USE OF MULTIMEDIA IN TEACHING ENGLISH TO IMPROVE THE COMMUNICATIVE SKILLS OF YOUNG LEARNERS

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At present, much attention is paid to the use of multimedia in teaching foreign languages, especially to young learners, under the specifics of their age and special ability to perceive educational material. Pedagogical systems and educational technologies, in particular multimedia, attract the great attention of teachers as well to improve the education of young learners. Many scientists in their studies consider the use of different types of multimedia, both collectively and separately.

Harris and West give such a definition of multimedia – it's a combination of several sources, such as video, graphics, animation, audio, and text, which are accessed using a computer and connected with peripheral devices controlled by special programs. Harris and West define multimedia presentations as a combination of learning resources managed by a single, manageable system, usually computer-based. Multimedia allows teachers to combine text, graphics, animation, and other media in one package to provide learners with comprehensive information to achieve specific learning outcomes. Multimedia allows you to demonstrate complex processes in an interactive, animated style in which a particular educational material is usually interconnected with several related ones more naturally and intuitively R. Greenlaw and E.Hepp also define multimedia as information in the form of graphics, audio, video, or movies.

According to Schwartz and Beichner, multimedia is "using the many forms of media in a presentation". Maddux, Johnson, and Willis define multimedia as a computer program that includes text content with one or more of the following components: audio or soundtrack, music, animation, video, pictures, 3D or high-resolution graphics.

W.Schnots and R. Lowe define the term multimedia as a combination of many technical resources to present information presented in several formats through several sensory modalities. The multimedia material used in the study of the authors' data is presented on DVD and includes a combination of resources such as text, audio, video, animation, and interactive exercises, which are monitored and controlled using a computer program . R. Mayer R. Moreno believe that multimedia greatly facilitates the learning process and mastering the basic skills of the learner through exercises and practice. The authors are sure that the use of multimedia helps in the educational process with practical training, promoting understanding of abstract concepts, facilitating the process of both individual and cooperative learning, modeling real life situations. The authors emphasize the fact that multimedia is created, used and experimentally tested by various educational institutions of all levels around the world. Multimedia can support several presentations of the same segment of information in various formats.

The use of multimedia applications in teaching English to young learners contributes to the implementation of a personality-oriented approach to learning, differentiates learning, and takes into account the individual characteristics of young learners. Teaching with the help of multimedia applications contributes not only to the organization of independent work of each learner but also develops teamwork skills in pairs and groups. A multimedia application created taking into account the psychological and pedagogical characteristics of primary school learners, corresponding to educational material in English for primary school, containing various types of exercises, provides effective teaching, and supports the interest of young learners in learning English. In addition, the use of educational multimedia applications in English classes allows

you to eliminate one of the most important reasons for the negative attitude to learning among young learners - failure due to a lack of understanding of the material, or a problem related to memorization and motivation. This aspect is taken into consideration by the authors of many computer training programs. As E. Polat says, “New pedagogical technologies and any others that are currently used or are only emerging in the minds of scientists and educators are unthinkable without the widespread use of new information technologies.”

Due to the study of the usefulness of multimedia in education, an important point for future research is that the upcoming time undoubtedly promises the availability of multimedia technology to everyone, without exception, but the use should be limited and should be consistent with the pedagogical intention. In their research, S. Malik and A. Agarwal found that the use of multimedia in the educational process with pedagogical problems does not contribute to increasing interest and interaction between learners in the lesson. The authors are convinced of the need for even more research work in the field of multimedia pedagogy to create multimedia applications with appropriate content, design, and form, complementing and solving the tasks of the educational process.

Currently, the exercises in the English lessons are focused on learners, and the educational process is organized in a supportive context. According to K.-O. Jeong, the English classroom is not the only place where English learners can receive new information, especially bearing in mind the current trends in the integration of modern technology skills into a regular curriculum. The pedagogical direction towards integrating multimedia and technical support into the English language learning process is forcing English teachers to follow modern trends and acquire the necessary knowledge and skills in the field of educational information technologies. English teachers act as observers, while learners build their learning and understanding, taking the initiative in their learning activities and results. With the use of multimedia applications in teaching English, learners are involved in training programs and exercises that develop critical thinking skills. Multimedia applications and their diversity provide significant support to both the teacher and learners, and at the same time contribute to the development of communicative competence. According to the author, multimedia resources that have practical applications in teaching English contribute to raising the level of all four language skills.

Some scientists are sure that the use of multimedia applications in teaching English to young learners can have a positive effect on long-term memory. So, for example, A. Gilakzhani in his study concludes that animation includes text and images that can contribute to the creation of many representations and the development of long-term memory. Animations, images, movements, and simulations can enhance the learning process and help the learner to obtain more holistic information about the material studied. According to the theory of R. Mayer and R. Moreno, the content presented in an animated form and combining the text with images helps to activate the learner’s psychological representation to facilitate the reconstruction of answers to questions in memory, which leads to the effect of improving long-term memory.

Yu.Kurbanova considers that the formation of the speech foundation is facilitated by the effective use of computer technology in language lessons. O.Chikisheva says, “the formation of interest in the content of educational activities, the acquisition of knowledge is associated with the learners’ sense of satisfaction from their achievements. This feeling is reinforced by the approval, praise of the teacher, who emphasizes each, even the smallest success, the smallest advance. Young learners feel a sense of pride, a special upsurge, when the teacher praises them.

"During the study, M. Razmiya and co-authors found that 73.9% of learners surveyed believe that the use of multimedia is useful to improve their pronunciation, intonation and rhythm of oral speech in learning English. “This answer was consistent with a study showing that using multimedia techniques in the classroom, learners can develop oral skills, and this technique can be seen as an important tool in learning and teaching foreign languages.” W.

Yang and F. Fang, in their work examining the impact of multimedia in teaching English, indicate that the role of learners is emphasized and interaction between teachers and learners is increased.

In conclusion, the peculiarity of teaching using multimedia is to improve the listening and speaking skills of learners, as well as to develop their communicative competence. In the process of teaching using multimedia, the teacher acts as an assistant to the learners, which creates the foundation for collaboration between teachers and learners, while at the same time providing a language environment that qualitatively improves the traditional teaching model in English classes. The use of multimedia allows learners to actively participate in the educational process, which increases the effectiveness and quality of training. Moreover, multimedia learning makes the lesson lively and interesting and also optimizes the organization of the lesson itself. The use of sound, pictures, and their combination enrich the content of the lessons. Therefore, The use of multimedia helps to understand the material better in English lessons.

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