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MULTIMEDIA IN TEACHING ENGLISH

Key words: multimedia, technology, language learning.

Introduction. As the lessons with the use of multimedia are becoming more and more widespread, English teachers should follow this trend and pick up a piece of multimedia that can enhance language learning. Now English class is not what it used to be, for example 20 years ago, when in most educational establishments a textbook was the major source of knowledge. Teachers and students are lucky now to have a sufficient amount of multimedia as well as information and computer technology that can be applied in teaching and learning. So, this work is focused on the importance of multimedia and the ways of its application.

Methodology. While studying multimedia in teaching English we analyzed the works of certain scholars, synthesized information from different resources and described their thoughts about the usage of multimedia and results of their studies.

Results and discussion. Before analyzing how multimedia affects English classes, it is necessary to point out that the term “multimedia”, formed from Latin “media”, is a plural form of “medium”. So obviously the word “multimedia” has to be a plural noun, but in English speaking countries there is a trend to use words like media, data etc. in a singular form. The word “multimedia” refers to the combination several multimedia, i.e. text, audio, video, animation, image. Teaching English with the help of multimedia has visualization and concreteness, so these are two important characteristics. It can help students study a language well and improve their skills (Collis, 1996). Visualization helps to overcome disadvantages of traditional teaching. Boring and abstract material becomes interesting and vivid. With multimedia learners face real

situations and that improves their communicative skills. Multimedia can really spark the interest of learners in a foreign language. When it comes to concretion, due to multimedia teachers can help understand certain difficulties of the language and see the cases where certain language units are used (Guan, Song & Li, 2018). Thus, it helps in understanding the speech of native speakers, their accent, rhythm, intonation etc.

As we know, using multimedia has both advantages and disadvantages. What is really positive is the fact that students get motivation through multimedia; materials are real and understandable. With the help of simulation, computers turn abstract things into the real ones. For example, students do not know how to pronounce a new word and transcription seems to be too complicated; sometimes students have doubts in pronunciation that the teachers provide. The solution in this case is to turn to multimedia, especially to voice recording in online dictionaries. Students are really satisfied with use of multimedia during English classes; they even skip the classes less. Multimedia lessons give not only knowledge of the language, but also the knowledge of a certain subject. As any other technology, multimedia has disadvantages as well. Teachers should have computer and Internet skills. Also, the rooms have to be equipped with computers, the Internet, speaker, projector, screen, interactive board etc. To solve the possible problems with the equipment, the educational establishments should have support staff and online help (Aiqin, 2012). Furthermore, teachers and students should understand that multimedia is not just transferring material from the textbook into electronic version. Textbooks should be accompanied by multimedia; it should be a combination of traditional and modern teaching.

So, taking into the account the mentioned above, we can say the technology helps us use multimedia effectively. As Moore (2006) states, technology makes education be centered around the students, where materials are well-structured and interactive. It's a new phase of education, where usual classroom becomes a Smart Classroom.

With multimedia passive learners become active learners. Students become leaders and masters of the multimedia-assisted lesson. For example, after watching a video the students have to discuss it, to note the main ideas, to do some exercises. When there is computer testing, students have to choose answers. A student has no chance to ignore the lesson, he or she has to participate or else there will be a low mark.

Aiqin (2012) carried out a research on the usefulness of multimedia application during English lessons. The scholar created a questionnaire of freshmen and sophomores to define the attitude towards multimedia in educational process. The results showed that a larger part of students were relatively and extremely positive, only a small part of students were negative. Why they were negative about it was that they could not adapt themselves to multimedia, they needed more interaction with teacher. Also this scholar made a questionnaire to define what skills were mostly needed by students and to find out what skills were improved after multimedia lessons. What learners needed in more than 50 % was speaking. As students believe that being able to communicate in English is the most important. They want to communicate with their foreign colleagues and partners in future. As far as the most improved skills are concerned, it was found out that multimedia played a bigger role in developing speaking and listening skills.

It goes without saying that multimedia facilitates English teaching and learning. Teachers should apply multimedia if they have such opportunity, because it helps students stay motivated, interested, and excited. Technologies have become a way of life. They must not be abandoned. They deliver knowledge, motivate, and entertain learners, give some sort of enthusiasm to teachers. Moreover, it saves teachers' time. If it is an online test, teachers do not need to check answers, computer will do it and count grades immediately.

Conclusion. Multimedia is a wonderful means of teaching and learning of English. According to the studies of scholars, multimedia improves language skills, particularly speaking and listening. Government and educational establishments should take care of formation of multimedia classrooms for English learners, equipping these classrooms with modern technologies. Methodologists should work out a program that will rely upon multimedia, tailoring it to specific needs. Because multimedia facilitates effective learning of any foreign language, including English.

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MULTIMEDIA OF FOREIGN LANGUAGE TEACHING IN UKRAINE: STATUS, PROBLEMS, PROSPECTS

Key words: foreign language teaching, high school, multimedia technologies, multimedia.

Introduction. Modern society is characterized by intensive implementation of the latest technologies and achievements of science and technology to meet the relevant needs of the population in the technical and technological support life and activities. This puts the education system at the task of preparation students to confident use of appropriate technologies and tools communication in their professional activity. Accordingly, in their process training it is advisable to pay special attention to the formation of "multimedia" competence of future professionals, because the lion's share in the information and communication space of the modern world belongs to the most diverse multimedia tools and technologies.

The multimedia process involves the gradual introduction into the educational process of various types of multimedia as a means of learning that combine digital text, photos, graphics, sound, animation and video, as well as multimedia technology as a means, with which is covered by one or the other information.

Analysis of the status of multimedia of higher education in Ukraine shows active interest in the introduction of multimedia in the educational process, in particular using platforms such as Moodle, Google Class, usage multimedia tutorials and more.

Methods. Now the faculty is piloting a similar series for students. Here is the development of speaking skills and theoretical knowledge of students is carried out with the involvement of the actual material presented in the form of online and offline links to multimedia sources (Internet sites, video clips of art and documentaries, e-books, etc). The proposed approach allows to significantly expand the information scope of the course, while optimizing the process of student perception.

Thus, an analysis of the multimedia status of foreign language teaching at the higher school above indicated that this process is underway today is mostly experimental and sporadic, limited to the specific cases of multimedia deployment in foreign language teaching at universities. In addition, the authors, participants and organizers of multimedia practices in teaching foreign language languages at a high school in Ukraine distinguish a number of problems, presence which significantly inhibits the multimedia teaching of a foreign language in higher education schools, including:

- 1) limited or no access to the Internet;
- 2) lack of technical support for the audience use of multimedia during lessons;
- 3) lack of motivation for teachers to select and / or develop appropriate multimedia materials due to lack of real opportunity their introduction to the audience and their total overload;
- 4) it is difficult to identify students who complete the task online.

Results and discussion. Specifically, there is a problem with the lack of network access Internet in certain audiences can be solved by scheduling classes in such a way that the foreign language classes that are intended the use of multimedia that was planned in those university classrooms. In addition, with involvement Student self-government bodies and trade union organizations, the number of audiences with free Wi-Fi coverage can be gradually expanded by the efforts of interested students. An example of this is to set up free access points.

With regard to lack of motivation, various incentives for teachers can be introduced (bonuses, vacations to create relevant courses, enrollment in such courses, like advanced training, etc.).

As for the prospects of further multimediaization of foreign language teaching at a higher school in Ukraine, for example, the following can be distinguished: – setting up a system of

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