



**GULISTAN
STATE
UNIVERSITY**

**PERSPECTIVES OF PHILOLOGY
AND PRACTICAL POSSIBILITIES
OF TEACHING FOREIGN LANGUAGES**

**PROCEEDINGS
OF THE INTERNATIONAL CONFERENCE**

GULISTAN CITY, MAY 10-11, 2023

THE MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION
OF THE REPUBLIC OF UZBEKISTAN

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O'ZBEKISTON RESPUBLIKASI
OLIIY TA'LIM, FAN VA INNOVATSIYALAR VAZIRLIGI

GULISTON DAVLAT UNIVERSITETI

**FILOLOGIYA ISTIQBOLLARI
VA CHET TILLAR O'QITISHNING
AMALIY IMKONIYATLARI**

XALQARO ILMIY-AMALIY KONFERENTSIYA MATERIALLARI

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“O‘zbekiston Respublikasi Oliy ta’lim tizimini 2030 yilgacha rivojlantirish kontsepsiyasini tasdiqlash to‘g‘risida” O‘zbekiston Respublika Prezidentining 5847-sonli Farmonida ko‘zda tutilgan vazifalardan biri – ilmiy izlanish yutuklarini amaliyotga joriy etish yo‘li bilan fan sohalarini rivojlantirish, ya’ni xalqaro ilmiy hamjamiyatda e’tirof etilishiga xizmat qilishdir. Konferentsiyani o‘tkazish uchun asosi – O‘zbekiston Respublika Prezidentining 19 may 2021 yildagi 5117-sonli “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” qarori. Shu va boshqa tegishli farmonlarda va qarorlarda belgilangan vazifalarini amalga oshirish maqsadida **2023 yil 10-11 mayda Guliston davlat universiteti “Ingliz tili va adabiyoti” kafedrasidan “Filologiya istiqbollari va chet tillar o‘qitishning amaliy imkoniyatlari”** mavzusidagi xalqaro ilmiy-amaliy konferentsiyasi o‘tkazilgan. Konferentsiya zamonaviy filologiya fanining eng dolzarb ilmiy mavzularini va uslubiy ishlanmalarini aks ettirishga qaratilgan.

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To‘plamga kiritilgan ma’ruza tezislarning mazmuni, undagi ma’lumotlar va me’yoriy hujjatlarning to‘g‘riligi hamda fikr-mulohazalar, keltirilgan takliflarga mualliflarning o‘zlari mas’uldirlar.

В XXI веке глобализационные процессы актуализируют значимость формирования у студентов – будущих специалистов – иноязычных компетенций. Для наиболее успешного трудоустройства студенты просто обязаны уметь эффективно и грамотно реализовывать профессионально ориентированную коммуникацию с носителями языка, а также понимать научно-техническую литературу. Методика преподавания иностранных языков выходит на качественно новый уровень, предполагающий цифровую грамотность преподавателя, способного создавать и применять интересный контент посредством таких мультимедиа, когда студенты имеют возможность погрузиться в иноязычную виртуальную реальность. Немаловажным аспектом является подборка определенных мультимедиа и их сочетание с учетом направления подготовки студентов, уровня владения языком.

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ADVANTAGES AND DISADVANTAGES OF USING MULTIMEDIA TECHNOLOGIES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract: The article describes the advantages and disadvantages of using multimedia technologies in teaching the English language. The authors emphasize the advantages of using computer technologies in English language classes, as well as the possibilities of their application. The article draws attention to the fact that multimedia technologies are of particular importance in the organization of independent and individual work, which helps to increase the effectiveness of teaching English as a foreign language.

Keywords: Internet, computer, information space, individual work, multimedia technologies.

The use of the Internet makes the process of education and upbringing more attractive and interesting for students, since the unique possibilities of the Internet open up prospects for two-way interaction with network resources and access to a variety of constantly updated professionally oriented information resources, they get access to an unlimited amount of interesting authentic socio-cultural information. Students get a good opportunity to communicate with their peers, representatives of other cultures, thus expanding their vocabulary, their ideas about the country of the language being studied, its people, traditions, and mentality. Since one of the important factors of the pedagogical process is its information and methodological support, taking into account

modern pedagogical technologies, it is necessary to have a classroom with the necessary didactic aids and teaching aids; the presence of a media library with information on any media; the presence of a global information and educational space Internet.

However, one should not forget that the main activity on the Internet can be organized outside of school hours, that is, students can work independently without constant teacher supervision and show creativity in the process. Basically, this is an individual independent activity of students to improve certain knowledge, skills and abilities in mastering the English language. But the effectiveness of any type of activity largely depends on the organization and coordination on the part of the teacher, that is, the teacher faces the problem of organizing educational activities in such a way as to provide the greatest motivation for learning. Since language is a means of communication, and speech is a way of this communication, mastering it is possible only when creating problematic learning situations. Communication training is carried out through the interaction of the student with the teacher within the framework of communicative educational cooperation, while language means are mastered only in the context of independent activity. The center of all psychological and pedagogical work within the information educational space must be focused on creating favorable conditions for independent work of students. Thus, working with a computer and, in particular, on the Internet, is one of the forms of organizing students' independent work on subjects of the humanities cycle.

Speaking about the advantages of students working with a computer, it is necessary to emphasize its indisputable advantages:

- the possibility of implementing individual work. This is especially fully realized in computer training, which is associated with the powerful potential of computer tools. The computer makes it possible to take into account both the age characteristics and the level of training of students, and their individual psychological qualities: the type of memory, thinking, type of temperament; interaction of the student with the computer; choice of individual pace of work and method of presenting the material. The computer assists in correcting mistakes so that students are not afraid to make them. Students can work in a mode suitable for them - the computer does not adjust, conducts a differentiated analysis of errors and evaluates them;

- instant feedback. Computer programs are a unique and very effective means of self-education and self-learning, as well as, as mentioned above, a material for organizing students' independent work. The trainee has the opportunity to choose the level of difficulty of the task in accordance with the existing knowledge, skills and abilities. Using a computer, you can use any data banks and various encyclopedias. Computer programs are equipped with various kinds of keys, hints and instructions, which are a support during independent work;

- great opportunities for visual presentation of the material. With the computer form of education, the boundaries of the didactic use of visualization are expanded, which is associated with activating, signaling, simulation-modeling and emotive functions. The computer offers all kinds of verbal and non-verbal visualization through the use of static visual means in the form of texts, tables, drawings, photographs, charts for the development and reinforcement of associative thinking;

- multimedia technologies open up new opportunities in varying tasks and problem situations and the active use of a variety of auxiliary technical means, which will allow students to work at their own pace and view the entire video several times or return to any moment of the information provided. The computer, having audio and video recordings as supports, is an excellent source of modern regional information, being a reflection of the culture of any society and not only presents this culture to the learner, but also serves as an excellent authentic material.

The use of fundamentally new specially designed programs will allow shifting the emphasis in favor of creative processing of the information received, which will serve as the key to performing creative mental tasks. Such use of a computer will broaden the horizons of students, as well as immerse them in the culture of the language being studied, which fully coincides with the humanistic orientation of modern education [Ihme 2017, p. 30-32].

- multimedia technologies make it possible to use various computer reference books, dictionaries, multimedia programs, and also open up new possibilities for the unlimited use of the vast resources of the Internet for the constant replenishment of the bank of educational materials. All this contributes to the formation, development and improvement of the linguistic and regional competence of the younger generation;

- the activity of students, due to the interactive form of work with educational material, automation of control of the sequence and dynamics of skill formation. This process is interactive in nature, as there is a two-way communication, a dialogue between the student and the computer. Modern automated training programs make it easier to store students' answers, allow them to provide assistance, if necessary, assess knowledge step by step, determine progress in their work, thus implementing a more flexible system for monitoring the assimilation and assessment of knowledge. Along with this, such programs, provided with various kinds of keys, help to exercise self-control [Koltay 2011, p. 218];

- versatility (diversity) of the use of computer technology. Various combinations of text, graphics and sound enable faster and more successful understanding and memorization of educational material;

- patience. Frequent repetition of similar tasks, especially when studying subjects of the humanities cycle, makes sense when using a computer;

- individual stimulation. Each student strives to achieve the goal in accordance with the level of their abilities [Krempkow 2020, p. 56-58];

- creativity. Interactive characteristics of multimedia, the possibility of e-mail - correspondence with students - representatives of a different culture of the language being studied contribute to the development of students' creative activity.

We consider it necessary to present the described advantages of multimedia technologies in the diagram [Diagram 1].

It should be emphasized that all the above characteristics of the educational activity of students when working with multimedia technologies can free the teacher from routine work, allow the lesson to be carried out more efficiently by organizing an active communication mode, that is, full-fledged communication. In addition, students get the opportunity to work on educational material in the training mode, working with a computer on their own. However, we should not forget that the computer is an aid in learning and serves to provide, first of all, information and instrumental support, it cannot be opposed to the teacher, and he can never completely replace him. The use of computer technologies makes it possible to optimize the management of training, increase the efficiency and objectivity of the educational process, while significantly saving the teacher's time in such positions as obtaining information support, working with educational materials, organizing teamwork, and implementing distance learning. However, computers will never be able to replace the teacher in the classroom, as they are unable to perform many functions, such as, for example, individual consultations, lesson planning, evaluation of the process and the final result. The disadvantages of multimedia technologies include the factor that, assuming, first of all, individual activity, they do not contribute to the formation of students' communication skills [Krempkow 2019, p. 187].

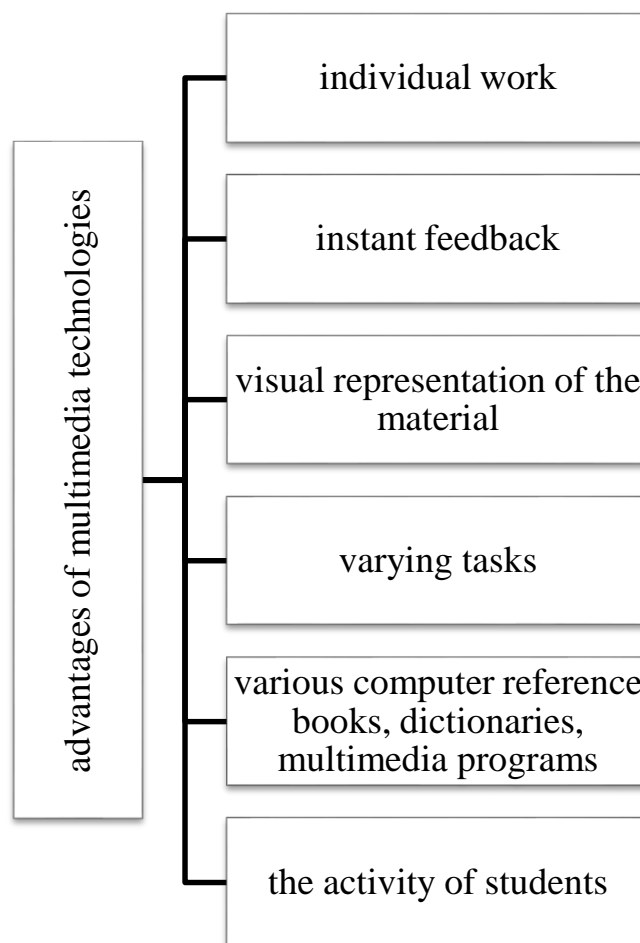


Diagram 1

Thus, with the development of new multimedia technologies and their introduction into the pedagogical and educational process, a huge number of additional teaching and educational tools have emerged that contribute to the intensification of the entire learning process. We are convinced that learning with the support of computer technologies contributes to the development of independence, consciousness and creativity, thus being a productive process. It is the use of a computer and computer technologies that makes it possible to carry out high activity and communication of students [Schröder 2019, p. 92]. The computer is a highly stimulating and motivating tool not only for students, but also for teachers, as it has a pedagogical and didactic potential, which is associated primarily with the complete comfort of working on a computer, which makes it possible to use such communication tools as video writing, video conference, e-mail, access to virtual learning and unlimited access to any linguistic and cultural information.

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