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THE FEATURES OF MULTIMEDIA TECHNOLOGIES USED IN THE PROCESS OF LEARNING FOREIGN LANGUAGES
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Abstract: The features of multimedia technologies used in the process of teaching FL are considered; analyzed the educational capabilities of multimedia technologies; the advantages of teaching FL using multimedia technologies in comparison with traditional teaching are noted.

Key words: new information technologies, multimedia technologies, linear and nonlinear multimedia technologies.

The informatization of modern society, the active use of computer technologies in all spheres of life has a significant impact on the modern education system. There is a need to develop and implement "fundamentally new innovative educational products" that ensure the development of communicative, creative and professional knowledge, needs for self-education and "capable of successfully competing in the international market of educational services" [1]. In this regard, the introduction of multimedia technologies in the educational process is becoming one of the priority areas.

The active use of multimedia is a distinctive feature of the modern educational process in the discipline of English as a foreign language (EFL). Multimedia is an interactive system that provides the simultaneous presentation of various types of information: sound, animated computer graphics, video. Among the features of multimedia technologies are the following:

- combining the components of the information environment in a homogeneous digital representation into one hypertext structure;
- ease of information processing (from routine to creative operations);
- ensuring reliable (no distortion when copying) and durable storage of large amounts of information;

- the possibility of constant updating;
- low costs for publication and reproduction.

Multimedia technologies used in the process of teaching Russian as a foreign language are a combination of modern means of audio, television, visual and virtual communications, updated in the process of organizing, planning and managing educational activities in this discipline [3].

It is difficult to imagine a modern English lesson without multimedia technologies. And the range of their application has recently been expanding: from the creation of special training programs to the development of holistic concepts of educational systems. The formation of new learning environments allows you to achieve significant results in language learning as soon as possible, including in the context of distance learning. The most commonly used multimedia technologies are: interactive whiteboard; multimedia screen; interactive survey systems (tests); various imitation technologies that simulate various situations and conditions of real life in the educational process; network educational programs for distance learning using Internet resources.

Multimedia technologies contribute to the implementation of a whole range of methodological, didactic, pedagogical and psychological principles, make the process of learning the English language interesting and creative, take into account the individual pace of work of each student. Their practical application involves the development of cognitive activity, mastering the necessary speech competencies, the formation of skills to independently replenish knowledge, navigate the flow of information in a foreign language environment. All this, of course, contributes to the successful adaptation of foreign students to the conditions of life and education, the acceptance and assimilation of values, traditions and norms that have developed in a multicultural environment.

Let's consider in more detail the educational capabilities of various multimedia technologies. Their use in the learning process EFL implements several basic methods of pedagogical activity, which are traditionally divided into active and passive ones. Passive ones are used to control the process of presenting

information (lectures, presentations, workshops). Active ones allow the student to independently manage the learning process (interactive programs, courses, textbooks).

The choice of the method determines the type of multimedia technologies used. Depending on the way information is presented, linear and non-linear multimedia technologies are distinguished.

In linear, the influence of participants on the process, its change is not allowed. The advantage of this type can be considered wide opportunities for the integration of various audio, television, video information within a single teaching tool. If we talk about the shortcomings, then this is, first of all, the lack of control over the course of the presentation of the material. This approach is recommended for learners in the early stages of learning EFL who have very limited knowledge of the language and need an overview of linguistic topics. A non-linear way of presenting information, or "hypermedia", allows students to participate in the choice of educational material, to interact in any way with the means of displaying multimedia data. With the help of hyperlinks, they can find the information they need (specific module, level of training); return to it (for example, when repeating topics in grammar or phonetics, if the task is difficult to complete); influence her (correct mistakes).

The undoubted advantage of the type of multimedia used in these textbooks is the clear structuring of the material, the organization of information according to semantic criteria, the ability to search for it in large databases. The use of hypertext links is convenient for perception, memorization, aimed at freedom of choice and independence in the study of various topics.

Multimedia technologies based on non-linear presentation of information are used when students already have some initial knowledge of the language, can independently ask questions and set educational tasks for themselves. At the same time, it should be borne in mind that this type of information can lead to mental and emotional overload, so it is important to properly dose the time of its use.

It should also be noted that with the help of multimedia information can be presented simultaneously in both linear and non-linear ways. For example, if any educational topic (grammatical, lexical, phonetic) is presented to the audience in the form of a presentation without additional comments, then with this method of delivering information, students cannot interact with the teacher while watching it. In the case of a "live" presentation (explanation with reference to slides), the audience has the opportunity to ask questions, which allows the teacher to move away from the topic, explaining some terms or highlighting in more detail any part of the presented material.

Both linear and nonlinear multimedia used in teaching EFL should meet general didactic, ergonomic and methodological requirements, the observance of which determines the speed of perception of educational information, assimilation and consolidation of the acquired knowledge. Modern teaching tools should be focused on increasing student motivation, meaningful from the standpoint of modern science, illustrative and interactive. With their help, the interaction between the subjects of the information and communication subject environment is intensified. The result of this is the formation of a more effective model of teaching EFL.

Traditionally, two subjects participate in the educational process: the teaching and the learner. With the advent of multimedia technologies, the third subject is included in information interaction, which is a source of educational information of a significant volume and various levels of complexity. audiovisual, etc.) The student chooses according to his preferences and degree of preparedness.

Usually, the type of student's informational activity is limited to the perception, memorization and reproduction (verbally or in writing) of educational material. Multimedia teaching tools provide such new forms of activity as registration, collection, accumulation, snoring of information about the studied objects and phenomena. When studying a language, this is especially important, since it allows you to operate with sufficiently large amounts of information

presented in various forms, to control the models of various speech situations displayed on the screen, which contributes to immersion in the objective world of the language being studied.

As you can see, compared with traditional teaching EFL using multimedia has undoubted advantages, since it makes it possible to move from a passive to an active way of implementing educational activities, in which the student is the main participant in the learning process.

Summing up the above, we note that the capabilities of modern multimedia technologies allow to qualitatively change approaches to the study of English as a foreign language, contribute to the maximum and optimal "immersion" in the language environment, thereby allowing to fully implement the principles of openness, mobility of education, ensuring the development of communicative, creative and professional knowledge of foreign students, their needs for self-education and self-development.

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