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Ruslan Abdullaev Ravshanovich, rusya_uz@yahoo.com

Graduate Student of Department of Foreign Languages

Madina Djuraeva Baxromovna, djuraeva_mb@mail.ru

English Language Instructor of Department of Foreign Languages

Jizzakh State Pedagogical Institute

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Abstract: This article is about the use of new information technologies that makes it possible to single out the following main points: - the use of multimedia textbooks in teaching foreign languages is designed to significantly improve the effectiveness of teaching, the main purpose of which is to improve the skills of everyday and professional communication in teaching foreign language. Because in modern methods of teaching foreign languages, the use of multimedia textbooks plays a significant role. The constant development of information technology gives us advanced teaching means—multimedia. It is true that multimedia has many advantages in English teaching, such as offering more information, saving more time, motivating students' imagination and creativity, and so on. What we should know is that multimedia just only plays an assisting role in English teaching. There are such types of e-learning literature as e-multimedia textbook, e-textbook, e-reference book, e-poster, e-encyclopedia, e-dictionary, e-laboratory workshop, e-problem set. It should be noted that in order to increase the effectiveness of the educational process, it is advisable to use a set of electronic teaching materials in combination with a set of traditional teaching materials. An e-textbook is the basis of a set of e-learning materials.

Keywords: multimedia, assisting role, information technologies, multimedia technologies, interactive system, teaching foreign language, linear, non-linear, animation, digitized still images, video, sound, speech, traditional form of teaching, e-learning literature as e-multimedia textbook, e-textbook, e-reference book, e-poster, e-encyclopedia, e-dictionary, e-laboratory workshop, e-problem set.

INTRODUCTION

A foreign language is an academic subject, which, by its specificity, the creation of an artificial language environment for students due to the lack of a natural one, implies the most widespread use of various technical means of teaching. So, it is not surprising that in the teaching of a foreign language new opportunities opened up by multimedia have found the diverse use. In the process of learning foreign languages in modern secondary schools, lighting and sound engineering devices are traditionally used. But now new information technologies have been widely used in educational institutions: a computer, a multimedia textbook, the Internet, an electronic educational resource. The development of modern society occurs in the period of informational technologies and characterized by the use of information technology devices in many fields of human activities, including in the area of education. The rational combination of education means with the modern information and computer technologies (ICT) is one of the possible ways for solving the problem of educational modernization. Means of ICT contributes to the improvement of personal qualities of the individual, the variability and individualization of school education. Modern ICTs provide active, creative mastering of the students studied subject, let present the material at a new qualitatively higher level. Their usage opens up fundamentally new opportunities in the organization of the learning process. Due to the conventional teacher-centered and text-oriented teaching, the phenomenon that English learners have low motivation and low efficiency in English learning is very common. Facing the problems and demand of new century, English is no longer something carried by a single English teacher, standing in front classroom

where there is only blackboard, chalk, and tape recorder, giving information to a group of students by using traditional teaching ways. Along with the development of computer and information technology, the wide usage of multimedia technology has opened up a brand new field for English teaching. But in Uzbekistan, there exists such a contradictory situation in English teaching: People who are good at multimedia have no idea about English teaching while some English teachers know little about multimedia. There are many questions when some English teachers use multimedia. What is multimedia? Why we choose multimedia to assist English teaching? How to make good use of multimedia textbooks?

The word multimedia is not related to the computer technologies. The English singer and songwriter Bob Goldstein first used it in 1966, when he arranged his newfangled show. Later, this term was used to designate any entertainment product with different sound and video effects. But only in the 1990s was given the definition to this word: «multimedia is modern computer information technology that allows you to combine text, sound, video in a computer system. A graphic image and animation. Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms ». Previously, a lesson conducted by a teacher it was called multimedia, it was included by a teacher's story, a tape recording, a movie, slides, and any technical training. Today, «multimedia» lesson is meant a lesson using a multimedia tutorial, a computer or laptop, a projector, a web camera. In the theory of learning, even several modern lines of research have been identified, in particular the theory of multimedia teaching. There was even an informal term, «edutainment» -new education from the words «education» and «entertainment», is used to combine education and entertainment, especially multimedia. The adaptation reflects the connection between learning and entertainment that is the student focuses on the learning process, while having entertainment goals. The multimedia tools have the greatest influence on students. They enrich the learning process, make it possible to make learning more effective, involving in the process of perception of educational information the most sensory components of the

learner. They have become an objective reality of our time, and the teacher of a foreign language cannot, but with the assistance of advantage of the opportunities they provide for teaching real communication in a foreign language. Together with multimedia technologies, a new ideology of thinking has come to education system. According to the earlier model of teaching in the center of technology training—a teacher; Between the students there was an unspoken competition; Students played a passive role in the classroom; The essence of learning is the transfer of knowledge. The new model of learning that comes to replace it is based on the following provisions: at the center of the technology of learning is the student; The basis of training activities — cooperation; Students play an active role in teaching; The essence of technology is the development of the ability for self-learning and the communicative competence of trainees.

MATERIALS AND METHODS

Over the last few decades, the use of technology and multimedia textbooks for foreign language teaching has expanded rapidly. Recent developments in the worlds of technology and the Internet have offered new and numerous opportunities for teaching and learning. One of the main advantages of the Internet is that the time teachers require in order to gather authentic material is considerably reduced (Dudeney, 2000, p. 1). In the early stages, the introduction of the Internet meant the possibility of creating online courses by uploading files as class-materials and sending emails in an attempt to achieve a similar teacher-student interaction as in face-to-face classes. However, nowadays the part that technology plays in education is not limited to this.

The evolution in the role of technology in education is related to the development from distance learning to online learning. As Colpaert (2004) pointed out, “online learning or e-learning has gradually replaced the older ‘distance learning’ paradigm” (p. 43). While distance learning was an attempt to solve time and space limitations of traditional face-to-face teaching, online learning was the result of the complete adoption of technology as part of our lives. Teachers rely on technology as a medium to deliver courses, either fully online or as a

complementary resource used with the aim of adapting learning to the needs of a new generation, the e-generation.

The e-generation is defined as a new group of students that has “spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age” (Prensky, 2001, p. 1). Living surrounded by a digital culture has had an effect on the way these young people learn. Firstly, the Internet and then, the mobile phone have contributed to a profound change in the modes of interaction and expression among the youth. This new generation of students prefers receiving information quickly, relying on communication technologies as well as performing multiple tasks (Oblinger & Oblinger, 2005). These students have a low tolerance for lectures and prefer active rather than passive learning, which leads to a change in the model of pedagogy, “from a teacher focused approach based on instruction to a student-focused model based on collaboration” (Tapscott, 2009, p. 11).

Autonomous learners are those who explicitly accept responsibility for their own learning (Little, 1991) and who show initiative regarding learning, and participate in monitoring progress and evaluating the extent to which learning is achieved (Schunk, 2005). Students take control of their learning; however, teachers have a major impact on their progress towards autonomy (Reinders & Balciakanli, 2011, p. 15), which leads them to create activities that foster fruitful learning and that monitor the students’ progress.

RESULTS AND DISCUSSIONS

Multimedia: the use of computers to present text, graphics, video, animation, and sound in an integrated way. When we talk about multimedia, a term CALL (Computer Assisted Language Learning) should not be ignored. Since the media can be integrated by using computer, the multimedia has close relation with CALL. Sometimes people even use CALL to stand for multimedia. Although the definition of multimedia is very simple, making it work is very complicated. Components of Multimedia is composed of various components: text, graphics, animation, sound, and video. These components can contribute differentially to the

learning of material Text. It is fundamental element in all multimedia applications. It conveys most information (Vanghan, 2004). We can use ordinary text or various typographic effects for emphasis or clarification in English teaching. In order to catch the reader's attention, teachers can use different font size, color, and style to present information; emphasize a certain word or phrase. According to Andrew Wright's Book Picture for Language Learning, graphics can stimulate interesting and motivation, improve understanding ability of language, and offer especial reference object and topic (Wright, 2003). Graphics plays a very important role in language teaching process. Animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. It ranges scope from the basic graph with a simple motion to a detailed image with complex movements. Assisted by the use of animation, teachers can highlight key knowledge points and heighten students' motivation (Vanghan, 2004). Sound is speech, music, or any other sound that is stored and produced by computers. It has more advantages than tape recorder. In multimedia, teacher can use more vivid and fruitful sound to help students' English learning. Video is the visible part of a television transmission and broadcasts visual images of stationary or moving objects. Compared with animation, video can offer more vivid information (Vanghan, 2004). The Setting of Multimedia Classroom in traditional classroom, most English teachers are used to using some conventional equipment, such as blackboard, chalk, tape recorders, and so on. To ensure that readers can obtain a better understanding of multimedia textbooks in English teaching, an illustration of a typical one-multimedia-PC classroom setting is vital and necessary. Many studies have shown that many students are tired of traditional English classes, and are interested in new style learning. They have positive attitude towards computer technology used in the classroom, and such technology does have a positive impact, because multimedia teaching has many advantages over other media in English teaching. Advantages Arousing the students' interest. Famous scientist Albert Einstein had a famous saying: "Interest is the best teacher". So the interest has always been seen as the best helper to learn the

knowledge. The traditional teaching method is that teachers talk from the beginning to the end with a chalk and a mouth. Such teaching is very single, which makes students lose interest, until weariness. Leo Tolstoy said: “The successful teaching is not to force, but rather to stimulate student’s desire” (Tolstoy, 2008, p. 212). In other words, if student have no interest or desire on teaching subject, then, even if the teacher talk how carefully, the results are fruitlessly. Therefore, teachers should try their best to get students to become interest in one topic of knowledge point, and make the students with a strong passion and enthusiasm to participate in teaching. Multimedia is this kind of media which can show a variety of sounds, images, animation, and other effects, firmly grasping the student’s interest. It also can stimulate the students’ strong desire to study English actively. Multi-media teaching can not only greatly stimulate students’ interest in learning, but also make teaching becomes vivid and lively.

Improving students’ self-learning ability. The purpose of teaching in the classroom is not only to impart knowledge to students. The most important thing is teaching students how to learn and making students change from “want me to study” to “I want to learn” in thinking, from passive learning to active learning. Therefore, students are free from the passive learning environment, take initiative at learning, and develop their own self-learning good habits gradually. It also can enable students to tap into a good way of learning English independently, keep the cultivation of motivation and interest in learning English so as to make students really love the English, really free from the passive learning environment in English learning. The use of multimedia will be conducive to transition for students from the traditional passive learning to active state for independent study. For example, teachers can select the appropriate E-work arrangements to the students from the multimedia courseware after class, so that they can complete the relevant extra-curricular work, and send message to the teacher through their own e-mails, the teacher via electronic E-mail marking responses to student. In this way, students can not only see their learning outcomes in the shortest period of

time, but also continue stimulating interest in their own learning through the multimedia network.

Improving students' innovative ability. Meanwhile, multi-media teaching can also develop student's ability to innovate. Things need to innovate, Einstein said: "Imagination is more important than knowledge, and is a source of knowledge". In teaching, the teachers should pay attention to tap the imagination of students. To use multimedia can achieve the desired results and find unlimited resources in textbooks.

Cultivating students' communication skills. Uzbek students learning English often lack a certain language environment and opportunities for practicing language, but the actual language teaching is often to focus only on words and sentence structures of learning, ignoring its specific application. Thus, many students get a fixed, isolated knowledge points from textbooks, but the ability of using these knowledge points to the real life of the capacity is relatively poor. When encountering with the reality of different occasions, they will be helpless. Through multi-media teaching, we can create real-life scenes in the classroom. It is not only to shorten the distance between teaching and practice and give students the opportunity to use English to communicate, but also to satisfy their curiosity in psychology and stimulate the expression of desire.

Increasing classroom capacity. With only a tiny mouse, teachers can avoid using of multiple exchange of tape recorders, video recorders, overhead projectors, etc., greatly increase the output of information, speed up the pace of the classroom, increase the density of the classroom, and save a lot of time which teachers spend on writing on the blackboard. Multi-media teaching rhythm is adapted to the needs of modernization to meet the student's desire for knowledge. It can expand text-related materials. The use of multimedia technologies can make students notice a clear knowledge and a new expansion by huge information capacity which shows by all kinds of media.

Problems Multimedia breaks the original traditional model— "blackboard +chalk" model for us to create new modernized teaching methods to overcome the

drawbacks of traditional teaching. It changes the dry learning content into the vivid, interesting, visual, audible, and dynamic content. However, teaching English with multi-media has many problems. Confusion. Some English classes are totally dependent on multi-media, ignoring the role of teachers. Some teachers enter the teaching content into the computer courseware, making the computer courseware as the role of textbooks absolutely in the classroom teaching. What is worse, some teachers have directly brought a CD-ROM courseware for their lessons, or copy other people's courseware overall. It would only demonstrate the results of other people, and just completely ignore the 'teaching-centered' teaching thinking, completely change into a multimedia-centered thinking. Performance on behalf of the lead. The teaching process is that teachers arouse students' enthusiasm and guide students to active learning. Multimedia textbooks just only provide a supporting role in the process. But now the teachers use the multi-media presentation to replace the guidance of teachers completely. Some teachers show the teaching materials as many as possible in order to attract the students' interest and make the class vivid. But it was hard for some students to grasp these materials in such a short time. English teachers may bear this proverb in their minds while preparing the lesson: more haste, less speed. Students only pay attention to appreciating the picture, and do not pay attention to what they should really master in the classroom. Students receive a lot via watching in class, without impression and consolidation from the presentation by multimedia. Lack of special skills. There are many multimedia teachers who just have half-baked knowledge. It is a challenge for teachers to use multimedia equipment's sometimes. The preparation and workload of teachers increase virtually. And multimedia teaching requires teachers with multimedia computer operation experience. Owing to traditional educational system, many teachers are not good at computers. There are problems unexpected happening in the observation classes. Because of lack of proficient operation of multimedia, some teachers waste certain time in operation the computer, the unskilled operation on computer would affect the instruction flow, which in turn would de-motive students if it happened frequently in class. Over-use

of multimedia. The advantage of multimedia technology, unfortunately, result in some teachers' dependence on it. In class they fail to show enthusiasm and creation. In some sense, they turn the multimedia classroom into a show stage and what they act in class is nothing but a new generation of button-pusher. Undoubtedly, the lack of creation and enthusiasm makes no sense of multimedia-based teaching. Multimedia itself is not liable for the form and development of teacher's routine work in the multimedia teaching. Because of the teacher's lack of enthusiasm and creation and his or her dependence on the multimedia technology, the teachers act as sole information-giver to the students. The students under such traditional teaching method are still passive and have no chance to have content thinking, critical thinking, and creative thinking of the teachers' lecture. We should remember in a multimedia classroom environment the educational focus is on learning and instructional goals instead of the multimedia itself because the multimedia is merely tools or vehicles for instruction. Lack of interaction between teachers and students. Education is a business and it is imperative to attract students through good human relation skills. The affection builds up between teachers and students plays an important role in class behavior and latter study. However, in the English class it is found the interaction and affection between the teacher and students seemed to be in danger. The teachers in the multimedia classroom are busy with machine operation—computer, DVD player, overhead projector, courseware—which might even get the proficient teachers busy, let alone those unskilled. The teachers will pay much attention to machine rather than students. The tie between the teachers and students becomes loose and it seems to them that teacher is only caring about the machine and they are also focusing on the screen. Thus, the affection, which used to play an important role in class, seems to be dying.

CONCLUSION

There is no doubt that modern teaching methods have many advantages over traditional ones. Compared to traditional textbook or workbook, a multimedia program can provide immediate feedback on the correctness of the learner's

response. Nevertheless, traditional teaching methods are still commonly used because of their own strong points. So teachers should combine their strong points with modern teaching methods, which not only raise classroom teaching quality and efficiency, but also improve teaching and learning environment between teachers and students. Viewing Multimedia as the Assistance to Teaching Multimedia features including sound, animation, video, and record allow computers as model skills to help students and teachers assess them. The option to provide guidance only when needed makes it possible for computers to support learning flexibly. Multimedia enables students to manipulate and create material to learn by doing. But when we use computers in the teaching, we should understand they can only assist but cannot take place of all the other teaching methods. It is wrong for the teachers to take no notice of textbooks when they are designing courseware. Now that multimedia can only help English teaching, teachers should get a clear idea of how and when to make good use of them. Application of multimedia technology aims to improve teaching, but teaching is not intended for multimedia. There is no doubt that teaching needs multimedia, but using multimedia does not mean enhancing teaching efficiency. For example, if the teaching can be completed in a few minutes in an ordinary classroom, it is certainly unnecessary to use multimedia. Because of all kinds of media in multimedia technology, sometimes students may concentrate not on teaching contents but on media. If so, students are not able to grasp teaching contents well. That means not every class need multimedia teaching. One important principle is: When simple is best, keep it simple. Therefore, multimedia can only be used as a supplement to classroom English teaching. Building the Ideal Relationship Between Teachers and Students Application of modern teaching methods can make teaching efficient and do part of work instead of teachers. But it is wrong for some people to hold the view that machine can take place of human beings. It is more challenging role for teachers now that the expectations are more complex. In other words, in the information age, the role of teachers has evolved, moving from a traditional teaching role (being the “holder” of knowledge) to being “facilitators” (helping

students learning the way each learns best) when learners take advantages of the true potential of multimedia as learning tools. At any time, teachers' explanation plays an extreme part, which is a language art and cannot be substituted by any teaching methods. Although teaching methods have changed, teaching laws and characteristics of students' development in body and mind remain unchanged. Teachers should play a leading role in the teaching. In the past, students were thought of to be passive knowledge receiver. Being a teacher is beneficial to improve one's own understanding. Strengthening Teacher Training Multimedia assisted English teaching requires teachers with multimedia computer operating experience. It is a challenge for teachers using multimedia because of heavy preparation work and increasing workload. In the light of the problems the teachers should be trained with the use of modern equipment. They should be familiar with the operation. They should be expert in one thing and good at many. They should know well about modern educational theories and techniques. The Principles of Multimedia-Assisted Teaching (1) Scientific principles. Namely, courseware design cannot appear any errors; (2) Subsidiary principle. We must always adhere to: Although multi-media teaching has many advantages, it is only a supplementary means, and does not substitute for the role of people; (3) Interactivity principle. More interactivity between teachers and students, students and multimedia, more effective results we will have; (4) Combination principle. Combine the advantages of modern teaching and the traditional teaching organically.

In the future, multimedia technology is likely to be a necessity not only for English teaching but also for teaching for many other subjects. As a device which stimulates and at the same time partners the user's processes of thinking, reasoning, and communicating, the multimedia also has the potential to change these processes. Surely, neither should the practitioners be blindly led by the technological innovation, nor should they deny the function of multimedia in language teaching. In sum, regardless of the difficulties lying ahead, we must admit that multimedia do make a revolutionary impact on language teaching. To be

sure, it is a permanent task for a teacher to do more and deeper studies in the application of multimedia. It is no doubt that more practical and effective ways can be worked out to improve English teaching.

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