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USING INTERACTIVE MULTIMEDIA RESOURCES IN THE TEACHING FOREIGN LANGUAGES

According to the new world standards, there is no place in the modern world without a foreign language. One of the criteria for employment in any firm or company is the knowledge of English.

Therefore, anyone who wants to, who understands that it is necessary, learns a foreign language.

The rest, those who do not want to study, including learning English, are unlikely to find a decent job.

Teaching a foreign language is a complex and time consuming process even in language universities, where students are selected and students have a high level of proficiency in all types of speech activity. In the higher education, we often deal with a low level of language proficiency by first-year students, but, nevertheless, the graduate must be proficient in a foreign language to the same extent as the graduate of a language University. The main goal of training in a non-linguistic University is to provide students with practical knowledge of a foreign language in a volume that allows them to conduct a dialogue in everyday and professional spheres of communication, conversations on professional topics and work with foreign language sources in the professional sphere.

In this regard, the process of studying at the University today is impossible without the use of information and communication technologies. This approach to teaching a foreign language using interactive multimedia resources has undeniable advantages, such as:
- effectiveness and variety of forms and methods of managing educational and cognitive activity of the student;
- gradual transition from informational-reproductive to search-based type of training;
- expanding the forms of interaction between teachers and students, as well as between students;
- increasing the activity of students in their interaction;
- stimulation of various abilities of students (speech, mental, creative);
- possibility of individual differentiated approach in the educational process.

The organization of educational activities based on modern multimedia technologies is a necessity for the training of a new generation. The integrated information environment created by video, audio, graphic, and text information, as well as their combination on compact media in various digital formats, provides students with qualitatively new opportunities for the implementation of cognitive goals and the development of thinking abilities. Teachers of the department actively use the Internet, while not forgetting to use proven sites in their practice and carefully analyze the material. The information used must be verified, of high quality, and reliable.

Interactive multimedia technologies are actively used by the teaching staff of the department in all types of educational process, including classroom and extracurricular activities. Various forms of interaction between teachers and students in a multimedia and interactive environment are practiced: lecture-presentation, business and role-playing game, case study, group work, brainstorming, project method, round table, etc.

Communicative methods of English offer to learn the language on the principle of "exactly the opposite". Instead of boring English textbooks on bad paper, glossy books
with pictures, interesting English texts and even comics are offered. This is supplemented by specially prepared workbooks and a set of English discs for auditory perception.

The principle of clarity when using multimedia is more important when teaching foreign languages. The use of multimedia is characterized by high quality, dynamics and colorfulness. The use of multimedia makes it possible to present information simultaneously in text, graphic and audio forms.

The use of multimedia technologies increases the level of information perception, while the visual and auditory channels work simultaneously. The information perceived by the trainees is based on selective attention. Experience shows that qualified use of multimedia interactive technologies:

- significantly reduces the time spent on mastering new educational material;
- promotes more effective assimilation of up-to-date information;
- increases interest in learning a foreign language;
- increases motivation and cognitive activity of students;
- improves language communication skills;
- expands the intellectual horizons of students;
- increases the level of information culture.

Informatization of the process of teaching a foreign language in higher education provides the formation of General cultural and professional competencies:

- independently acquire new knowledge using information and communication technologies;
- possess the main methods, methods and means of obtaining, storing, processing information;
- use a computer as a means of obtaining and managing information; work with various information in computer networks; own modern multimedia tools;
- use skills of working with information from various sources to solve professional and social tasks;
- comply with basic information security requirements.

In accordance with the requirements, the activity is aimed at solving the following tasks in the field of informatization of the educational process:

- formation of information competence in all areas of training;
- improving the electronic learning environment to ensure independent work of students;
- ensuring systematic updating of multimedia educational resources;
- improvement of the most optimal forms, methods and techniques of training in the global environment of the information space.

A variety of interactive, automated methods are widely used in modern times:

- Multimedia manuals;
- Online communication with the teacher;
- Thematic communication in the target language in various social networks and forums;
- Video tutorials, listening;
- Electronic communication types: e-mail, conference calls, etc.

Thus, there are many different methods of teaching English. We have considered only a few of them. Also, we have considered some problems, which are that a person himself should want to learn. And this problem, the problem of the desire of modern society to learn, is no less important. Like saying: "It is impossible to teach a person who does not have a thirst for knowledge."

References:
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