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MULTIMEDIA TECHNOLOGY APPLICATION IN TEACHING OF ENGLISH

The rapid rising and development of information technology has offered a better pattern to explore the new teaching model. Educators should integrate multimedia into their lesson plans as much as possible. But in the process of integrating technology into the classroom, they should not miss solid lesson plans and cutting edge, interactive instruction. Cutting edge technology is very useful, but it will never replace the value of a powerful teacher-student relationship.

There are teachers who use cutting edge technology, but the majority of teachers still teach in the traditional manner. These traditional manners are not bad or damaging the students, they are proving to be useful. However, there are many more opportunities for students to gain confidence practice and extend themselves.

There are many techniques applicable in various degrees to language learning situation. The teaching principle should be to appreciate new technologies in the areas and functions where they provide something new and useful, and never let machines takeover the role of the teacher or limit functions where more traditional ways are superior.

The reasons of multimedia technology application in English teaching are: to support students' interest in study; to encourage students' communication ability; to widen students' knowledge and understanding of culture; to improve teaching effect; to improve interaction between teacher and student; to create a context for language teaching; to provide flexibility to course content.

In spite of advantages of application of multimedia technology to English class teaching has to improve teaching effect and students' overall capacities, there are some problems existing in practical teaching, such as:

major means replaced by the assisting one. It is observed in

practice that a lot of teachers are active in multimedia technology application but not proficient enough to handle it confidently. Modern educational techniques should serve an assisting instrument rather than a target; and that should not dominate class;

loss of speaking communication. The introduction of multimedia technology featuring audio, visual, textual effect results in lack of communication between teachers and students, replacement of teachers' voice by computer sound, and teachers' analysis by visual image and students have few chances for speaking communication. Students are made viewers rather than the participants of class activities;

the restriction of students' thinking potential. Due to over-demonstration and pre-arranged order, the courseware lacks real-time effect and cannot give feedback. It ignores emphasis and importance in teaching;

abstract thinking replaced by imaginable thinking. To enhance the students' abstract thinking, the multimedia technology makes content easier, and with its unique advantages, it can clarify the emphasis in teaching. While if the image and imagination in students' mind were merely showed on the screen, their abstract thinking would be restricted and logical thinking would waste away. At present the decreased students' reading competence has become a major concern for reason that textual words are replaced by sound and image, handwriting by keyboard input.

In order to ensure the function of multimedia in practical teaching it should be noted that:

teachers should still play the leading role and their position could never be replaced by the computer. For instance, the introduction to each lesson and speaking communication is a good way to improve students' listening and speaking which the computer cannot fulfill;

the computer screen can't substitute the blackboard. Experienced teachers know well that a perfect courseware is an ideal project in mind, and that in practice they need to enrich the content on the blackboard with emerging of new question raised by the

students;

ware programs cannot take the place of students' thinking and practices. When working on and utilizing the courseware, teachers need to encourage the students to use their own mind and speak more, actively join in class practice;

multimedia technology should not be overused. Teachers should not totally apply multimedia technology in their teaching. It is a part of a complete teaching procedure.

In practice, if multimedia technology would be properly implemented in English teaching, the students could make full use of English speaking and listening materials and develop their overall skills and abilities.

References

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ПРО ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ ПРИ ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ

Роль інноваційних технологій в навчанні іноземної мови суттєво змінилася за останні роки. Технології постійно розвиваються і тепер вони зустрічаються як у повсякденному житті, так і в професійному світі.

Інтернет особливо сильно вплинув на вивчення англійської мови. Оскільки англійська мова за професійним спрямуванням робить акцент на потребах студентів, а також на аутентичних матеріалах та завданнях, інноваційні технології