



Using Multimedia Technologies In the Process of Teaching A Foreign Language

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Abstract: The purpose of this work is to analyze the use of technologies in teaching English in foreign-speaking countries and analyzing problems with faced by both teachers and foreign language learners language. The rapid development of science and technology, such as multimedia technologies, made it possible to create a more effective tool for studying new teaching method. In fact, multimedia technology play a significant role in teaching English, in particular in situations where English is not the native language. It also aims to that non-native English language teachers were aware of methods for its effective use.

Key words: multimedia technologies, information base educational process, knowledge visualization, interactive interface, demonstration of visual materials, creative thinking, multimedia equipment, electronic learning systems

INTRODUCTION

The Syrian crisis has determined Russia's position the quickest compared to the other Arab Spring Multimedia technology and foreign language teaching have already have been running in parallel for quite a long time and are used as tools learning in language classes. However, multimedia technologies are all are still a subject of fear and uncertainty for most teachers in around the world, despite the latest technologies used in teaching languages, such as websites, blogs, online magazines, teaching methods. The pace and extent of change in intervention technologies makes it difficult understanding by many teachers, educators and leaders of how best use computers and other forms of digital technologies in the global Internet-enabled collaboration in language teaching. That's why many countries are trying to improve their equipment, invest heavily in technology and confirm the positive the result of introducing technology into language teaching. And yet there are many specialists who are still not interested in teaching language with application of technology. There are many different ways use of technology that interferes with learning, but there are also tools that help the learning process. To improve all environment and language teachers' understanding of the functions of multimedia technologies in education, the following recommendations were proposed:

DISCUSSION AND RESULTS

Teachers must take a leadership role in teaching.

The use of multimedia technologies in education can improve English language teaching and at the same time helped teachers reconsider their views on what they do. However, teachers should play a leadership role, even if they use multimedia technologies. Their places should not be replaced by

computers and other means. For example, when all classes introduce and practice spoken English, students can easily develop their ability to listening and speaking skills that multimedia technologies cannot do. Don't forget about the teacher's interpretation during language teaching. In general, English should be used frequently in classes foreign language to improve communicative literacy students. Multimedia technologies, despite their enormous influence, for teaching, should be an auxiliary tool for teachers. Therefore, teachers must determine whether to use multimedia technologies in teaching English or not.

Teachers should not perceive the computer monitor as chalkboard.

You can't think of a computer monitor as a board, as many teachers do. They enter prepared exercises, questions, answers and syllabi and demonstrate them in the classroom. They don't have to write something on the board. Teachers must create the context for teaching and encourage students to communicate in English. Focusing on the application of both traditional and modern language teaching methods. Therefore, it is often recommended use the board to combine traditional and modern techniques training. Therefore, experienced teachers know well what is ideal teaching is in their head. Therefore they should use a board for recording questions asked by students. So teachers can provide a tangible context for successful teaching.

Teachers should encourage students to apply their mind and talk more.

One of the characteristics of the use of multimedia technologies is to create audio and visual effects that vividly demonstrate content of text materials. Modern technologies are developing and spread too quickly that we cannot escape their influence and attraction in any form. This process helps students learn instructions and information from the teacher. But only a demonstration of the content texts using a PowerPoint presentation cannot stimulate thinking students. In situations of communication in English, teachers should encourage students to use their own wits and speak up more. To take advantage of modern English teaching opportunities language, they should not overuse technology, but should actively participate in practical classes.

Teachers should use all possible means and methods training.

Many foreign language teachers are completely inclined to rely on multimedia technologies in learning. But actually multimedia technologies cannot be replaced by many others teaching methods. Likewise, it cannot replace any other forms of teaching methods. The functions of traditional teaching aids are no less than important in teaching English, although multimedia technologies have their own exceptional advantages in teaching. For example, the tape recorder still plays an important role in the reproduction of listening materials. Therefore, language teachers must choose appropriate training tools according to requirements learning context. However, in the absence of teachers trained to use technological tools in the classroom, EFL students will not be able to study English as quickly and efficiently as they could with technology, or as quickly and efficiently as their counterparts to the whole world. Thus, in non-English speaking countries language, teachers should integrate multimedia technologies with traditional means of teaching, as they can play an important role in successful teaching of English.

CONCLUSION

Teachers should not overuse multimedia technologies. Many educators believe that increased use multimedia technologies can give better results in teaching language. They believe that multimedia technology can create better atmosphere in the classroom, motivate students to participate in the lesson and help students gain access to language materials. Without having a clear ideas about the effective use of technology, teachers often ignore them altogether or resort to simply introducing students with any modern software that most accessible, without special methodological support or connection with the educational plan. In fact, it is a mistake to believe that the use multimedia technology will have a magical effect on teaching in English. Although students have some interest in learning, in fact, they feel

inactive all the time, because that they're just looking at the screen. This process ignores other skills in language learning. In practice, if students are disturbed during classes, they benefit less from language materials. Although there are many advantages of using multimedia technologies in teaching, they should be used as an additional tool for language teachers. For effective communication training students' competencies in the classroom it is necessary to use traditional means training. Teachers should avoid the temptation to use technology without understanding the pedagogical consequences of their use. If correct use multimedia technologies in teaching without overusing With them, students will be able to make full use of listening and speaking materials and develop their general language skills. Therefore, teachers foreign languages should be used as traditional means teaching and multimedia technologies in teaching English language so that students can receive general training in listening, speaking, reading and writing.

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