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ДОЦІЛЬНІСТЬ ВИКОРИСТАННЯ МУЛЬТИМЕДІЙНИХ ПРЕЗЕНТАЦІЙ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ

Метою статті є аргументація необхідності реформування системи освіти України через залучення новітніх методів та засобів навчання. Доводиться доцільність використання мультимедійних презентацій на заняттях з англійської мови. Розглянуто їх переваги та зазначено певні вимоги до їх організації.
Ключові слова: *мультимедійні презентації, програма Microsoft Power Point, навчальні презентації, інформаційні технології, наочність.*

Целью статьи является аргументация необходимости реформировать систему образования Украины путем внедрения новейших методов и средств обучения. Доказывается целесообразность использования мультимедийных презентаций на занятиях по английскому языку. Рассмотрены их преимущества и отмечены определенные требования к их организации.
Ключевые слова: *мультимедийные презентации, программа Microsoft Power Point, учебные презентации, информационные технологии, наглядность.*

The article gives reasons for the necessity of reforming the education system of Ukraine through implementing new methods and means of teaching. The reasonability of multimedia presentations use at English language classes is proved. Their advantages and some demands to their arrangement are considered.
Key words: *multimedia presentations, Microsoft Power Point program, educational presentations, information technologies, visual aids.*

The role of foreign languages is gaining great importance in modern society. Having good command of a foreign language gives an opportunity for young people to familiarize themselves with the world culture, to use the great potential of the World Wide Web «Internet» in their activity, and also to work with the information and communication technologies and multimedia means of education.

The main goal of teaching foreign languages under modern conditions is to form and develop the students' communication culture, students' mastering practical skills of foreign languages. So, the teachers' main task is to create proper conditions to gain those practical language skills for every student, to select such methods of teaching, which will enable everybody to show his activity and creativity.

Target setting. The goal of this research is the substantiation of the necessity to apply new information technologies, multimedia presentations in particular, while teaching foreign languages.

One of the main problems in teaching foreign languages at the current stage is a low motivation to studying foreign languages. One of the key reasons of this problem existence is the lack of effective modern educational technologies in the training process.

Therefore the issue of applying new technologies while teaching foreign languages raises more and more often lately. They include not only new hardware, but also new forms and methods of teaching, new approaches to training process. Pedagogues of all times were searching and developing methods, principles and approaches, enabling them to present the teaching material in an understandable, fast, creative and emotional manner. The emergence of information technologies has opened up new possibilities by providing data gathering, its storage and reservation. Active use of computers has favoured the realization of didactic and methodological principles of teaching foreign languages. It goes without saying that the adoption of the advanced technologies and their effective use give an opportunity to focus on the key points of the training material, and make this material convincing and effective. Under such conditions a favourable atmosphere of perception is created and thus the problem of the language environment absence is solved to some extent.

Last scientific researches analysis. Though software products afford great opportunities, such innovations make a particular demand to teachers and lecturers. Modern teachers must be familiar with the pedagogical, psychological and information technologies while training broad-minded, competent specialists who are ready for life and communication in the modern society. That's why the authors starting the research on this matter have studied specific literature on applying multimedia training aids, Microsoft Power Point in particular. It should be mentioned that this topic is very urgent nowadays. Many scientists such as Ye.I. Passov, Ye.S. Polat, E.G. Azimov, T.V. Karamysheva, Ye.A. Maslyko, I.F.Kharlamova, K.D.Ushynskyi and many others consider didactic opportunities of electronic training programs and think that these programs are sure to be increasing the efficiency of the training process [3,4,5,6]. The scholars recommend using such programs at all levels of study. Getting down to work the teacher should make a preliminary analysis of the training material in order to determine the topic, section, level, etc. which might be fully revealed by means of multimedia. One of the most important factors is teachers' ability to effectively adapt the training material taking into consideration age and psychological peculiarities of the students. Moreover, presentations should be logically agreed with the lesson structure.

The article's purpose. In this article we consider the so-called «multimedia presentations». The goal is to determine the efficiency of applying multimedia presentations at English language classes.

The teachers' goal is brisking up students' cognitive activity while mastering foreign languages.

One of the most appropriate forms of preparing and presenting the training material at a foreign language classes may be considered making multimedia presentations. Multimedia presentations are a convenient and efficient way

of presenting information by means of computer programs. It combines the dynamics, sound and picture, i.e. those factors which keep students' attention for the longest period.

The statement of basic material. Nowadays there are many types of software, which help create presentations within a short period of time and without gaining special knowledge in the sphere of programming. Microsoft Power Point is one of such programs, which may be used as a means for creating a multimedia training product.

Power Point presentations are widely used by the teachers. They are very convenient as for the teachers, so for the students. Having elementary computer skills, it's possible to create original training materials, which carry away, motivate and target the students on successful results. Educational potential of presentations may be effectively used at English language classes in order to provide visual support while teaching languages.

The advantages of presentations are:

– the combination of various text, audio and video visual aids;

– they are used in all types of speech activity, and also while learning vocabulary and grammar;

– the opportunity of using separate slides as hand-out materials (tables, diagrams, patterns, etc.);

– great opportunity of controlling students' attention;

– providing the effectiveness of perception and memorizing new educational material;

– monitoring of mastering new knowledge and systematization of the studied material;

– influencing cognitive interest and raising students' motivation;

– great field for the classroom and independent work;

– saving class hours;

– forming computer multimedia competence of both, teachers and students, developing their creative skills.

There's no doubt that the positive point is that not only students, but also teachers develop their creative skills on their work arrangement and feel themselves more competent.

The negative point in using multimedia presentations at classes is that the teachers may not have enough hardware opportunities for this work, because of the lack of computer classrooms, multimedia boards, projectors etc.

It's of a great importance for the teachers, that Microsoft Power Point presentations are easy to use. Various information units: texts, grammar and vocabulary materials, graphic visual aids may be most effectively presented by means of great potential of this program.

Graphic facilities of the Power Point program do not contradict any demands made to traditional visual aids, but supplement them with specific computer peculiarities.

Presentations must meet certain requirements:

– neutral slide background colors;

– simple pattern structure;

– reasonable use of animation and sound effects;

– placing no more than five elements within one slide;

– taking into account maximal size of photos (500 B);

– taking into account minimal type size which may be seen by the audience (24 pt).

At English language classes educational presentations are mainly used. They are distinguished according to the types of speech activity (while teaching reading, writing, speaking and listening); according to speech aspects (while teaching vocabulary, grammar or phonetics); according to the types of aids (instructive, semantic, verbal, and illustrative).

According to Ye. I. Passov, using presentations in educational process simplifies the application of various linguistic and speech exercises: imitating, substitutional, transformational, and reproductive ones [6, c.117].

As for the presentations demonstration at classes, it should be mentioned, that it would be better to change slides not automatically but by clicking the mouse, in order to have enough time for the comments and making necessary notes.

It's also important to take into account, that the lesson shouldn't be overloaded with great amount of presentations, and the presentation itself with great amount of bright effects, music etc.

Thus, it may be noted that the Microsoft Power Point program enables the teachers to create training materials of high quality to fulfill certain educational tasks.

Efficient use of educational presentations allows the teacher to consider individual features of the students and favours the development of independent work skills, and so increases students' responsibility.

Conclusion. Presentations presence at classes shows not only the teacher's professionalism, but changes the training process and systematic thinking formation. Thus, opening new sources of knowledge students are becoming more receptive and show better results in studies. They develop their cognitive activity and imagination, team work abilities and independent work skills, opportunities to show their worth, to show activity and creativity.

Information educational technologies are more didactically efficient in comparison with traditional methods and means of training. In this case students' interest is firstly provoked by the hardware aspects of the electronic means being used, and then promotes the growing interest to a foreign language mastering, as a means of cross-culture communication.

Thus, it has been clarified, that applying multimedia presentations at English language classes proves itself. Multimedia presentations can significantly facilitate the training process, help to gain the objects and goals set by the teacher more effectively, diversify the lesson, avoid monotony, make the lesson full of content, diverse; and therefore involving all the students in the training process, attract their attention, arouse their interest to the subject and consequently get positive results in their work.

In general, visual aids help the students master the language material more sensibly, being more interested. Moreover, visual aids mobilize students' mental activity; arouse interest to English language classes, broaden the

scope of the material being learnt, bring down fatigue, train creative imagination, mobilize will, and simplify the whole process of mastering English.

For further research on this issue we believe it to be appropriate to study the efforts of teachers-innovators, to follow recent developments in educational technologies and to implement modern multimedia technologies.

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