

# METHODOLOGY OF MULTIMEDIA TECHNOLOGIES IN ENGLISH LESSONS

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**Abstract:** In this article we will try to consider some methodological principles and features of teaching a foreign language in a technical university, based on the criteria for the development of professional competence.

The emergence of the concept of competency-based approach - the "competence-based approach" in European higher education entailed a reassessment of the teaching methodology, including teaching a foreign language. The main goals and objectives of the new methodological approach in education were determined by the Commission "Pan-European Format of Foreign Language Proficiency: Training, Teaching, Level Assessment"

At the pedagogical level, this approach means changing the paradigm of the teaching process, since the main emphasis is not on the transfer of knowledge by the teacher to the student, but on the activation of the role and motivation for students to search for information and teaching keys.

At the methodological level, the specific goals of training programs within the framework of the "competence-based approach" are determined depending on the acquired competencies of future graduates. Such a statement of the problem absolutely corresponds to the structure of multidisciplinary education, or, since there is a practice of English designation, to the Liberal Arts system.

**Key Words:** pedagogical level, methodological level, Projects Method, Case Study Technology, Technology "Debate, multimedia.

## Introduction

The beginning of the 21st century is characterized by the creation of a global information structure, the transformation of information into an economic category, the development of various information technologies, including in the field of education.

Media education, as a set of means and methods of teaching youth today is more relevant than ever. Changes in education occurring under the influence of the rapid introduction of information technology in all spheres of life, impose serious requirements on the level of competence of a teacher who needs to master the role of a consultant for a student. Researchers and educators from around the world emphasize the special need for media education.

The complex of educational disciplines "Liberal Arts" refers to "objects and skills that in classical antiquity were considered fundamental to the competence of a free person who takes an active part in social and creative life, what in ancient Greece included participation in political, social, philosophical discussions, defense in court, participation in construction, military service. " Grammar, rhetoric, geometry, arithmetic, logic, astronomy formed the basis of Liberal Arts.

In the modern world, in the era of globalization of the economy and communications, development of cooperation in all areas of social, political and cultural life, there can be no doubt that English - the language of international communication, the Internet, science and technology - is an integral part of multidisciplinary education.

The general objective of this report is to establish a state of knowledge available on the assessment of students' cognitive skills. The report is structured around the following four questions.

The first step of the mission consisted in gathering the available information on the students' achievements. What do we know about their achievements at the main levels of tertiary education, that is, at the various exit doors available to them? In other words, what information do you have about the knowledge and skills acquired by students during their studies? What do they know and what can they do?

It quickly became apparent that very little data was available on the subject, either locally (at the level of an establishment, a group of establishments or an academy) or at the national level. At the international level, the major operations of measurement of learning such as they are, for example, regularly organized by the OECD or the IEA stop at the gates of compulsory education and generally do not concern the superior. After summarizing the few rare data collected (such as the American studies on the effects of higher education), the work then turned to attempts to explain the scant data available, seeking to describe the practices of assessment of prior learning at university.

Why do we know so little about student achievement? University assessment practices

Faced with the lack of precise data on student achievements, the next step of the mission consisted in questioning evaluation practices, assuming that studying these practices would make it possible to better understand how little of standardized data they produce. We therefore wondered about the characteristics of exams as they are organized in university education. What do we know about practices for assessing student achievement?

Although they occupy an important place in the exercise of the profession of teacher-researcher and they largely condition student learning, evaluation practices remain poorly understood. Heterogeneity is undoubtedly their first dominant trait: there is indeed an absence of standardization of the devices, procedures, requirements and criteria on the basis of which the achievements of the students are assessed. This significant heterogeneity of practices undermines the reliability and validity of the evaluation. We have also sought to draw a differentiated picture of this state of affairs, taking into account the characteristics of the sectors which can influence it. For example, the case study carried out as part of this mission shows that the aggregation competition generates a regulatory effect on the standardization of objectives and content, well in advance of this test.

The report also examines the many factors that contribute to this heterogeneity in assessment practices: the diversity of the objectives and content of the courses, even for a national diploma; the long "humboldtian" tradition of academic freedom, which remains tenacious at the University; the fact that the assessment of prior learning seeks to fulfill very different, even irreconcilable, functions.

The second dominant feature of learning assessment practices is the lack of clarification of which they are the subject. In other words, not only are students not assessed in the same way, but it is also unclear on what criteria they are assessed. The assessment is not carried out, as a priority, with regard to explicit inventories of the knowledge and skills which are expected at the end of the training. The report also seeks to highlight the factors which are likely to explain this lack of clarification of the criteria on which the evaluation is carried out and the correlative development of a normative evaluation.

Why should we know more? Weaknesses and gaps in the assessment of prior learning

The absence of data, standardization and clarification being rather the rule than the exception, the next step of the mission consisted in questioning the reasons which one would have to advocate a modification of this state of a fact which has endured in higher education for many years. The preferred track has been to draw up an inventory of the damaging effects of the lack of data on prior learning and, more generally, of the weaknesses and shortcomings of current assessment practices at the university. These negative effects define, in hollow, the reasons in the name of which actions should be undertaken aimed at better understanding students' achievements and improving the quality of evaluation practices.

After the training, studies have also been devoted to students' perception of the skills they believe they have developed during their higher education. For example, Drew (1998) conducted, through group interviews and then large-scale questionnaires, a study on the skills that students think they have acquired during their higher education.

In the context of higher education which is now invited to produce "employable" students (cf. 4.1.2), the concern of this study was to draw up a subjective inventory of the skills that this level of the educational system allows acquire, in particular generic skills so much highlighted in the current requirements of employers: adaptability, creativity, oral and written expression, ability to work in groups,... Annex 7.2 summarizes the results of this vast survey of students. We discover, in an interesting way, that what is directly measured by traditional university exams (mastery of disciplinary knowledge) is not considered, by students, as the main benefit of their studies: they do, in fact, cite, this element only in fifth position.

There are also similar studies devoted to employers' perception of student achievement, but this external evaluation is outside the scope of our mission. Most of the time, these are surveys which relate to the satisfaction (and more often still, dissatisfaction, etc.) expressed by employers with regard to the skills they consider that students have acquired during their higher education. (Hart, Bowden & Watters, 1999).

Finally, it should be noted that we also have studies which draw up an inventory of skills as they are expected by the world of work. Strictly speaking, it is no longer a question of censuses of knowledge, even perceived, but rather of wishes, expectations and even grievances. However, these studies shed interesting light on the discussion on the aims of university training: they show in particular that there may be a significant discrepancy between the academic aims, often expressed in terms of disciplinary content, and the expectations of the economic and social. For example, a recent report by the CNE (2002a) on higher education in application-oriented mathematics contains an interesting description of the qualities expected of a manager recruited at the end of these fields. This list of skills was developed using interviews with a sample of managers from industrial and service companies who regularly hire this type of student.

It should also be noted that studies in North America have focused on the general effect of higher education. The most recent synthesis of these numerous works is that published in 1991, Pascarella and Terenzini, under the title "How college affects students". This ambitious synthesis aims to draw up an inventory of the impact of the four years of the bachelor's degree in terms of student achievement. She is ambitious in more ways than one. First, it is based on more than 2,600 research studies that have been devoted to this question. Then, the study seeks to identify the effects of American tertiary education from very different angles: cognitive gains of course (from disciplinary knowledge to cognitive development), but also changes in attitude, values and personality. She is also interested in the effects of tertiary education on students' careers, living standards and wages. Finally, it aims to isolate what the authors call the "net effect" of higher education, that is to say the changes actually attributable to the student's passage through higher education, independently of the effects of selection and maturation. To do this, the synthesis is based in part on studies, which are too rare, however, which have compared the skills development of young people with a bachelor's degree with those of young people of the same age, but who have not followed this tertiary education. The effects are very often measured using standardized tests, which are relatively prolific in the

United States, including in the area of specific knowledge. For example, students' "gains" in critical thinking are based on the "Watson-Glaser Critical Thinking Appraisal" test. We will try below to summarize the main lessons from the synthesis of Pascarella and Terenzini, distinguishing three categories of effects: knowledge and skills, general cognitive skills and non-cognitive skills.

The second study was produced by the Agency for the Modernization of Universities, which devoted one of its Meetings to "The organization and preparation of exams". The report of this day (Poirier, 2001) provides interesting information on the assessment practices of students. It shows in particular how the cumbersome organization of exams, accentuated by the semestering of lessons, has had the unfortunate consequence of relegating pedagogical reflections on evaluation to the background.

The third study is a detailed survey of learning assessment practices conducted at the University of Montreal and its affiliated schools, by questionnaire with 643 teachers and by interviews with several samples of teachers and students. The research report, published in 1997, provides valuable insights into both assessment practices and the perceptions of teachers and students (Blais et al., 1997).

Finally, a small number of recent studies are beginning to investigate, in detail and almost clinically, the evaluative behaviors of higher education teachers (York et al., 2000). By the technique of spoken reflection or that of group interviews, we seek to know what are the current behaviors of teachers of higher education when they are confronted with authentic tasks of evaluation.

**Result:** The use of media in the educational process provides an increase in the informative capacity of the content of the training session:

- contributes to the implementation of educational, upbringing and developing learning functions;
- reduces time, allows you to absorb more knowledge;
- concentrate on the assimilation of the most complex topics and concepts;
- allows you to improve the selection of tasks and exercises, making them more visual and interesting);
- forms skills through individualization of training and the development of independent work skills.

This educational and educational potential of the media is realized today in a variety of educational products: educational, scientific, popular science, reference and art electronic publications and resources.

Most Russian and foreign researchers in the field of studying electronic media, their role and functions in education, consider the media and communication, primarily as a means of increasing the effectiveness of training. Modern electronic media and their corresponding media products, combining the capabilities of all the previously existing media and communications, as a rule, implement a whole range of functions and impacts on their audience. On the one hand, this multifunctionality, indeed, opens up a wide range of opportunities for improving the educational process. On the other hand, this situation requires those using electronic media, publications and resources in their work, careful planning and a clear understanding of goals and objectives. This will avoid the negative consequences of various deviations in the functions of the media.

In addition, you must have up-to-date information about the many existing educational media products, be able to use them effectively, create your own publications and resources, take into account their features and the psychological and pedagogical requirements for them.

New media can be seen as a tool with which traditional tasks are processed in a special form. This covers the entire area of text processing. Recently, hypertexts have also been included here. Using a computer, search tasks (vocabulary or data banks) can be solved either directly from a CD-ROM, or via the Internet.

New media can also be used as an assistant in learning, if appropriate programming provides an enrichment of the level of knowledge or educational material. Thanks to the diverse capabilities of such programs, offering multimedia-enriched knowledge, the traditional possibilities of using media to visualize an object are expanding.

A special form of application of new media is the possibility of their use for communication. This happens by connecting computers on the spot or around the world, most often in the form of so-called emails (e-mails), or in the form of videoconferencing (videoconferencing), through which you can not only talk to each other, overcoming any boundaries and distances, but also see each other.

**Conclusion:** In addition, communication includes the ability to receive information via the Internet, as well as to provide information for others to use, so students on the Internet can be both consumers and producers of information at the same time.

Among the advantages of learning with the help of new media, among other things, one can note the possibility of self-determination of the educational process, freeing it from temporal and spatial boundaries, optimizing visibility using multimedia, as well as modeling. With the inclusion of new media in pedagogical institutions, a revision of the basic educational and psychological provisions is simultaneously taking place.

Of course, illustrations, pictures, graphics positively affect the storage of textual information. And yet, it should be borne in mind that the simple addition of various sensory perceptions (visual, auditory, tactile) does not automatically lead to an improvement in learning processes. A more important condition for understanding the use of multimedia in the learning process is the ability to decode character and code systems.

Just as hermeneutical competence is necessary to understand written texts, deciphering hypermedia learning systems requires the ability to understand graphics, animations, and pictures. Quite often, it can be observed that the

economical, but targeted use of various medial forms of presentation has greater consequences than the colorful pile of various media presentations of educational material.

In addition, there is a close relationship between thematic interest and knowledge acquisition. A well-organized educational work using the media can be unsuccessful if students show little interest in the proposed topics. The use of media most often brings with it some novelty effect, which can lead to a motivated and interesting presentation (consideration) of the material, but this interest decreases again after a certain time.

The differences between inexperienced users and so-called experts are also important. As modern children and adolescents grow up in a world of strong media influence, the forms of mastering new media technologies should look different than in the case of adults.

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