

MULTIMEDIA INNOVATIONS IN THE PROCESS OF FOREIGN LANGUAGE LEARNING

In the modern time the development of any civilized society is closely linked to the use of constantly updated computer information technology. This most powerful resource is widely used in the educational process including teaching of foreign languages. Nowadays the educational sphere is one of the first to implement the latest computer multimedia learning systems.

This topic was studied by M. Solina Paso, W. Ronsel Vega, S. Luhan Garcia. Therefore, we are interested in it, because multimedia technologies must fulfill the primary task – to maximize the growth of the pupil learning and improve the quality of this learning, to teach him to make decisions about what, how and when to study. So, the aim of our study is to analyze multimedia innovations in the process of foreign language learning.

Multimedia technology is "information technology that realizes the capabilities of multimedia – operating environments, based on the simultaneous use of different means of information presentation which provides a set of techniques, methods, methods and means of collecting, accumulating, processing, storing, transmitting, producing audiovisual, text, graphic information in terms of interactive user interaction with the information system"[1, p.50]. Multimedia technologies in the broadest sense means a set of different ways of learning: texts, graphics, music, video and animation in an interactive mode.

The approach to learning a foreign language using interactive multimedia resources has such advantages as:

- efficiency and variety of forms and methods of management of educational and cognitive activity of the student;
- gradual transition from the information-reproductive type to the searching one of training;
- expanding the forms of interaction between the teacher and students, as well as between students;
- increasing the activity of students in their interaction;
- stimulating different abilities of students (language, mental, creative);
- the possibility of an individual differentiated approach in the learning process.

The research of N. Boyko and A. Bayrakivsky is devoted to the problems of using multimedia innovations in order to increase the efficiency of independent work in the educational process. They note that the introduction of multimedia innovations in the educational process help to form relevant professional and personal qualities [2].

E. V. Subotina emphasizes that multimedia computer tools allow the user to simultaneously perceive visual and audio information. Multimedia also contains hypermedia, which combines multimedia resources together and allows users to choose their own path within the program [3].

P. G. Rogulin determines that the main characteristics of multimedia technologies are: combining a multicomponent information environment (text, sound, graphics, photos, video) in a homogeneous digital representation; ensuring reliable (no distortion when copying) and long-term storage (warranty period – dozens of years) of large amounts of information; easy information processing (from routine to creative operations) [4, p. 126].

The organization of educational activities on the basis of modern multimedia technologies is a necessity in teaching a new generation. The capabilities of software allow you to adapt it for all types of control in almost any discipline, both in regular lecture halls and in specialized training laboratories and workshops [5].

The clarity principle in the use of multimedia is very important in learning foreign languages. The use of multimedia is of high quality, dynamics and colour. The use of multimedia makes it possible to present information simultaneously in text, graphics and audio forms. The use of multimedia technologies increases the level of perception of information, both visual and auditory channels work. The information perceived by students is based on selective attention.

To interest and motivate their students, the teacher must be fully versed in multimedia technology. The teacher does not have to be professional in computer science as a subject, but he must have a good idea of the endless didactic possibilities that can bring multimedia technology to the language audience. However, many teachers still follow traditional methods. This situation could be influenced by specialized professionals.

Moreover, there are forums or virtual classrooms that allow teachers to share experiences where each of them could feel the part of a professional and co-creative community. This is the only way to overcome the natural fear of technological challenges and technical innovations in which pupils are often more experienced than teachers.

So, this study is actual, because multimedia resources are a universal tool that can simultaneously act as a learning tool that makes the learning process effective, interesting and accessible; a means of forming students' media competence, as well as a means of developing psychological processes such as memory, attention, imagination, perception, logical thinking. We can also argue that the above arguments suggest that it is important for a modern foreign language teacher to be able to create their own interactive learning materials. The use of multimedia resources as one of the leading means of organizing the educational process provides a unique opportunity for comprehensive foreign language learning with the unconditional use of traditional forms of learning.

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