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TEACHING VOCABULARY THROUGH MULTIMEDIA

Мақолада мультимедиа дастурларининг асосий турлари кўриб чиқилган, инглиз тили лексикасини бошланғич этапда ўрганаётганлар учун мультимедиа воситаларидан фойдаланишнинг ижобий томонлари ҳақида сўз юритилган.

В данной статье рассмотрены основные виды мультимедийных программ, используемых при обучении лексике английского языка на начальном этапе, описаны преимущества применения программ подобного типа на уроках английского языка.

The article describes the main types of multimedia used in teaching English vocabulary at an early stage and the benefits of it at the English lessons.

Калит сўзлар: мультимедиа воситалари, лексика, индивидуализация ваўқитишнинг дифференциацияси, нейролингвистик программалаштириш.

Ключевые слова: мультимедийная программа, лексика, индивидуализация и дифференциация обучения, нейролингвистическое программирование.

Key words: multimedia, vocabulary, individualization and differentiation of learning, neuro-linguistic programming.

Teaching foreign languages in a secondary school requires the mastery of foreign language education in three aspects: phonetics, vocabulary and grammar where the effective work contributes to the achievement of the main goal of communication – the formation of foreign language communicative competence. Teaching vocabulary of a foreign language is one of the most important topics in the modern methods of teaching English which is the part of oral communicative activities and is used in any oral communication. To solve this problem, Methodists, including T.E Sakharov, F. M. Rabinovich, G.V Rogov point to the need for dynamic multimedia learning vocabulary of a foreign language at an early stage, in particular, presentations, animations, games, movies, video, multimedia galleries, galleries, player audio files, internet applications.

If to look through the concept of "educational multimedia programmes", they are special programme the purpose of which is to intend for work with image,

sound and text, allowing to simultaneously performing the operations with fixed and dynamic images (videos, animated graphic images). There are several types of multimedia programmes: encyclopedias and reference books, game programmes, educational publications, guide books, catalogues, tests. Multimedia can significantly enrich the knowledge and expand the learning environment. These programmes create an environment similar to the natural environment of communication. Multimedia allows for less time to learn a significant amount of educational material. Through interactive communication student actively interacts with the computer programme and has the ability to manage the process of learning English. Customization is reflected in the complexity of the material self-selecting and sequencing exercises. Synchronized impact on the eyes and ears of man not only increases the volume and the degree of assimilation transmitted per unit time information, but also contributes to the organization of multi training, cycling visual, auditory and kinesthetic channels of information and, thus, contributes to the individual differentiation of pupils according to the type their sensory channels.

In this article the positive aspects of vocabulary learning a foreign language using multimedia are identified. Computerization of learning a foreign language helps to facilitate access to information and reduce the time to learn a foreign language and, therefore, all its aspects.

Vocabulary in the system of linguistics is considered to be a critical component of speech activities: listening and speaking, reading and writing. All this determines its importance at every lesson, and the formation of lexical skills constantly in the field of teacher. The level of lexical skills should be accounted as the introduction of lexical units and the formation of appropriate skills in the process of working with a dictionary, with the text and at the same time with doing lexical exercises, activation of vocabulary in a foreign language, and in the account of the dominating every learner of a type of perception.

Today teaching foreign languages is aimed at the average student. The individual characteristics of the individual student, the peculiarities of perception of the material, its rate of assimilation, the level of the student, his motives and interests are not focused in practice. All of this is the main cause of those poor students who do not have time for an average rate of working-class and often fail, and strong students lose interest in the subject, and even find themselves lagging. Therefore, the theme of individualized and differentiated teaching students is relevant, therefore, teaching with multimedia programmes must be differentially directed and the peculiarities of cognitive sphere of each student must be taken into account as well. The fact is well known from the introductory psychology course that visual learners dominate with visual images, kinesthetic learners by moving and touching, and auditory learners dominate with the listening. From this point of

view in the teaching process it must be taken into account what type of learner the child belongs to for a more effective and efficient assimilation of educational information. Let's see how this aspect can be taken into account when applying multimedia programmes while teaching vocabulary of the English language at an early stage.

For example, in online task programme «Internet-Polyglot» one can be offered to study phrases, greetings, goodbyes, little geographical information about the country the language of which is English, to hear how the native language is pronounced which would be the most effective for auditory learners because with such kind of learners it is better to work on good intonation by highlight with the voice of the most important moments to be kept in mind, play audio files.

The next online task of multimedia programme is «We study English» where the most common is new vocabulary of different sections: family, fruits, toys and others. And its subsequent use in transformational exercises that will be most useful for visual learners, as a visual should communicate resorting to the description of events, phenomena with bright colours using charts, tables, drawings, pictures, illustrations.

Kinesthetic learners enjoy this type of lesson, a fragment of which is the inclusion of a one-minute test of the computer task in the programme «English Attack», in which students can test their knowledge about the system of irregular verbs in English by performing simple flashcards and transformational exercises, because with this kind of learner it would be good to use a lot of and any kind of gestures, touching to activate. We must remember that in learning a kinesthetic learner is characterized by muscle memory and a description of the material with elements of role-playing games which greatly impact on the quality of the learning material. At the lessons teachers can use training programmes on discs, or directly on the Internet that are designed for:

- a) the introduction and intensification of lexical material;
- b) teaching the ways of speech activity with new lexical units;
- c) introduction with the country of the target language in the process of mastering lexical units;
- d) monitoring the level of ownership of lexical units.

Such programmes are considered multimedia programmes, that synthesizing sound, video and text that allows the learner to actively use all kinds of clarity, in a single programme and form relevant cultural concepts among the students. If to characterize some of the programmes of this type and to look through the teaching potential game of the multimedia programme "Entertaining English for children", which is designed for children aged 6 to 12 years old. This multimedia programme is designed for those learners who already know how to read and know some of the

words in English. The game is aimed at increasing the vocabulary of learners. In reaching good results, there are 12 games to help them on memorization and repetition of words and sentences. Bright and colorful games help learners in this difficult matter. Even the smallest learner will be able to master simple and intuitive interface. The system of awards or prize for each game will interest the learner and draw him to the repetition, which, incidentally, will not be the same every time.

A perfect complement to the study of the English language in school can be multimedia training programme «Story World». This multimedia programme is known with its fairy tales that help learners develop knowledge of English language. The programmes designed for small learners. Each disc includes four stories that the learner can listen, read, and play with the heroes of fairy tales. This multimedia programme contains a huge cultural and didactic potential, which is already used in training throughout the world. We may show a number of signs that contribute to the effectiveness of these programmes. Analysis of the content of the programmes and their possible use in the teaching of foreign languages has revealed:

- the improvement of computer skills;
- to improve the language level;
- individualization of learning (differentiated tasks);
- affirmation of students;
- the increase of motivation to learn a foreign language;
- saving material consumption by teacher (no need to create countless cards, printed materials);
- aesthetic presentation of training materials;
- improving the perfection of the process of checking the students' work;
- to raise the status of the teacher.

In today's informative society, the problem of quality, intensity and accessibility of education is very acute. The current pace of development is such that knowledge becomes obsolete very quickly and the need for new knowledge is enormous, it is namely this factor of the huge need for multimedia programmes in education both in the central regions of our republic and in the outskirts of the country.

After all, to use programmes of this kind at the lessons of foreign language at the same time can allow to find answers to many questions, work simultaneously on several directions, processing huge information in short period of time. This significantly changes the situation of both a student and the teacher: there are more opportunities for the organization and development of informative and educational activities. The use of multimedia programmes helps students learn the world

deeper and more diverse, effectively develop their intellectual potential. Such programmes expand the potential of new forms of organization of teaching activities of students: design methods, group work, independent learning, and others. If the teachers use such forms of organization of teaching process, individualization occurs at a higher level, students receive real opportunities for development of their creative abilities, natural potential but rejecting the use of multimedia in the classroom, the teacher loses the ability to accurate recording of facts, storage and transmission of large amounts of information, categories and statistical information.

The use of multimedia programmes by teachers in the classroom will optimize the management of learning, increase the effectiveness and objectivity of the educational process which will significantly save time of the teacher, and motivate students to obtain new knowledge.

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