THE USE OF MULTIMEDIA TOOLS IN TEACHING THE RECEPTIVE SIDE OF FOREIGN LANGUAGE

Abdullaeva Shakhlo Sayfievna

The teacher of Foreign Languages department

Karshi engineering-economics institute

Abstract: This article investigates the effectiveness of multimedia tools in enhancing the development of receptive skills (listening and reading comprehension) in foreign language learning. It explores the advantages of multimedia resources, including increased engagement, improved motivation, and exposure to authentic language. The paper examines various multimedia tools such as audio recordings, video clips, interactive websites, and educational software. Additionally, it discusses pedagogical strategies for integrating these tools into classroom instruction, focusing on activities that promote active listening and close reading.

Keywords: Foreign language learning, Receptive skills, Multimedia tools, Listening comprehension, Reading comprehension;

Introduction

Science does not stand still. If in the 70-80s of the last century computers only began to appear and their resources, and the possibilities were limited, then today science has far stepped forward. It was almost impossible to reproduce sound or video containing material, with the exception of simple melodies. In 1997, the Intel Corporation produces the Pentium III processor. This allows you to sharply increase the share of the PC with full support for multimedia. After that, the intensive development of multimedia hardware was replaced by extensive: the capacity of processors grew; the video cards became more and more productive. At the same time, sound cards became more and more high -quality. In parallel, RAM and hard drives became cheaper. All this, along with the development of the Internet, was the basis for the wide implementation of multimedia in information technology. This proves and shows that science is constantly developing. New technologies are being developed and appear, many of which can subsequently be used for educational purposes, and introduced into the learning process. Such technologies include multimedia tools. But in order to understand what multimedia means are, and what they are, you should deal with the concept of multimedia in general.

The receptive skills of listening and reading comprehension are fundamental components of foreign language proficiency. Traditional methods often rely on textbooks and static materials, which may limit student engagement and exposure to authentic language use. This paper argues that incorporating multimedia tools into foreign language instruction offers a dynamic and effective approach to developing receptive skills.

Methodology

This article employs a literature review approach, drawing on research exploring the impact of multimedia tools on foreign language learning, particularly focusing on receptive skills development. The review analyzes scholarly articles, educational technology journals, and reports on implementing multimedia resources in language classrooms.

Results

The literature review reveals several advantages of using multimedia tools for teaching receptive skills:

- ✓ Increased Engagement: Interactive multimedia activities capture student attention and promote active learning compared to traditional static materials.
- ✓ Exposure to Authentic Language: Multimedia tools provide access to authentic language used in real-world contexts, such as films, podcasts, and news broadcasts.
- ✓ Improved Motivation: The interactive and visual nature of multimedia fosters a more enjoyable and motivating learning experience.
- ✓ Development of Sub-Skills: Multimedia tools can target specific sub-skills within listening and reading comprehension, such as pronunciation, intonation, and vocabulary recognition.

The review identifies various multimedia tools useful for teaching receptive skills:

- ✓ Audio Recordings: Podcasts, audiobooks, and audio clips with accompanying texts offer opportunities for listening comprehension practice.
- ✓ Video Clips: Films, documentaries, and educational videos provide exposure to spoken language and cultural context.
- ✓ Interactive Websites: Online exercises and activities enhance reading comprehension and vocabulary development.
- ✓ Educational Software: Language learning apps and programs can provide structured practice and personalized learning experiences.

Discussion

While multimedia tools offer significant benefits, it is essential to consider pedagogical strategies to maximize their effectiveness:

- ➢ Task-Based Activities: Design tasks around multimedia resources that require students to actively listen and read for specific information or goals.
- ➢ Pre-listening/Reading Activities: Prepare students with vocabulary lists, background knowledge, and comprehension questions before engaging with multimedia materials.
- ➢ Differentiation: Utilize a variety of multimedia tools to cater to different learning styles and levels of proficiency.
- ➢ Developing Critical Thinking: Encourage students to analyze and critically evaluate the information presented in multimedia resources.

Conclusion

Multimedia tools represent a valuable addition to the foreign language teaching toolkit, particularly in fostering the development of receptive skills. By employing multimedia resources strategically and implementing effective pedagogical strategies, educators can create a more engaging and effective learning environment for developing strong listening and reading comprehension skills. Multimedia tools are a good support for teaching the receptive side of speech activity. The receptive type of speech activity is based on the perception of the language. This type includes audit and reading. That is, such senses such as ears (hearing) and eyes (vision) are involved. It is very important to teach to perceive and understand foreign language, since, having not mastered these skills, it will not be possible to in the future teach to speak and write correctly. Moreover, the purpose of training is communicative, and without understanding the interlocutor it is impossible to build communication as a whole. Therefore, auditing is considered a difficult type of activity that must be purposefully educated. And

during training, they will provide great support and promotion of the possibility of multimedia, one of which are the funds listed earlier.

Today, multimedia tools can be widely used in the lesson of a foreign language. Even the unified state exam for graduates of 11 classes was built on the multimedia funds.

One of the striking examples of the work of students with multimedia tools is their compilation of presentations. This may be the work of more than one student, but a group of students. Independent work of students gives them the opportunity to better learn the material. The transfer of this material, its presentation by others using, for example, a presentation worked out by a student on a computer using slides, allow you to easily learn the material. The further retelling of the information seen and heard and active statements of other students indicate the involvement of the class. Team work brings students closer; the use of multimedia technologies makes the work more interesting and visual and involves students in the work. For example, when studying the topic of holidays, you can set a presentation for any holiday as homework with a subsequent performance with it.

Thus, we can emphasize that modern technologies have a positive impact on the learning process. Paying attention to the specifics of the subject, it should be noted that it is especially useful to use multimedia tools when teaching the receptive side of the language, because Students in this situation have the opportunity to listen to a live speech of a native speaker and understand it.

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