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**MULTIMEDIA TOOLS OF TEACHING FOREIGN LANGUAGES
IN NON-LINGUISTIC SCHOOLS OF HIGHER LEARNING**

Abstraction. *The article underlines the importance of multimedia technologies in teaching foreign languages at non-linguistic schools of higher learning. It gives the examples of the most frequently used multimedia resources and stresses the teacher's leading role that cannot be diminished with the use of multimedia technologies.*

Keywords: *multimedia resources, non-linguistic schools of higher learning, multimedia components, multimedia presentations, Hot Potatoes programs, iSpring QuizMaker.*

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*МУЛЬТИМЕДІЙНІ ЗАСОБИ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ
У НЕМОВНОМУ ВНЗ*

Анотація. *У статті підкреслюється важливість мультимедійних технологій у навчанні іноземних мов у немовних вищих навчальних закладах. Стаття надає приклади найбільш часто використовуваних мультимедійних ресурсів і підкреслює провідну роль викладача на заняттях, яка не може бути зменшена за рахунок використання мультимедійних технологій..*

Ключові слова: *мультимедійні ресурси, немовні вищі навчальні заклади, мультимедійні компоненти, мультимедійні презентації, програма Hot Potatoes, програма iSpring QuizMaker.*

*МУЛЬТИМЕДИЙНЫЕ СРЕДСТВА ОБУЧЕНИЯ
ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ*

Аннотация. *В статье подчеркивается важность мультимедийных технологий в преподавании иностранных языков в неязыковых вузах. Статья приводит примеры наиболее часто используемых мультимедийных ресурсов и подчеркивает ведущую роль преподавателя на занятиях, которую нельзя уменьшить с использованием мультимедийных технологий.*

Ключевые слова: *мультимедийные ресурсы, неязыковой вуз, мультимедийные компоненты, мультимедийные презентации, программы Hot Potatoes, iSpring QuizMaker.*

With the development of computer technology and the Internet, new paths and opportunities for learning have opened. The latest achievements in the field of

high technologies provide vast opportunities for foreign language teachers to further improve the educational process and transfer it to a qualitatively new basis.

The Internet is to be used as a source of additional material and exercises, both for the teacher and for the student when studying, reviewing, or testing a topic or preparing for exams.

Today, the use of multimedia technology is one of the means of computerization of educational process especially in non-linguistic schools of higher learning where the period of studying foreign languages is very small. All properties of multimedia programs should help solve the main task of language education, defined by the Program on the Foreign Language – the formation of different competencies among students and communicative competence in particular.

What is multimedia?

Multimedia programs in a foreign language are computer programs aimed at developing students' speech activity, forming aspects of the language and teaching the culture of the country the language of which is being studied, as well as controlling development of relevant speech skills and development language skills based on "various presentation components: text, graphics, animation, sound, video" [1, p. 183] and the interaction between the program and the student.

Text is the basis for verbal processing of programs, it is the main information used in most multimedia programs. In fact, multimedia programs use the transformation of text from a book form into a computerized one, which allows the user to find the necessary information very quickly.

When talking about **graphics**, we consider still images, such as photographs or drawings. We know that a person can perceive 25% of visible information [2, p. 9]. So, images are a powerful means of transforming information. Therefore, graphic images are main components of multimedia.

Animation refers to the movement of graphic images and/or video, for example, the movement of pictures explaining students the meaning of a new vocabulary or phenomenon being studied at the lesson. If a simple photo is a strong "communicator", then a small clip is a more convenient tool to illustrate the material of the lesson.

Sound can significantly reinforce and deepen the understanding of information presented in a different form, because, as we know, a student, when he sees and listens, remembers 65% of the perceived information. When studying the foreign language, the soundtrack is very important, as the skills of pronunciation must be trained at each lesson.

We know people say: "Tell me – and I will forget. Show me – and I will remember. Engage me – and I will learn." **Video component** and **Interaction** play a very important role in presenting and perceiving language material at the lesson. Multimedia is an interactive system that provides simultaneous work of sound, animated computer graphics, video frames, static images and texts.

The use of multimedia technologies in teaching foreign languages at non-linguistic schools of higher learning implements several basic methods of pedagogical activity, which are traditionally divided into active and passive principles of student-computer interaction. Passive multimedia products are developed to effectively manage the process of presenting information (lectures, presentations), active ones are interactive multimedia tools that assume the active role of each student (language tests for self assessment of language skills).

Special attention should be paid to presentations which have become a part of the lesson. Every teacher knows how students memorize the material: if the information is perceived only by hearing, 20% of its volume is absorbed; if only by sight, 25-30% of the material is remembered. With the combination of "turning on" the auditory and visual information channels, the student is able to absorb up to 60% of the information. The use of presentation greatly contributes to the assimilation of educational information by each student. It allows to combine text, sound, graphic image, video, and animation. A multimedia presentation is used by the teacher for different purposes: to introduce a new vocabulary, review the topic studied previously, make the students be acquainted with new language material. Presentation can have different forms and be of different levels depending on the language level and skills of students. If necessary, the teacher can replace the text, hide unnecessary slides. These features of program allow the teacher to adopt existing information of the presentation to the language level and competence of students for a particular lesson in a particular academic group. The most effective presentations are used at practical lessons. They can also be used during independent work of students to learn the material without any outside assistance and then check their knowledge of it. To fulfill their didactic functions, presentations must be:

- focused on learning motivation,

- accessible, i.e. they must correspond to the age and educational characteristics of students,

- interactive, i.e. provided with a feedback,

- illustrative, especially when different types of material are suggested,

- dosed (without overabundance of information) because the students' attention can be distracted and the use of presentation will give the opposite effect.

The program iSpring QuizMaker is used as an alternative to Power Point program [3]. The ability to embed images, audio and video allows the teacher to further expand the range of students' assessment, not to mention the fact that the presence of all these options makes it possible to create tests and exercises for almost all aspects of foreign language teaching.

A set of multimedia tools, called "Hot Potatoes" deserves particular attention as it is widely used by teachers of foreign languages. "Hot potatoes" program becomes a widely used tool in independent work of students to test their knowledge of the topic being studied. It is the tool of multimedia which gives any teacher the possibility to create interactive exercises. It is a very simple program for the teacher who doesn't have any special skills in making programs. The teacher downloads the program and uses it to perform web-based activities: closes, crosswords, jumbled sentences and quizzes. This program facilitates students' learning process and gives them the possibility to do exercises with direct feedback, clues of answers, and immediate evaluation of results.

The computer resources described above are vivid examples of multimedia instruments used in teaching foreign languages in non-linguistic schools of higher learning. With the use of these resources, the teacher's role at the lesson has greatly evolved. It has changed from a traditional teaching role in which the teacher is 'a holder' of knowledge into the role of 'a facilitator' who helps students to learn. There is no doubt that teaching needs multimedia. Nowadays it becomes an integral part of educational process and improves the level of training specialists.

But using multimedia doesn't mean enhancing teaching efficiency. Application of multimedia technology aims to improve teaching, but teaching is not intended for multimedia.

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