

THE MAIN ADVANTAGES, PROBLEMS AND DISADVANTAGES OF USING MULTIMEDIA IN TEACHING FOREIGN LANGUAGES

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Annotation. Over the past twenty years, specialists in the field of intelligent systems have been conducting active research in the field of creating and using expert systems intended for the field of education. The article discusses the use of expert multimedia systems intended for the education sector.

Key words: education, learning systems, educational technology, multimedia educational information, increasing motivation.

Educational multimedia programs contribute to the integrated structuring of the content components of educational material, independent choice and completion by students of full or abbreviated training options.

Such learning tools contribute to the emergence of not only new opportunities for communication and information transfer, but also opportunities to generate new problems, solutions, new points of intersection, which have a

different place in modern culture compared to traditional and well-known media.

The attention of pedagogical science and practice to the model of personality-oriented education is largely connected with the evolution of philosophical views, according to which a person is put at the center of the scientific picture of the world. Personally oriented education is education that:

- focused on the learner as the main value of the entire educational process;

- contributes to the creation of conditions for the formation and manifestation of the personal qualities of students, the development of their thinking, the formation of a creative, active, initiative personality, the satisfaction of the cognitive and spiritual needs of students, the development of their intelligence, social and communication abilities, skills of self-education, self-development;

- focused on society's need for specialists capable of independently acquiring knowledge, retraining and adapting to new social conditions.

The use of multimedia in teaching allows you to:

- solve the problems of humanization of education;
- increase the efficiency of the educational process;
- develop the personal qualities of students (training, learnability, ability for self-education, self-education, self-training, self-development, creative abilities, ability to apply acquired knowledge in practice, cognitive interest, attitude to work);

- develop the communicative and social abilities of students;
- significantly expand the possibilities of individualization and differentiation of open and distance learning by providing each student with a personal teacher, whose role is played by a computer;

- identify the student as an active subject of cognition, recognize his self-worth;

- take into account the subjective experience of the student, his individual characteristics;
- carry out independent educational activities, during which the student learns and develops himself;
- to instill in the student the skills of working with modern technologies, which contributes to his adaptation to rapidly changing social conditions for the successful implementation of his professional tasks.

The practical implementation of a student-oriented approach using multimedia tools will require the creation and use of modern multifunctional subject-oriented multimedia teaching aids that contain extensive databases, knowledge bases for educational purposes, artificial intelligence systems, expert training systems, laboratory workshop with the ability to specify a mathematical model of the phenomena and processes being studied.

Multimedia is an extremely useful and fruitful educational technology due to its inherent qualities of interactivity, flexibility, and integration of various types of multimedia educational information, as well as its ability to take into account the individual characteristics of students and help increase their motivation.

Providing interactivity is one of the most significant advantages of digital multimedia compared to other means of presenting information. Interactivity refers to the process of providing information in response to user requests. Interactivity allows, within certain limits, to control the presentation of information: students can individually change settings, study the results, and also respond to program requests about specific user preferences. They can also set the delivery rate and number of repetitions to suit their individual academic needs, which is especially important in open education settings.

However, when using multimedia in education, many aspects must be taken into account. Even taking into account the ubiquity of multimedia in the

modern world, it must be recognized that the availability of educational materials and hardware for students varies widely.

To fully realize the academic potential of multimedia technologies, students require the support of competent teachers. Among other responsibilities, teachers must be able to guide student learning and provide effective learning strategies.

Multimedia tools can be used in the context of a wide variety of learning styles and are perceived by people with different psychological and age-related characteristics of perception and learning: some students prefer to learn through reading, others through listening comprehension, and still others through watching videos. films.

The use of multimedia allows students to work on educational materials in different ways. In this case, the student has the opportunity to decide how to study the materials, how to use the interactive capabilities of the multimedia application, and how to implement joint work with his fellow students. Thus, students become active participants in the educational process.

The use of high-quality multimedia makes it possible to make the open learning process flexible in relation to social and cultural differences between students and their individual learning styles and paces, and their interests. Individual learning is the implementation of the principle of active, independent learning, in which students themselves choose which questions to answer and which topics to study.

The interactivity of multimedia technologies makes them extremely flexible, which can be very beneficial for students with special academic needs. In particular, people with hearing impairments experience significant improvements in phonological and reading skills when using multimedia in learning, and the visual presentation of information significantly increases the academic motivation of deaf people. People with significant speech impairments and physical disabilities benefit from the use of multimedia in the learning

process because the tools can be customized to meet the individual needs of students.

Multimedia teaching aids are promising and highly effective tools that make it possible to provide the teacher with a larger volume of information than traditional sources of information; clearly, in an integrated form, include not only text, graphics, diagrams, but also sound, animation, video, etc.; select types of information in the sequence that corresponds to the logic of knowledge and the level of perception of a specific contingent of students.

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