

THE IMPORTANCE OF MULTIMEDIA TOOLS FOR DEVELOPING INTERCULTURAL COMPETENCES IN EFL CLASSROOM

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Annotatsiya: Texnologiyaning ingliz tilini o'qitish dunyosiga katta ta'sirini hisobga olgan holda, qanday o'qitishni va ayniqsa raqamli texnologiya EFL o'qitishni qo'llab-quvvatlashini ko'rib chiqish muhimdir. Bugungi kunda o'qituvchilar til o'rganishni qo'llab-quvvatlash va yaxshilash uchun o'quv jarayoniga integratsiya qilishlari uchun juda ko'p raqamli texnologiyalar mavjud. Ushbu maqola chet tili darslarida innovatsion texnologiyalarning zarurligi va ahamiyatini ko'rib chiqishga qaratilgan. Shuningdek, u madaniyatlararo kompetentsiyalarni rivojlantirish usuli sifatida ishlaydigan multimedia texnologiyasini batafsil muhokama qiladi.

Kalit so'zlar: Multimedia vositalari, multimedia ta'limi, kommunikativ faoliyat, haqiqiy materiallar.

Аннотация: Учитывая огромное влияние технологий на сферу преподавания английского языка, важно рассмотреть, как именно преподавать, и, в частности, как цифровые технологии могут способствовать преподаванию английского языка как иностранного. В настоящее время существует огромное количество цифровых технологий, которые преподаватели могут интегрировать в учебный процесс для поддержки и улучшения изучения языка. В данной статье рассматривается необходимость и важность инновационных технологий в преподавании иностранных языков. В ней также подробно рассматривается роль мультимедийных технологий в развитии межкультурных компетенций.

Ключевые слова: Мультимедийные средства, мультимедийное обучение, коммуникативная деятельность, аутентичные материалы.

Annotation: The given the enormous influence of technology on the English language teaching world, it is important to look at how to teach and, especially digital technology can support EFL teaching. There is so much digital technology out there nowadays for teachers to integrate into teaching process to support and enhance language learning. This article aims at dealing with the necessity and importance of innovative technology in the foreign language classroom. It also discusses in detail multimedia technology acting as a method for developing intercultural competences.

Keywords: Multimedia tools, multimedia learning, communicative activities, authentic materials.

Today learning foreign languages is impossible to imagine without the use of multimedia learning tools. Of course, important tasks for the methodology of teaching foreign languages include providing opportunities to illustrate the actual

process of communication in English, and creating an educational environment that provides real conditions for learning use of the target language and its culture. The most significant group of benefits is teaching the virtues of computer-based training. For example, teachers use the ability of computers to react instantly to input information to create simple training programs in the form of exercises. The technical advantage of teaching English with the help of multimedia technology is that sound cards allow users to record their speech and then compare it with the pronunciation of native speakers. Graphics capabilities of computers can represent any type of activity in the form of pictures or animation. This is particularly important when learning new vocabulary, as images on the monitor allow students to associate English phrases directly with actions, rather than with phrases in their native language. These advantages allow us to conclude that multimedia learning has great potential for teaching oral speech in other languages. Through the optimal combination of a number technology (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, and phones) and having additional features (interactivity, graphics capabilities, etc.), multimedia learning provides almost limitless opportunities for teaching and learning more interactive. It is true that we cannot teach everything about cultures. What we can do in the classroom is to help learners to develop ways of finding out more about the cultures what they are learning through analyzing their experiences and developing their intercultural awareness.

Today we have a unique helper that multimedia technology allows us to bring in the best teachers from many countries through the software they create. Multimedia technology is considered to be information technology training that integrates audiovisual information in several media (text, video, audio, graphics, animation, etc.). This implements interactive dialogue with user systems and various forms of selfemployment [1].

The use of multimedia technology in the learning process allows for improvements in the process of organic combination of traditional and innovative forms and methods of education; implementation of training, information, games, modeling, design and analysis functions; performance of such general didactic principles as visibility and accessibility; feasibility of systematic transition from education to self-education; a positive emotional background for training; and linking theory to practice [2]. In addition, multimedia technology is supported by multimedia programs, encyclopedias, dictionaries, and a special information educational environment created for holistic knowledge of the world in the context of computer-aided design and modeling. While teaching different cultures in EFL classroom multimedia technology acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training:

- 1.The pedagogy means continuous improvement of content and methods of education in modern conditions.
- 2.Provides opportunities to identify and support students with linguistic abilities.
- 3.Represents the basis of distance learning.

4. Provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.

5. Creates an artificial language environment, allowing the study of foreign languages (FL) at students' own pace, increasing the independence and responsibility of students when organizing FL training for all age groups. Allows building FL training in accordance with student interests and goals, and allows students to enter into training in the intercultural component of FL.

6. Multimedia technology is new and apparently has limitless possibilities for creation of means of graphic clarity.

Use of culture teaching materials with the help of multimedia tools is rewarding and stimulating for both learners and teachers and they should be used as far as possible in EFL classrooms. Authentic materials such as internet web pages, blogs, TED Talks, TV broadcasts, films, posters, basically anything written in the target language could be very helpful to develop students' intercultural competences where using authentic materials is relatively easy and convenient way of improving learner's general skills as well as confidence in real situations.

Selecting adaptive materials is an essential factor for students to improve their comprehension ability. A selection of authentic foreign material should be used, especially dialogues, because it is more authentic and reflects cultural behavior followed by speakers. Dialogue is a large proportion of authentic listening materials. It provides a wide range of western culture, such as customs, habits, social manners, life style. Through multimedia and network technology the teacher can offer students not only rich sources of authentic learning materials, but also an attractive and friendly interface, vivid pictures and pleasant sounds, which to a large extent overcome the lack of authentic language environment and arouses students' interest in learning. There are many good videos and texts published concerning the classic literacy works and most teachers have access to them and the video equipment. Watching videos is simply another tool for learning and enjoyment. The key point is how to perform different ways in teaching different cultures. One of the very effective techniques is a role play. In a role play students take on the role of another person. It is a popular method for communicative use of language where students are encouraged to use language imaginatively and creatively. Being based on real-life situations it is always welcome in a role play to use authentic materials from English speaking countries (for example train tickets, menus, shopping lists) and record or camera them as a showcase. "Learner-centeredness is important in developing intercultural competences. This principle ensures that learner's own culture is not dealt with as an abstract concept but the focus is put on learner's involvement in it. Learners are encouraged to reflect on their culture on the basis of their own experience. The fact that these analyses take place in English lessons and learners use techniques which they would use to explain their own culture to people from other cultures, make this different from culture teaching in other subjects [Byram, M. & Flemming, M. (Eds.) 1998]. It is warned not to provide learners with ready-made

information which they might need in their analysis but instead, with information and sources where they might use themselves. Even though learners were born into the culture and are familiar with it, they need to require a more distant and general look on their culture together with some information in these analyses. Students collect information using encyclopedias, multimedia software and the internet for the required materials. They will also analyze the information and select what material best fits their cultural topics. Using authentic materials such as internet web pages, blogs, TED Talks, Youtube, TV broadcasts, films, posters and other types of culture teaching materials are encouraged.

Teachers will start with reflecting on learner's own culture and only later introduce the target culture. The principle in which learners are supposed to discover their own knowledge applies even to dealing with the target culture. This technique for developing intercultural competence supported by Professor M. Byram is comparative approach which, as he suggests, should "provide a double perspective but not to evaluate to see which is better". This double perspective can be reached by fronting phenomena from target culture and putting focus on interpreting own ways of doing as not 'natural' but 'cultural' (learned and acquired in home culture). The comparative approach contains evaluation in the terms of improving the familiar, "comparison makes the strange, the other, familiar and makes the familiar, the self, strange - and therefore easier to re-consider" Among other techniques are culture capsule which draw learner's attention to comparisons between the home and the target culture by presenting isolated items about the target culture. This technique uses visual aids with the combination of a number of technologies: phones, videos, books, television, radio, newspapers, magazines, bibliographies and which illustrate the difference, and make a set of questions to stimulate class discussions. Cultural problem solving in cases covers presentation of a problem for learners to solve and to evoke discussion about culture differences. Participants prepare presentations about a real life problem in case-studies using above mentioned multimedia tools. In the cases the problem should illustrate the topic or theme of the discussion and can be set out quite elaborately with a number of points to discuss.

To achieve the learning outcome of the course what EFL teachers are teaching, they are encouraged to combine a number technology such as language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, phones and having additional features (interactivity, graphics capabilities, etc.), as multimedia learning provides almost limitless opportunities for teaching and learning more interactive. If the language is taught associated with its target culture combining multimedia tools, students will acquire the target language with cultural background and correspond in real life situations. Multimedia (computer with additional devices) can be a powerful tool for everyone to learn foreign languages through self-study, and help to developing intercultural awareness in EFL classes.



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