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THE USE OF MULTIMEDIA IN THE PROCESS OF TEACHING STUDENTS ENGLISH IN A NON-LINGUISTIC UNIVERSITY

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In the modern world, there is practically no sphere of human society that is not covered by the Internet, including one of the most important - education. With the advent of the computer and the global network, traditional teaching methods gradually began to fade into the background, giving way to new computer technologies such as multimedia technologies.

Let's first consider what multimedia technologies are. According to N. Y. Khlyzova, multimedia is any electronic source of information that can store, receive, and transmit a message in a three-dimensional environment: text, image, and animation. [1; 277] Based on the above, it should be noted that multimedia technologies have quite a lot of potential, expand the boundaries of our knowledge, thereby increasing the effectiveness of learning.

The very concept of multimedia appeared in Russian education in the 90s of the XX century, but was not immediately approved by teachers. The development of multimedia was gradual: first from primitive training programs to turning into serious educational technologies with great opportunities. And now we have, we can say, a universal means of learning - multimedia technologies, which, however, continue to undergo changes on the way to their improvement.

Multimedia technologies occupy an important place in modern education along with traditional methods of teaching, in particular, teaching foreign languages. Undoubtedly, multimedia technologies have a number of advantages over traditional teaching methods. One of the most important is that multimedia technologies allow using the largest number of channels of perception of educational information by students.

Electronic textbooks are very popular now, where multimedia tools are widely presented, which are superior to conventional paper textbooks. In addition, an electronic textbook is a good tool for self-preparation of students on the subject; it can be used for distance learning.

In addition to electronic textbooks some universities develop interactive books for more detailed acquaintance of students with educational material. The book, compiled for each topic of the course, contains a more detailed and complete structured presentation of the training material, questions for reflection, interesting facts and illustrative material. Each book is accompanied by a Glossary, which helps to systematize the material, as well as a list of recommended literature for additional reading. All this combined with animation elements to a certain extent increases the interest of students in the study of the discipline. Since the book is made in electronic form, it is possible for the teacher to constantly and quickly make the necessary adjustments to the content of the educational material, updating it for students of a particular group. [2; 90]

Of course, at first glance, it may seem that the role of the teacher has ceased to be the main one in modern education, but this is not quite true. Although with the advent

of multimedia technologies, the teacher has ceased to be the only carrier of knowledge and source of information, nevertheless, he continues to play an important role in the educational process, namely, as a guide, assistant-consultant for students in a huge flow of information.

In today's world foreign language proficiency is vital, especially English, which provides a large share of information on the Internet. Multimedia technologies make it possible to optimize the process of learning a foreign language. For example, using multimedia technologies, you can make a virtual trip to the country of the language being studied, get acquainted with the culture, traditions and customs of this country, communicate with native speakers, which allows you to get excellent practice in communicating in a foreign language and thus eliminate the language barrier.

Accordingly, the process of learning a foreign language becomes more interesting, easy and effective. It should be noted that with the help of multimedia technologies it is possible to expand the range of presentation of educational material. The presence of a network computer terminal allows you to: search for reference material in the local and global network; find the latest information from various fields of knowledge; organize interactive communication with native speakers; visualize educational material in various ways; create your own presentations in a foreign language using a variety of tools [3; 165].

In our opinion, the "Flipped classroom" model is one of the most attractive educational technologies from the "Blended Learning" category. This technology was invented in 2000 by school chemistry teachers Jonathan Bergman and Aaron Sims, first to help students skip classes. They started creating PowerPoint presentations of their lesson materials with narrator accompaniment, replacing them with author's videos over time. Teachers quickly realized that pre - online submission of theoretical material and studying it before the lesson at home frees up classroom hours, which are useful to use for thorough study of educational material in personal contact in the classroom. The various developments of this technology appeared in parallel.

At the present stage we can talk about the current model of "inverted learning" as one of the most promising educational technologies for teaching school courses. The essence of the model is that the teacher places in a specially organized resource (website, page in a social network, a page on an educational platform). Use a self-prepared or borrowed video clip on the topic under study and give students the task to view and analyze it. And students at a convenient time, in a convenient place, watch this video and prepare for the next lesson, where together with the teacher they briefly discuss the theory and perform of large number of practical tasks. At the lesson the teacher unites students in groups according to the levels of assimilation of the material. Each group receives differentiated tasks and explanations from the teacher.

Thereby the teacher acts in the classroom more as a consultant, tutor, mentor, the student can listen and view the explanation any number of times to understand the material. Second, they can refer to the textbook and other sources of information for clarification, as well as to classmates or teachers through social networks, which increases the level of pedagogical interaction in the group of students. Third, the student feels responsible for completing the task, since the quality of comprehension of the video will depend on their success in the lesson and academic performance in the subject as a whole. The problem of mechanical copying of home exercises from keys disappears; there is no need to write off. For the teacher, the positive aspect is that he can differentiate practical work in the classroom, offering students different tasks. Speaking

about the use of this technology in teaching students in higher and secondary educational institutions, the University community has a number of legitimate questions, such as: how appropriate is it to use "Flipped Classroom" in high school? Can all subjects be taught using this technology? If so, do all you can to teach using the "flipped classroom" is equally effective? What are the features of using this technology with University students? After studying the experience of using the "inverted class" technology in foreign universities, we concluded that there is a growing interest in it among University teachers.

According to Wikipedia, MEF University, anon-profit private organization located in Istanbul, in 2014 accepted its first students. This University was the first in the world to adopt the "inverted class" educational model as the main one in teaching all University disciplines [4]. Other foreign universities combine "inverted class" technology with other models such as "peer-grading assessments" or "cooperative learning", mainly by using ready-made e-courses hosted on educational platforms such as Coursera, Edx, Udacity or Khan Academy to work with students. Analyzing publicistic materials on this subject, we have noticed that most often this technology is used by teachers of economic disciplines. Social and humanitarian disciplines are presented less frequently through this model. The most rare are materials for engineering and natural science disciplines [5].

Critical statements about the technology of "inverted learning". First, it is necessary to have electronic support of good quality education at the student's home, otherwise the training will be difficult to achieve. This imposes a certain financial burden on students and their families. However, we note from personal experience that the availability of the Internet and electronic gadgets is not an obstacle for students. Secondly, the teacher may face a lack or lack of motivation in students, and the students themselves - with the need to develop this motivational component of the process of professional development. Students with a low level of motivation may not complete tasks at home and fall behind the group. When talking about school children, the factor of physical development and medical limitations should be taken into account. On the part of teachers, the main argument against using this model is the argument that working with this technology is a time - consuming process. Let's not argue with this argument. However, there are now many videos and resources that provides technical support for the teacher. This technology provides the teacher with opportunities for self-development and self-improvement, which is important in the profession. Therefore we consider the use of "flipped class" technology with University students to be justified.

To sum up, it is important to note that even multimedia technologies give us huge opportunities in the learning process and have a number of advantages; however, the insufficient number of computer classes in most Russian universities does not allow us to fully use the full potential of multimedia technologies. In addition, in modern conditions any teacher, including a foreign language teacher, should at least know the basics of computer literacy, which will undoubtedly help him to improve not only the quality, but also optimize the entire learning process.

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