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MULTIMEDIA PRESENTATION AS AN EFFECTIVE MEANS OF ACTIVATING THE EDUCATIONAL PROCESS AT A FOREIGN LANGUAGE LESSON

Abstract: The objective need of modern society is to find the best ways to organize the educational process at school. At present, graduate must be ready for full-fledged creative activity in the modern information society, which means that he must have not only a certain amount of knowledge, but also possess the skills and abilities that allow him to carry out educational and work activities, as well as possess modern values, orientations and experience of creative activity, be able to use new technologies, be ready for interpersonal, intercultural cooperation both within his country and at the international level.

Key words: multimedia, language system, presentation, language competence's components, foreign language, quality of education.

Language: English

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Introduction

English has acquired the status of the language of international communication, so students, their parents, and the state as a whole are interested in practical mastery of a foreign language. Knowledge of a foreign language is a means by which a person gets the opportunity not only to enrich their general cultural level, their ability to think, create, but also the opportunity to evaluate someone else's thought and express their attitude to someone else's culture, someone else's creativity. Therefore, among the methods of mastering a foreign language, preference is given to those methods that, first of all, have a developing potential. An innovative approach to learning allows you to organize the learning process so that the child enjoys the lesson, but the lesson would not just turn into a game. At this stage of the development of the learning process, a sufficient number of technologies have been formed that are used by teachers to achieve the goals set by the second-generation. The higher education needs a modern and developing teacher who is able to apply knowledge in an unconventional environment.

Lessons should be progressive, interesting and creative. Modern education involves the widespread use of information and communication technologies in the educational process to enhance the cognitive activity of students and develop interest in the subject. Currently, in pedagogical practice, multimedia presentations have firmly taken their place in the foreign language lesson and are part of the educational and methodological support. Multimedia presentation is a qualitatively new approach to learning a foreign language. In the explanatory dictionary of foreign words, multimedia is understood as a technology that involves the use of various means of production, storage and transmission of information (acoustic, visual, etc.), as well as a set of programs and information systems that implement this technology. Presentation is defined as a public representation of something new, recently appeared, created. The main task of a multimedia presentation is to provide the audience with complete information about the object of the presentation in a convenient form.

The use of multimedia presentations plays an important role in foreign language lessons, makes it easier and more successful to master the necessary

knowledge, overcome language difficulties, achieve goals and solve problems of teaching a foreign language. Presentations arouse interest not only among teachers, but also among students, since to prepare such a presentation, the student must conduct research work, use a large number of sources of information, which makes it possible to turn each work into a product of individual creativity. In the process of creating, preparing and demonstrating a multimedia presentation, students at a foreign language lesson realize cognitive, educational, developmental, and educational aspects of learning. The cognitive aspect is manifested in the fact that while working on creating a presentation, in accordance with the chosen topic, students select the material that is most interesting to them from the entire variety of search information. Students use new up-to-date information from the Internet and other sources, as well as their own knowledge in this area.

Such a comparison encourages and motivates the desire of students to constantly increase and deepen their knowledge of the topic. It should be concluded that the cognitive aspect in the work on the presentation contributes to the creation of motivation. The educational aspect is realized during the work on the presentation, when all types of speech activity are combined: speaking, reading, listening and writing. The student gives extended information on each slide. The statement of the creators of the presentation should be logical, grammatically correct, correctly designed in terms of language and meet the set communicative task. Students learn to communicate information whose content is not always known to the class, and therefore have a real incentive to speak out. Defending the presentation, the student learns to logically correctly build his speech, that is, forms the ability of monologue utterance. This allows him to learn to express a complete idea that has a communicative orientation, to reason logically, to compare, to learn to express himself within the program.

Multimedia presentations are an effective technique for developing and improving a monologue statement, since in the course of their speech, the student has the opportunity to use keywords, diagrams, pictures, tables that they have independently developed. This allows you to speak consistently, fully, expressively, with sufficient speed, without unreasonable pauses between phrases. The development of reading skills is one of the main goals of training when working on a presentation. The reading texts in the first function are used to search for information on the topic of the presentation. In order to select the material necessary for their presentation, students have to familiarize themselves with a huge amount of printed material. Listening acts as a goal and as a means of learning when defending presentations. In the course of listening to the speech of the speaker defending the presentation, others

perceive his speech by ear, get acquainted with new material, learn by ear and recall previously known information. In the defense of a multimedia presentation, listening is often combined with visual support. While working on a presentation, students learn to write down key concepts, phrases, quotes, short text information, and print it on slides.

The task of the teacher is to check and, if necessary, correct the existing spelling errors, to do it correctly, to direct students to memorize difficult words. When learning a new vocabulary, images on the screen allow you to associate a phrase in a foreign language directly with the subject or action. When studying grammatical material, the colorful pictures, diagrams, and animated images seen on the screen contribute to a better perception and assimilation of new material. The intellectual development of students is also an important task of teaching a foreign language when creating and defending a presentation. The process of working on the creation of each individual slide is built as a process of solving ever-more complex speech-thinking tasks that require intellectual search efforts from students. Work continues on the formation of a stable interest and motivation for further learning of a foreign language. Working on the presentation develops students ' imagination, imagination, creative thinking, independence and other personal qualities. All this reflects the developmental aspect of learning.

The educational aspect assumes that the material of a multimedia presentation on any topic should be focused on the assimilation of universal values. Participants in creating a presentation during its defense learn not only communication skills, the ability to communicate with each other, but also learn to show respect and attention to other members of the group, to their work, learn to better understand each other, show a sense of camaraderie, mutual support, and be aware of their culture through the context of the culture of English-speaking countries. The use of multimedia presentations significantly enriches the possibilities of the lesson. The effectiveness of the impact of educational material in the form of presentations on students largely depends on the degree and level of illustrativeness of the material. The visual richness of the educational material makes it bright, convincing and contributes to the intensification of the process of its assimilation.

Computer presentations allow students to focus on the significant points of the information presented and create visual and effective samples in the form of illustrations, diagrams, diagrams, graphic compositions, etc. The presentation allows you to influence several types of memory at once: visual, auditory, emotional, and in some cases motor. Having such an opportunity as interactivity, computer presentations allow you to effectively adapt the educational material to the characteristics of students. Increased interactivity leads to more intensive

participation in the learning process of the learner, which contributes to improving the efficiency of perception and memorization of educational material. Speaking about the advantages of using multimedia presentations, it is necessary to indicate their main advantages:

- increasing the motivation of students and their interest in the subject;
- improving language skills and abilities;
- creating an environment that encourages creativity;
- the possibility of implementing individualization of learning;
- visual presentation of the material;
- implementation of independent activities of students;
- a combination of control and self – control;
- a combination of a variety of text audio and video views;
- a combination of classroom and extracurricular independent work of students. But we should not forget about the disadvantages of multimedia presentation. First, children may be fatigued by monotonous educational activities. It is necessary to be able not only to alternate types of educational tasks, but also to manage the emotional background of the lesson. Secondly, multimedia teaching tools can lead to a glut of information in the classroom, which also contributes to the fatigue of children. Only a reasonable complex combination of all available methodological techniques and technical means can give the desired result.

Only a reasonable complex combination of all available methodological techniques and technical means can give the desired result. Thus, the use of modern technologies in the educational process creates favorable conditions for the formation of the personality of students and meets the needs of modern society. Moreover, the introduction of the use of multimedia programs in the educational process does not exclude traditional teaching methods, but is harmoniously combined with them at all its stages: familiarization, training, application, control. The use of a computer allows not only to increase the effectiveness of teaching many times, but also to encourage students to further independent study of the English language. In addition, multimedia presentations allow you to train different types of speech activity and combine them in different combinations, to understand language phenomena, contribute to the formation of linguistic abilities, create communicative situations, automate language and speech actions, as well as provide the implementation of an individual approach and the intensification of independent work of students in foreign language lessons.

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