Multimedia information and computer technology to English language lessons

Zhusupova R. F
Zhasaeva M. S
N.L. Gumilyov Eurasian National University
Astana

The modern infrastructure of training includes high-tech products and solutions: interactive equipment, software, peripherals, computers with Internet access, and people with knowledge and practical experience, they want to communicate with each other.

With the introduction of multimedia information and computer technologies (MICT) the structure of the educational process changes, a form of knowledge flow, and, most importantly, the communication between those who teach and those who study changes. The introduction of a personal computer, multimedia technology and the global information network Internet is affecting the education system, causing significant changes in the content and teaching methods, including foreign languages. The introduction of MICT in the learning process connected with many difficulties, and financial is not always the most basic one. The modern teacher raises the problem of finding new pedagogical instruments. Under current conditions, taking into consideration large and strong interest of students to the computer, you can use this opportunity as a powerful tool for development of motivation for English lessons and as a consequence of improving the quality of education.

Unfortunately, the possibilities of the Internet in school does not always allow the use of its resources directly in the classroom in particular time (because of the lack of high-speed Internet) for the same reason it is impossible to communicate in the mode of on-line, so many authentic materials for reading you have to choose, prepare in advance and give the guys in the recording (audio, video) or printed form. Or give the job to independent search for information on the Internet after the lessons. This is especially beneficial to search for the source material for various projects, and discussions [1].

The main means of multimedia learning are: computer, internet, interactive board. Computer can be effectively used to familiarize themselves with the new language material, new models of expression, as well as the activities of communicating in a foreign language. At the stage of training and during the application the knowledge, skills, abilities, your computer may be used in a wide variety of communicative tasks and situations, taking into account the personal characteristics of trainees. An important feature of computer use in the educational
process in the foreign language lessons is that it can be a "companion" student, i.e. working in communication-directed online. [2]

Using MICT allows influencing the three channels of human perception: visual, auditory, kinesthetic, and hence contributes to more efficient assimilation of educational material. The use of MICT in the classroom can take the following forms: the use of computer presentations, use of interactive whiteboards, work with educational multimedia CDs / programs, work with the Internet - resources.

Let us examine each in more detail. Presentations prepared for the lesson, comprehensive in content, vivid and memorable. The apparent advantage of multimedia presentation, as compared with conventional visual materials has a greater emotional impact on students. It is usually more colorful, has attracted an emotional response that promotes a supportive emotional environment in the classroom, concentration, and hence better learning material.

But the most important and productive use of presentation is the fulfillment of individual and group projects on the same topic by the students. In this type of collaboration is frequently used form of project training activities. Independent creative work of students to create computer presentations as well as possible extends the stock of active vocabulary, stimulate their creativity and independence, as well as developing skills in information (searching, handling, processing, etc.)

Important invention is the interactive whiteboard. Using such a board could combine proven methods and techniques for working with regular board with a set of interactive and multimedia capabilities. The Whiteboard allows comparing words and their meanings, to choose the correct answer, fill in the gaps, tables, and crossword puzzles and find the word, the correct answers, locate objects in the picture, to find words that match the pictures, to actively commenting on the material: the selection, specification, adding additional information and much more.

But the most important, in our view, an important property of the board is that it is "alive". Work on creating lessons on the interactive whiteboard is close to creating presentations, but the presentation can not be changed to something during the lesson. Interactive Whiteboard provides more opportunities in this regard and encourages educational interest of students [3].

Now everyone understands that the Internet has enormous information capabilities. The Internet creates a unique opportunity for foreign language learners to use authentic texts, listen to and communicate with native speakers. [4]

Great interest among students is an individual work with the tutorials. Training simulator is a computer program that organizes student's independent work, manages and creates the conditions under which students self-generate their own knowledge. Multimedia training programs help to train the lexical, grammatical aspects of speech, training dialogic speech, spelling, listening. Mastery of communicative competence is impossible without the practice of communication. Specifically, training programs can serve as a "real cultural carrier" in the process of intercultural communication. Electronic programs provide an opportunity to choose the optimum rate of learning, to monitor and adjust the
course of mastering the material, and the result is not distant, it is visible directly in class.

Training disks also have rich educational opportunities: develop focus and organization. Means of graphics, music fragments relieve stress. Work with the media develops their abilities to plan their activities, make responsible decisions.

**Types of work at the English lessons with MICT for the communicative skills development**

**Grades 9-10:**

<table>
<thead>
<tr>
<th>Stages of the lesson</th>
<th>Assignments</th>
<th>Instruments MICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction of the vocabulary on the theme &quot;Weather&quot;. On the screen are images depicting natural phenomena: Снег- the snow, ливень- shower, гроза- thunderstorm, пасмурно - cool, изморозь- drizzle and others. Then, the following phrases: What a beautiful day! What an awful weather! Is it usually as hot as this? Assignment: - Make up a dialogue, using these words and phrases. We are working on pronunciation and consolidation of the lexis. The teacher or a student switches the program from the automatic mode to Normal, click the mouse pointing arrow on the word or phrase. Students repeat after the tape in chorus.</td>
<td>PC</td>
</tr>
<tr>
<td>II</td>
<td>Assignment: - Make up a dialogue, using these words and phrases. We are working on pronunciation and consolidation of the lexis. The teacher or a student switches the program from the automatic mode to Normal, click the mouse pointing arrow on the word or phrase. Students repeat after the tape in chorus.</td>
<td>Computer, headphones, microphone.</td>
</tr>
<tr>
<td>III</td>
<td>Control of knowledge of the vocabulary. Students</td>
<td>Computer, multimedia</td>
</tr>
</tbody>
</table>
work with a computer. They are given the assignments. Types of jobs:
1. Specify the correct translation:
cheer - tennis, shower, snow, umbrella, thunderstorm, boxing, basketball
2. Which of the written word is redundant in the list of:
   winter, February, hot, December, November, January

Thus, we can conclude that the use of multimedia information and computer technology in the classroom English is a relevant and effective, increases the level of practical language skills and computer, and most importantly, forms the skills of independent work and initiative. The information space contains an enormous cultural and didactic potential, which is already used in teaching throughout the world. However, it should be noted that no matter how tempting constantly the computer and multimedia technology is used in the classroom, nothing can replace the teacher. Of course, the computer will not replace the teacher or the textbook, so it is designed for use in combination with other methodical means available to the teachers. Naturally, the use of modern technology in every class is unreal, and it is not necessary. Only reasonable combination of all the teaching methods and technical means can provide the desired result.

Thus the history of Education is rich not only in innovations in the field of methods and organizational forms of education. At various stages along the development of technical thoughts went intensive introduction of various means of clarity, technical means in the learning process. Everything was done to improve the effectiveness of the proposed innovation and learning process in general. Ultimately, in pedagogy, didactics the only purpose is always pursued - education of the young generation. Very few technical devices have been developed specifically for the learning process.

Using a computer allows us not only more effective training, but also encouraging students to further independent study of English. Such lessons include interactive multimedia content, which allows wider use in the learning process students themselves, promotes interest in the subject, better assimilation of the material.
References: