatial imagination, memory and, possibly, additional skills.

Materials and Methods

Currently, teaching a foreign language involves the use of computer technology quite widely. Thus, listening and viewing audio and video materials allows students to introduce with real pronunciation and its variations, test and develop listening skills. We know that the effectiveness of the use of information technology in English lessons is no longer in doubt. Scientists note that the more perception systems are involved in learning, the better and stronger the material is absorbed. The active introduction of information technologies into the educational process multiplies didactic opportunities, providing visibility, audio and video support and control, which generally contributes to an increase in the level of teaching.

The use of IT in the process of teaching a foreign language allows us to solve a number of didactic tasks:

- the formation and improvement of language skills and the skills of reading, writing, speaking, listening;
- expansion of active and passive vocabulary;
- acquisition of cultural knowledge;
- formation of a culture of communication, the need to use a foreign language for communication;
- formation of team work skills;

The creation of presentations by students can be considered as a special case of implementing the project method. Depending on the goals set by the teacher, the presentation is created either as part of homework or directly in the lesson. The last option is the most effective; it allows you to stimulate the cognitive activity of students, to identify gaps in knowledge. It is not the technical stage of creating a presentation as such that comes to the fore, but the semantic content of the slides. The interface of MS Power Point (the most commonly used presentation software) is intuitive and does not require specialized skills to work with it. Working with a computer provides a number of benefits such as to make a presentation, an option for working in groups, implication of creative and cognitive activity.

It is generally accepted that the project methodology allows solving the problem of motivation, creating a positive attitude in learning English, when learners learn with enthusiasm and the potential of each one is revealed. The process of working on the project stimulates language learners to be active, develops their interest in the English language, imagination, thinking, and independence. And the presence of elements of search activity and creativity creates conditions for communication - both in the native as well as in English. Having fun is one of the main conditions for effective learning. Students learn a fairly large amount of information if they like the learning process.

We often use presentations created by the teacher and the development of small projects by students in real time. For example, the topic of one of the lessons was the museums of London. Students created short projects using a set of keywords and expressions from photographs of exhibits in three museums (Sherlock Holmes Museum, Science Museum, and Madame Tussauds). The work was carried out in groups. Thus, in addition to the activation of vocabulary and the involvement of new material, communication skills were trained, the ability to express and defend one's point of view, and to properly distribute responsibilities between group members. The resulting projects were tested in the conditions of the whole class; the group responsible for authoring accompanied the show with a story and answered questions from the audience. The students also evaluated other groups' projects using a color palette of several markers. Each assessment corresponded to a certain color, the total assessment was made up of several gradations, covering the ability to present information, convey it to the audience, the degree of creativity and knowledge of English vocabulary when presenting the project.

According to the established classification, project work is a multi-level approach to language learning, covering reading, listening, speaking and grammar. The project method contributes to the development of active independent thinking of students and orients them towards joint research work. Communication skills, a culture of communication are being formed, the ability to briefly and easily formulate thoughts, tolerantly treat the opinions of communication partners, and develop the ability to extract information from various sources. All this creates a language environment that contributes to the emergence of a natural need to communicate in a foreign language.

Presentations are an almost perfect vehicle for overcoming tension and creating variability. The ability to include correct answers that pop up on click, sound clips, small pictures to focus students' attention on the slides makes it possible to consider multimedia methods as very effective for educational activities. Films in the original language can also be used in the educational process. Small fragments of both popular science films and feature films ("Harry Potter", "Lord of the Rings", etc.) are posted on the Internet. Watching such videos allows you to develop listening skills, immersing yourself in the language environment. Playback is desirable to produce several times in a row, with subtitles and without them. At first, students try to understand the general meaning of what is happening on the screen (it is advisable to turn off subtitles, as a rule, they are placed in a separate file), and the presence of a familiar plot makes the task much easier. When viewed again with subtitles, the focus is on the new vocabulary. New words and expressions are considered, vocabulary is expanded. To activate the received vocabulary, you can use various questions.

In order to raise the interests of students in the English language, we can conduct small role-playing games on the material of the viewed content. Coming up with new plot twists, situational tasks, alternative deployment of events, work in groups with the distribution of roles is accompanied by intensive use of the existing vocabulary, stimulates creative and cognitive activity, forms the ability to empathize with the characters, communicate and even think in their native language. How does the hero appear in the situation he sees? What is left "behind the scenes"? What would happen if...? The next step may be communication with non-virtual native speakers, for example, in social networks, when there is a need to apply the acquired knowledge in real life. Role-playing and communication games make the process of learning English exciting and allow students to realize certain personal qualities.

Kalinkin S.M. notes that communicative games teach communication in the form of reproductive and productive exercises. They are situationally conditioned and associated with the implementation of one or two speech intentions. The presence of roles in these games is not mandatory, although they are not excluded.

Imaginary situations in the English-language methodological literature are usually called simulations. The main characteristic features of role-playing games are: the presence of a problem situation, which contains the conditions of the cognitive conflict underlying the game, and certain characters / roles that have a different relationship to the problem under discussion.

Role-playing games contribute to the formation of the following skills:

- ✓ to accept and play a role;
- ✓ to navigate the roles of partners;
- ✓ to choose language means in accordance with the situation;
- ✓ to hold and defend their point of view;
- ✓ to tend to compromise anticipate conflict and find ways to resolve it;
- ✓ to formulate a problem and propose ways to solve it;
- ✓ to own a communication strategy (know the formulas of appeals, be able to express gratitude, request, consent, objection, etc.)

Conclusion

As conclusion, I would say that the use of multimedia IT in the study of the English language is undoubtedly positive and very effective as it offers visualization, immersion in the language environment, computer presentations, audio and video materials. Nevertheless, we should not forget that the teacher plays an active role in the learning process, and the computer acts as an auxiliary tool. Maintaining interest in the language allows us to enjoy the educational process and unleash the creative potential of students.

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