ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

THE EFFECTIVENESS OF USING MULTIMEDIA RESOURCES IN TEACHING ENGLISH AS A SECOND LANGUAGE

Sevara Ahmatjonova

Abstract: English as a second language learners need additional language support. They must practice in listening, reading, speaking, and writing languages in order to gain their experience and skills. To do this, they need to use various tools that make it easy and effective to learn the language

Keywords: Multimedia tools, Internet, foreign language, traditional method

In the era of today's globalization, it is prerequisite for not only students or educators but also for each of the person to become bilingual or multilingual in order that they can create and form relationship with their counterparts around the globe. The spread and development of English language around the world as a lingua franca, English as a second language (ESL) or foreign language (EFL) enjoys prestige and even authority of the first language in many corners of the globe. Technology is one of the most significant drivers of both social and linguistic change.

What is Multimedia?

Multimedia is made up of two words, one is multi and the other is media. Multi means many and media means package. Multimedia is a group of text, images, art, sound, animation and video, which is used for some purposes. To use it, a computer or any other electronic device is needed.

Multimedia refers to the integrated presentation of text, images, video, animation, and sound through the use of computers. The term CALL (Computer Assisted Language Learning) comes up frequently while discussing multimedia in language learning. Since a computer can be used to combine material. Multimedia and CALL are closely related with each other. At times, CALL is even used as a stand-in for multimedia. Multimedia is fairly simple to define, but it is incredibly difficult to implement. "Multimedia is any combination of text, graphic art, sound, animation, and video that is delivered by computer. When you allow the user – the viewer of the project – to control what and when these elements are delivered, it is interactive multimedia. When you provide a structure of linked elements through which the user can navigate, interactive multimedia becomes hypermedia." (Vaughan, 2014).

We can try to explain multimedia in a simple way with example that multimedia is a combination of text, images, graphics, audio, and video that is presented digitally for the user to access information more efficiently and effectively. Images and sound are used to communicate information. For example, if you watch a video on YouTube, you will only be able to access that information through multimedia. This means that you are watching both the video and the image.

In addition, you will be able to hear the voice and read the story, as well as access the data. This can be the perfect example of multimedia.

Technology can be viable option as well as solution to many problematic issues, and in general makes areas of life easier, more entertaining or more efficient. Graddol [1] states that, "Technology lies at the heart of the globalization process; affecting educational work and culture". Since there are more and more English learners in different countries including our country, Uzbekistan, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves the use of multimedia in the learning of English language. Technology is adopted for the advancement of modern styles; it satisfies both visual and auditory senses of the students. According to David Graddol, "It is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre." With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects come into full play in English teaching class and sets a favourable platform to reform and to explore on English teaching model in the new era. "The rapidly developing technology of the English speaking countries has made British and American television and radio programmes, films, recordings and books readily available in all but the most undeveloped countries," [2]. It is proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effectively in the classroom. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. "Printed core materials, it was felt, would survive, but the demand for 'a better fit' meant that the variety of add-ons would grow, and as technology developed and became more available these supplements would be increasingly available online" [3]. Although nothing can fully replace an experienced teacher, technology has done much to assist teachers in their efforts in the classroom. There are many techniques applicable in various degrees to language learning situation. The teaching principle should be to appreciate new technologies and functions where they provide something decisively useful and never let machines take over the role of the teacher. Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information. Students learn best by seeing the value and importance of the information presented in the classroom. Whether some conservational educational

authorities and other related individuals agree or not, it has already been high time to accept the benefits and even sometimes superiority of multimedia resources over traditional language teaching. Teachers can incorporate multimedia learning into their classroom by identifying the learning styles of their students, matching teaching methods to learners' multimedia learning for difficult tasks, strengthening passive learners' multimedia learning through easier tasks and drill and teaching students, selection of learning strategies.The opportunities multimedia offers to teachers are enormous for making learning and teaching environment meaningful and effective. One of the foremost goals of multimedia language teaching is to promote students' motivation and learning interest, which can serve as a practical solution to get them involved in the language learning procedure. Therefore, it promises that the teaching quality will be improved and applying English skills on the part of students is effectively cultivated, meaning that students' communicative competence will be further developed. This process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfil an effective result of teaching and learning. As an ending point, we should always acknowledge and always keep our minds that no matter how beneficial work/time-efficient are multimedia resources in educational fields, human factor possesses the primary and leading role. So, not any kind of technological achievements or other inventions can be an alternative for a real teacher whom we always respect and care for.

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