# The use of multimedia technologies in teaching English

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 Today, the work of each institution is significantly affected by the achievements of society in the field of information technology. Use of computers and the Internet is widespread in the context of learning, as it provides a boundless source of information and knowledge.

 Flexible access to the latest information using computers and information networks has increasingly attracted the attention of teachers of different disciplines. Computer technology has acquired particular value in the process of learning English. Using computer technology increases students’ motivation to learn, promotes the educational process, as well as the formation of cognitive interests, and stimulates mental activity.
 A new English program shows a change in the approach to the teaching process and a clearly defined orientation to the needs of the student. So, adapting to modern methods of teaching the lesson, I am working on using of multimedia technology in the classroom. These lessons interest students, somehow mask the seriousness of learning activities, and meanwhile, they allow the teacher to realize the main tasks of teaching the lesson. During the lesson the student and the teacher are equal; they know how to operate together, fully aware of what they are doing and why. Pupils work well when their interests are stimulated, and they enjoy working with computers.

 I believe the theme "The use of multimedia technology in learning English" is relevant, and it therefore attracted my attention. Today, multimedia technologies are a means of optimizing the educational process.

     I think that modern teachers should use such methods and technologies in their practice to stimulate interest in the students to learn English.

        Preparing for the lessons, I carefully think through each stage of the lesson, select thematic visuals and interesting activities. Being well versed in how to teach students to use a computer, I give my pupils such a task: search the web, read, think, and do individual work in preparing their own multimedia presentations. For the lesson, I choose exercises that give a "key" to the student to master the topic. It’s necessary to give students time to think about the tasks so that they perceive it seriously and do playing.
           Modern students display characteristic features from the ancient Chinese proverb: "When I hear –I’ll forget, when I see –I’ll remember, when I do myself –I’ll understand." Such a lesson using multimedia technology enables them not only to see and remember, but to do and understand. Moreover, well chosen didactic material and interactive tools complete the process of learning the new material, giving the opportunity to do tasks independently and to understand everything.

 Increasing efficiency of education is impossible without the introduction of new forms of educational processes. One way to implement this idea of ​​saving time, effort and resources is through the use of information technology. Utilization of computers has given me a unique opportunity to intensify the learning process and make it more vivid and dynamic. Computers in teaching English are a real necessity. The effectiveness of the lesson is increased by reducing the role of the blackboard. Introduction of modern achievements in the field of multimedia technology in education can actually help teachers by increasing motivation to learn, and improving the efficiency and quality of the educational process. Strengthening the mental burden on English lessons makes you wonder how long to maintain pupils' interest and activity throughout the study period at the required level. Use of the computer creates an informational environment that stimulates the interest and curiosity of students.

 It's no secret that learning English has many difficulties, as learning is usually based on the simple memorization of lexical items and grammatical rules. Modern multimedia tools greatly facilitate the learning process through the implementation of one of their basic methods - visibility.

 During the lessons I combine using new technologies with classic teaching styles. Very often, the explanation of new material requires a lot of illustrations. In an ordinary classroom, the blackboard may not be as effective as the image on the screen and writing on the blackboard is time consuming. Freed from work on the blackboard, the teacher can instead focus solely on teaching and on dialogues with students. Experience shows that the most appropriate use of multimedia technology in the classroom provides teachers with maximum use of visibility and stimulates constant attention from the students. In this way the lessons can contain a large theoretical load. Vision gives a person more information than all of the other sense. During or after viewing the presentation, the teacher can return to some slides as many times as needed.

  Organization of the educational process using computers shows that the more often computers are used in the process of learning English the more effective learning outcomes are. From personal experience, I have realized that the computer not only promotes the development of independence and creative abilities, but its application allows to change the technology of providing educational services to make the lesson more vivid and interesting. The computer provides the revitalization of the teacher and students in the classroom, allows differentiation and individualization of education, increases development of specific or general skills, facilitates knowledge formation and increases the cross-curricular approach. The students who have an intermediate level of knowledge, and who are not sociable find it easier to interact during these lessons. I see that the level of perception of information on the students’ parts increases. All this makes it possible to improve the quality of education.

          In my work, I prefer to use my own created lessons, including multimedia support, because multimedia is a modern computer information technology, that combines text, sound, video, graphic and animation in one computer software and hardware system. Each of the applicable information component has its own expressive means and didactic opportunities, aimed at ensuring optimization of the learning process.
          While working on this problem, I found that in using multimedia technology, the educational process has observed the following benefits: the material is perceived better by students, increasing their interest (it is very difficult to surprise the modern student with something); there is individualization of training as well as development of creative abilities (attracting students to create lessons, projects, and presentations); some activities that tire students are reduced; different audio-visual media (music, graphics, animation) are used to improve the activity of children; dynamic reporting is possible, and the conditions for the formation of student self-esteem and for independent work are provided.
 In my practice, I often use Power Point presentations, including the following types:
- presentations for lectures;
- presentations for repetitive-generalizing lessons;
- presentations for lessons about countries.
    Using a multimedia presentation in the classroom helps the teacher in the following ways:
• change the shape of authoritarian teaching to communicative, interactive, deep in communication;
• learn not analytically but critically (to form the ability to speak, express opinions at the expense of skills to listen, read, speak and write in a foreign language);
• support the effective motivation and connection with real life in order to gain practical skills;
• spark interest in obtaining information messages and reflection of one’s own (so-called information gap, which is an integral part of interactive information exchange);
• train and develop personality of students simultaneously, along with the process of assimilation of new knowledge.
 I often assign homework in the form of presentations on a particular topic. It’s especially interesting to students to create presentations on country studies.
 Thus, creating a multimedia presentation, students learn to:
• skim for relevant information;
• accurately record relevant information;
• draw up a short message;
• accurately and concisely reflect their opinions;
• identify and record the topic and main ideas of the text;
• formulate their attitudes towards reading;
• design items of the plan;
• use a dictionary and reference books.

 Work on creating a multimedia presentation promotes the development of written language comprehension skills that motivate students to speak the language. Practice of a foreign language may not be fulfilled if it does not include the two main forms of communication (oral and written) in strong correlation. Writing has many qualities necessary for oral communication. It requires complete thinking to ensure accuracy and clarity of the material presented. Gradually mastering peculiarities of written language, students carry them into oral language, then oral language becomes perfect, and the students gain confidence.

 Multimedia lessons provide an opportunity to combine a lot of interesting challenges in one lesson, attracting more students into participatory work. Sometimes I create my own presentations with students, explaining what result is expected, while taking into account their views. Multimedia technology has didactic value for both weak, and motivated students. “Weak” students have time to do little but enjoy the process of educational work. “Strong” students are given an opportunity, without waiting, to take the initiative and go deep into the research.

 So, using multimedia, including presentations, I intensify the learning process, as I am able to make it more clear and dynamic.

 The values of multimedia presentations in class are:
• intensification of all levels of the educational process;
• multidimensional development of pupils;
• more efficient use of study time;
• the possibility of feedback from each student;
• visibility of presented educational material;
• efficiency of received information;
• increased motivation to learn through active dialogue between the student and the computer.

 In my continued and future research in the utilization of information technology in the classroom, I see myself introducing multimedia presentations in the educational process and researching the effectiveness of these innovations through the use of various sophisticated multimedia (computer modeling, etc.) in providing educational presentations for English lessons.