

обучения), осуществимое в условиях информационной среды при реализации возможностей ИТК (незамедлительная обратная связь между обучаемым и средством обучения; компьютерная визуализация учебной информации; архивное хранение больших объемов информации, их передача и обработка; автоматизация информационно-поисковой деятельности и др.). ДО, организованное в информационной среде, позволяет формировать у студентов самостоятельность в выполнении заданий, развивает мышление, творческую активность. Характерными чертами ДО являются: гибкость – обучаемые в основном не посещают регулярные занятия, а учатся в удобное для себя время; экономическая эффективность – средняя оценка мировых образовательных систем показывает, что ДО обходится дешевле традиционных форм; новая роль преподавателя – на него возлагаются такие функции, как координирование познавательного процесса, корректирование преподаваемого курса, консультирование, руководство учебными проектами; специализированный контроль качества – в качестве форм контроля используются дистанционно организованные экзамены, собеседования, практические, тестирующие системы. Одной из основных задач преподавателя в процессе ДО является создание собственных веб-страниц. Средствами ИКТ при дистанционном обучении являются: дистанционные курсы; электронная почта; форум и блоги; чат; теле- и видеоконференции.

EDUCATIONAL BENEFITS OF MULTIMEDIA IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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With the development of technology and the boom of digital revolution, multimedia is increasingly accepted as a means of English language instruction. More English teachers who have tried multimedia teaching hold firmly that teaching English with multimedia makes the English class more active than the

teacher-centered model. Compared to the traditional teaching methods in which students are usually passively spoon fed with large amount of grammatical rules and vocabulary, multimedia has shown its superiority. Students can be easily exposed to sound, video, and animation of the authentic target language, which can give the students the strong visual impact and make them get involved in the authentic language environment more completely. Learners' language acquisition can be improved by means of using the computer's integration of text, sound, graphics and image to present the learning content. The internet offers a lot of opportunities for students to interact with native speakers in a convenient way and provides access to the most updated information throughout the world. Also, teachers can present video and audio materials separately or simultaneously to the students according to the teacher's objectives. In this case, not only could the multimedia make the students get more interested in English learning, but also more progress could be made than in the traditional classroom.

Computers are the main tool used to present multimedia items such as video, Powerpoint presentations, animation and sound. In the classroom, computers have made a huge impact on the way teachers provide information to their students. Using computers, teachers have evolved their teaching methods; instead of lecturing and writing notes on a blackboard, teachers can now show their students visual and audio material to enhance their learning. These methods are much more effective for students who process information visually.

Computer technology has given us **Internet**, which is an electronic medium in which both print and visual resources are invariably bound. At the click of a mouse, text resources present students with a diverse collection of authentic English language texts dealing with a wide variety of interdisciplinary topics, and at each web page link, students have the advantage of reading print texts with the benefit of immediate visual reinforcement provided by pictures and slide shows, facilitating the collaborative effects of print and visual information processing.

Integrating the Internet yields the additional benefit of increased student motivation. Students are eager to begin class and often arrive early at the computer

lab, logging on to the Internet and beginning research on their own. They also often stay after class to continue working on the Internet. Overall, students develop greater confidence in their ability to use English because they need to interact with the Internet entirely through reading and writing. Using the Internet for focus discipline research not only teaches higher order thinking skills, but also promotes critical and social literacy as students encounter a variety of information, synthesizing that information through cooperation and collaboration with their peers.

Projectors are commonly used by teachers. Projectors are used to project images from a computer onto a larger screen so that students can easily see what is being shown. Projectors make it possible for teachers to show a large classroom or auditorium multimedia content such as videos, or Powerpoint presentations. Projectors are now commonplace in classrooms as a tool for showing multimedia.

Nevertheless, the application of multimedia in English teaching is not as widely used as expected. A reason for this could be the underdevelopment of technology and immature pedagogy about using multimedia in teaching foreign languages. For example, multimedia cost is high and not all educational institutions can make use of this tool. In addition, many teachers are not trained in using multimedia to teach English.

In general, those who use multimedia as a teaching tool find that it adds more interest to the class, and because students become interested in multimedia and computers, they learn more language skills. Multimedia effectiveness lies in the ability to expose students to real situations, language use and pronunciation through video, sound, graphics and computer interaction.

РОЛЬ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ

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