

подразумевает под собой все то индивидуальное, что присуще каждому человеку, и формируется через внутреннее отношение человека к языку, через становление личностных языковых смыслов. Необходимо отметить взаимное влияние языковой личности и языковых традиций народа друг на друга (языковая личность принимает участие в становлении языковых традиций, а также формируется на основе уже существующего языкового богатства, созданного предшественниками).

Социализация – основное средство трансформации индивида в языковую личность. Она происходит при соблюдении трех условий: 1) включение человека в определенные социальные отношения; 2) его активная речемыслительная деятельность по нормам, заданным определенной этноязыковой культурой; 3) усвоение законов социальной психологии данного народа. Особое влияние на развитие личностного компонента оказывают два последних условия, поскольку формирование социальной психологии индивида возможно только посредством языка. Следовательно, лингвокультурная личность – это закрепленный в языке национально-культурный прототип носителя определенного языка, составляющий вневременную и инвариантную часть структуры личности.

THE ROLE OF MULTIMEDIA IN FOREIGN LANGUAGE TEACHING

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The employment of modern didactic means and multimedia helps to increase student motivation and facilitates foreign language teaching

process. Multimedia combines education and entertainment, it also stimulates curiosity and supports a motivated perception of information.

In our article we analyse the potential of multimedia as a means of foreign language teaching. Computers and CD-ROMs have changed traditional teaching methodology and they have made the teaching process more illustrative. Learners work more actively and they are more independent and determined in the process of achieving their learning objectives. Their relationship to learning is more conscious and their motivation increases.

Internet is a source of various kinds of information. Its use in the educational process is related either to the teacher and his/her preparation for the teaching process (searching for information, preparation of supporting teaching material, browsing in library catalogues, etc.), or to its use directly during the foreign language lesson. When selecting a particular multimedia programme, the teacher has to consider its appropriateness because not all students have the same abilities, knowledge and experiences. Not to mention the fact that there are substantial differences also in connection with students' abilities to use modern technologies. Ideally, the application of multimedia should not take more than 30 minutes because otherwise, the attention and motivation decrease. The teacher becomes a counsellor, a methodologist and it is up to him/her what teaching conditions he/she creates, or which speed of teaching he/she sets. In other words, it depends on the teacher's ability to present the language input in an interesting, captivating way.

Various internet sites offer a great number of additional teaching materials (authentic texts) for foreign language learners according to their proficiency levels. These can be used within a particular lesson, when the teaching input is graded, or various selected texts can be embedded into a

thematically related context. Instructions for individual activities are written in foreign language and thematically, they belong to the category of information on target language culture. Activities range from the most simple communicative activities up to the solution of problem-solving activities, where there is a need to find some other complementary piece of information. Internet is an excellent and effective training for those who wish to improve their foreign language skills. Browsing through various sites, accumulation of new facts that come from various parts of the world and communication through e-mails, all these get user in touch with many representatives of other cultures, which is undoubtedly a stimulating moment. The learner also studies the conventions of general communication – he/she learns how to create short messages, to give specific, detailed and clear meaning to things he/she wants to express.

Work with information technologies is difficult because it presupposes a certain degree of information literacy. Beyond doubt, we may include here a certain level of English language proficiency, being a language of modern technologies; or computer skills (i.e. to search and to create information, to orientate oneself within the computer network), etc. It is not an easy task, but in the 21st century, the age of globalization, it is an inevitable prerequisite for functional literacy. English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet. Graddol's study (2000) suggests that in the year 2000 there were about a billion English learners- but a decade later the numbers doubled. The forecast points to a surge in English learning, which has peaked in 2010. The same study indicates that over 80% of information stored on the internet is in English. For the first time there are more Non-Native than Native users of the language. Work with information technologies and knowledge of at least one foreign language are

fundamental requirements on the labour market. University students are educating themselves in professional themes, foreign languages and information technologies but, at the same time, they should improve their skills related to the presentation of all these knowledge. Implementation of information technology that will be used by the majority of graduates is a method, which is in a full compliance with the ongoing development of society. That is why it is necessary to develop a wide spectrum of language skills.

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