



## MULTIMEDIA METHODS AND APPROACHES IN TEACHING FOREIGN LANGUAGES

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### ABSTRACT

*In this article it is discussed the importance of multimedia technologies in teaching foreign languages. Moreover it gives us brief information about the advantages of these technologies. The author states that Language is the mirror of every country. So in our country a great attention has been paying for learning foreign languages. In order to reach effective progresses, there different methods have been created, not only methods but also the new ways. One of these is using multimedia technologies in language learning process. It is a kind of learning or teaching system that using from this technology can be rather fruitful than the previous ways of teaching. Moreover it is a century of modern technology and there are given new technologies and duties by the new era to the modern languages teachers.*

**KEYWORDS:** *technology, dramatically, English, effective, hardware, amount.*

### DISCUSSION

One of the most important applied aspects of linguistics is the methodology of teaching foreign languages. If we trace the history of teaching foreign languages over the past century, it becomes obvious that this is far from a frozen system. One can deduce the laws of the process of changing one dominant teaching method to another methodological paradigm. It must be emphasized that such a transition from one method to another is not carried out either directly "from above" or spontaneously. One method develops, as a rule, in the bowels of the preceding one and has two possible development paths: either it contrasts itself with the previous method, being its exact opposite, rejecting its shortcomings, offering radically new development paths "from the opposite", or the new method follows the creative logical development of the old, improving its strengths, correcting erroneous or one-sided approaches. There are a great amount of opportunities for students to gain confidence in learning foreign languages, especially English, who learn for more just full. For them to keep learning languages and to gain more confidence, the world of multimedia technologies are the most productive ones. In here, multimedia technologies refer to computer-based interactive applications that use both the hardware and software and it allows people to exchange their ideas and information. Multimedia technologies are considered as a combination of text, graphics, animation, video and sound. So by using them, one can

use all of these at the same time and take pleasure from both learning and doing some interactive activities. Moreover, computer based language learning offers a lot of sources for the learners who want to learn languages by themselves. For example, in CD-ROMs "Learn to speak English", "Speak English like a native speakers", Fun English" and "Triple Play" or such kind of materials are very favorable for the learner who wants to learn English. Interaction with computers is "fundamentally social and natural". Simple controls provide easy navigation to any point of training program. While doing some activities learners have opportunities to choose both pace and direction of the course by repeating, reviewing, advancing as many times as desired. Furthermore, multimedia programs help learners to correct their pronunciation by listening the native speakers' speech. They are offered to learn how to pronounce words correctly. Besides that following the native speakers' speech and imitating their pronunciation, helps them to speak both correctly and fluently. And also, by using multimedia technologies, learners can be aware of a lot of information connected to target languages' culture, than other textbooks or resources. They helps students to be known with cultural backgrounds and real-life language materials, which can attract the students to learning. By the help learners not only improve their listening ability, but also learn the culture of the target language. Having the abundant information



through the use of multimedia technology, the students can be equipped with knowledge about the culture of the target language. It brings about an information sharing opportunity among students and makes them actively participate in the class activities that help the students to learn the language more quickly and actively. However, it is not true to think that by helping multimedia programs, students can only improve their speaking or listening skills, but at the same time both grammar and vocabulary. The grammar-translation method has its supporters among teachers. It is considered the most “reliable” in the sense of absolute sterility, cleanliness, infallibility, academic rigor. Students with a pronounced logical dominant of thinking prefer this method to any other. It is clear why adult students value it so much. Today, this method has undergone major modifications and incorporates many of the later approaches. For example, the authors of textbooks partially abandoned bilingualism in the wording of the rules and assignments, leaving a bilingual glossary, supplied the textbooks with audio cassettes, replaced the unchanged classics with textbooks that told “about life” in the country of the language being studied.

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