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MULTIMEDIA APPLICATIONS IN THE FOREIGN LANGUAGE CLASSROOM

The agility of progress in the globalized world, in communications, in technology and in organizational activities demands more and more people having deep knowledge of other languages. In this context, control of knowledge of a foreign language, such as the English language, predominant in practically all areas of knowledge and activities, is presented almost as survival need of people's lives.

The number of students learning English as a foreign language has been constantly increasing. To succeed in an institution of higher education, these students must develop not only linguistics, but also academic skills. These skills involve using English to acquire knowledge by reading academic texts, writing acceptable academic prose, conducting research works. To meet the students' academic needs and help them develop strong English language skills, there are various ways to be applied. *The purpose* of the article is to find out some advantages of the use of multimedia in the foreign language classroom which can be defined as one of the techniques to improving teaching and learning processes. Educational technology is expected to become an integral part of the curriculum, that's why teachers and students must become proficient in accessing and using electronic resources.

Many teachers have started using E-mail as a support and a supplement to educational exchanges. The starting point might be the use of word processor by the students for their written work. This is a highly useful learning tool, and a logical next step is to send some of these written works on to students in other countries – hoping to find people who are willing to exchange not just routine information, but thoughts, ideas, views on all kinds of subjects in the target language. The group of coordinators can arrange and organize other activities on the network, such as teleconferences, in order to maintain the students' and the teachers' interest in the project. Likewise it is possible to establish an in-service teacher training on the network. All the teachers participating in the project can write about their problems, both technical and pedagogical. The members of coordinating group can try to solve these problems, and other participants can join in, either with similar problems or suggestions to help.

Teleconferences can improve reading skills as they are as valuable as the pen-pal communication. The themes of the conference can be announced well in advance, so the participants will have time to gather relevant material. This can be novels, stories, articles, audio- and video materials which the students will study and discuss in the class. Then the students can be divided into groups, each with a particular aspect/topic to write about. They can use the word processor and thus will have time to structure the language as well as the contents before the teacher gathers the finished letters into one file, opens the line and sends the whole file. During the teleconference, which can last from one single day to several weeks, one has the chance to read the contributions from the other participants. On the one hand, this might be exciting for the students and, on the other hand, this feedback might improve their reading skills deriving partly from the fact that they read the preparatory material very intensely, because they have to tell others about it, partly from reading a number of letters in the target language from the other participants. And in their subsequent letters the students will use expressions and idioms, which they have picked up from the letters of the native speakers, resulting in a written language on a much higher level.

Computer technology has given us Internet, which has various uses. In educational purposes Internet shows the students a wide range of collection of English language texts in many subjects. At the click of a mouse, text resources present students with a diverse collection of authentic English language texts dealing with a wide variety of interdisciplinary topics, and at each web page link, students have the advantage of reading print texts with the benefit of immediate visual reinforcement provided by pictures and slide shows, facilitating the collaborative effects of print and visual information processing. Integrating the Internet yields the additional benefit of increased student motivation. Moreover, many institutions of higher education created computerized writing courses emphasizing word processing skills, believing that using the technology democratizes the classroom discussions. Thus, with the technology use, the students do not only literate the ability to read and write but also they are able to understand music, video, hypertext and networked communications. Some researchers think that computers and word processors can damage a prose, no matter how useful a tool you find it. The users automatically restrict their language to suit the machine and the software, and the ease with which you can erase and change what you have written prevents you from comparing various thoughts and ideas you

may have during the writing process. And although I do not agree with this very pessimistic view of the computer's influence I find it of the utmost importance as a teacher to draw students' attention to the warnings expressed by people criticizing the new technology.

With the evolution of digital technology, online education has emerged as an excellent alternative for the advance of knowledge. Online education involves a series of teaching and learning actions developed through telematics means, such as the Internet and the use of all its information and communication devices, useful to the improvement of inter-relational processes. Besides the advantage of starting a course in whatever period, place and time, online education will offer the possibility to restart it in any period in case an interruption occurs. Online education will make possible the access to foreign languages or other discipline courses, in the case of distance education, to anyone, at any time or place that has a computer connected to the Internet. People who learn easily, have the time to progress faster on the learning of foreign languages or to improve their knowledge via distance education will benefit, since they will learn the language or discipline of interest in shorter periods.

Thus, one of the techniques to improving the students' academic needs and developing English language skills is providing multimedia during the process of teaching and learning in the classroom. Through the media the teacher can give more opportunity to students to express their opinions and enjoy during the course. The highly presence and motivation also bring positive aspects to students so that they can improve their skills. Online education can be implemented, used and disseminated by schools and institutions of higher education in future.

Summary. Kozlovska A. Multimedia applications in the foreign language classroom. *The article deals with some multimedia applications in the foreign language classroom. There are some recommendations for people who are directly involved in the educational context and those who are interested in integrating multimedia computers in their undertakings.*

Keywords: multimedia, foreign language classroom, computer, teacher, student.

Анотація. Козловська А. Застосування мультимедіа на заняттях з іноземної мови. *У статті розглядається застосування мультимедіа на заняттях з іноземної мови. Є деякі рекомендації для людей, які беруть безпосередню участь в освітньому контексті і тих, хто зацікавлений в інтеграції мультимедіа у сфері своєї професійної діяльності.*

Ключові слова: мультимедіа, заняття з іноземної мови, комп'ютер, вчитель, студент.

Аннотация. Козловская А. Применение мультимедиа на занятиях иностранного языка. *В статье анализируется практическое применение мультимедиа на занятиях иностранного языка. Автор предлагает некоторые рекомендации для людей, которые непосредственно участвуют в образовательном контексте, а также для тех, кто заинтересован в интеграции мультимедийных средств в области своей профессиональной деятельности.*

Ключевые слова: мультимедиа, занятия иностранного языка, компьютер, учитель, студент.