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Methods of using multimedia software in teaching English to preschoolers

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Annotation: This article is devoted to the topic of using ICT technologies in English lessons in preschool institutions. The paper highlights the main tasks of interactive learning, and also discusses the use of interactive techniques in various teaching materials. Emphasis is placed on the method of projects, on the research method. In addition, the article focuses on the use of multimedia technologies, identifies their main functions, didactic tasks.

Keywords: ICT use, technology, English lesson, preschool age.

The process of emergence and popularization of multimedia technologies is integrally connected with the history of the development of information technologies. Despite the fact that there is no clear division of the periods of multimedia technologies, there is a distinction according to the stages of development. There are four stages, depending on the events that took place in each period, and the achievements that have been made in this area. All stages are divided by year.

Let's start with the prerequisites for the emergence of multimedia technologies. The following years can be considered the first stage in the emergence of multimedia technologies: from 1945 to 1960. It was in 1945 that the American scientist Vanniver Boucher created the concept of memory organization "MEMEX", which involves the search for information according to its semantic content, and not according to external characteristics. Thanks to this idea, hypermedia and multimedia systems are created. Speaking of hypermedia, it is worth noting that the term was introduced by Ted Nelson, who introduced it in his work " Complex information processing ". This term includes text, sound, video, graphics necessary to form the basis of a non-linear information environment. The term multimedia has something in common with the term hypermedia in that they both aim to describe sequential data.

Within the framework of the second stage (1960–1975), one can single out the active construction of multimedia applications that are useful in all areas of activity. This is true, because already at the present time we notice the extensive use of multimedia applications in all areas of activity. In the field of education, they help to consolidate and develop knowledge and reduce learning time.

At the third stage (1975–1990), the process of spreading multimedia technologies can be traced, which includes graphics, text, sound recording, video, photographs, etc. At this stage, it is possible to single

out the creation of the most positive environment for the technical implementation of multimedia due to the increase capabilities of personal computers and the formation of ideas of object-oriented programming. In today's world, there are more advanced computers that have a greater range of features, which is a fertile ground for the use of various advanced multimedia applications.

The fourth stage continues to the present, as multimedia technologies are successfully developing to this day. Learners can make their learning process easier because apps are powerful tools for delivering learning material, with multiple networks of adaptation to learners' needs, and of course, helping them to easily find the information they need. In addition, multimedia applications are made as accessible as possible to users, which positively affects their frequent use.

The very word “multimedia” has become entrenched in our language, and therefore it is difficult to imagine the computer world without it. Of course, this concept has several meanings. In our opinion, the most accurate definition was given by Sergey Novoseltsev, who defined multimedia as a complex of software and hardware tools that allow the user to work interactively with heterogeneous data (text, sound, graphics, video, animation) organized as a single information environment. It can be seen from the concept that multimedia contains several types of data of various kinds (sound, text, video, animation, graphic image) into a single whole. In itself, this concept has three faces.

Let's start with the fact that multimedia acts as an idea, that is, as a new approach to storing various types of information in a single digital form. Secondly, multimedia - as equipment for storing and processing information, it is impossible to realize a multimedia idea without it. Thirdly, multimedia is software that allows you to combine four elements of information into a ready-made multimedia application. The purpose of multimedia technologies is to create a product that contains texts, sound, animation, video, images, as well as various control mechanisms, and includes an interactive interface. Interactivity is a property to respond to user actions, as well as to control the user. In our work, we define multimedia technologies as information environments-interfaces that provide input and output of information of various types to a computer, computer creation, processing and display of information of various levels and structures for perception by all human senses at the same time. Important in computer history is a multimedia product implemented in practice, which was created on the basis of a museum inventory database using all possible types of data: sound, image, animation, hypertext system. This multimedia product combined the basic principles of multimedia:

– presentation of information using a combination of many human-perceived environments;

- the presence of several storylines in the content of the product;

- artistic design of the interface and navigation tools.

A multimedia product is the most effective form of information presentation in the environment of information computer technologies. Such a multimedia product allows you to combine large amounts of information, and information can be of various kinds. Thanks to interactivity, you can select a block with exactly the information that we need at the moment. And it helps to perceive information more effectively.

Learning aids are material objects involved in the learning process as carriers of educational information and a tool for the activities of the teacher and students. The educational process contains many actions, and all these actions are carried out with the help of various means of learning, possibly by the teacher and the student, and also simultaneously. Learning tools allow you to achieve high results in education and improve the efficiency of the organization of educational activities.

Material resources can be supplemented by ideal means - the functionality of the teacher (speech, gestures, behavior, etc.) and products of mental activity (theories, ideas, concepts). Ideal teaching aids can be divided into verbal (gestures, facial expressions, pauses, timbre and volume of voice, speech) and materialized (tables, charts, graphs, etc.).

Learning tools help facilitate the learning process by reducing time spent; convey the information necessary for learning in a more accessible or concise form for students; consider objects or processes in parts and as a whole.

The term "multimedia" appeared as a result of the merger of two Latin words: multum - many and media, medium - means, connection, combination. "Multimedia" in the framework of information technology means the combination in the computer environment of the whole variety of tools that allow you to present different information models of the world, creating a systemic effect of the most complete perception of it by a person.

Learning tools, or multimedia learning tools, created on the basis of multimedia technologies, allow organizing the educational process, contain tools that ensure the automatic creation of basic elements (sound, text, graphics, video information) and allow them to be combined in one software module (multimedia application).

By a multimedia application, we will understand a reproducible software module, where the basic multimedia elements are connected by a user interactive interface and, thus, create a multimedia information system [14, p. 7]. Multimedia applications are used to simplify the organization of the learning process, in which students easily learn the material, while participating in the discussion of the material with the teacher and fellow students. The advantage is that such applications combine all types of information presentation: graphic, text, sound, animation.

The tasks of using multimedia teaching aids in the process of education include: increasing the motivation of students' cognitive activity; reducing the time spent on searching and studying the necessary information in the modern contradiction between the limited amount of time for searching and studying information and its increasing flow; a variety of forms of education, accessibility to various sources of information, ease of obtaining it; development of skills of collective knowledge and joint work; raising the cultural level of students.

To improve the learning process, multimedia resources provide the following opportunities:

– visualization of abstract information and dynamic processes;

- the simultaneous use of several channels of perception during the learning process, which helps to achieve the unification of information that is delivered by different senses;

– imitation of real situations;

- the development of cognitive structures of the individual, which includes the material being studied, which is included in the educational, historical, social contexts, as well as forming a systematic interpretation of the material being studied for students.

In essence, the use of multimedia in educational processes contributes to the implementation of the traditional didactic principle of visibility and the modern principle of interactivity in the educational process.

It is also necessary to take into account the disadvantages of using multimedia teaching aids in the educational process:

- not all students can use multimedia tools and not in any educational situation in the process of independent work and during self-study;

- there may be a dispersion of students' attention due to the saturation and colorfulness of the information provided. If complex ways of presenting information are used or the logic of the presentation of the material is violated, then students may be distracted. In addition, not all people can perceive information using all the senses, and this may affect the learning process of such students;

- no matter how much we praise the convenience of multimedia, nothing can completely replace real situations and experiences and natural objects;

- teachers and students are not sufficiently prepared to use multimedia tools. Some traditional forms and teaching methods are not compatible with the use of multimedia tools, they need to be improved;

– multimedia materials are quite difficult to create.

Description of the features of multimedia technologies is a very important aspect in the formation and development of the information direction. In order to understand what types of multimedia

technologies exist, it is necessary to understand what main directions can be distinguished when using them.

The use of multimedia technologies can be divided into the following types:

– individual and general use;

– use by professionals or consumers;

- in the use of interactive and non-interactive;

– in the use of information remotely or at the location.

Let's consider them in a little more detail. As for technologies for individual use, the following types can be distinguished here: multimedia workplaces, classrooms, special computers for maintaining documents. The general ones include: presentation technologies using a computer, interactive terminals.

The category of technologies used by professionals or ordinary consumers includes multimedia zones (projects, graphics, etc.). This also includes simple systems in which a microprocessor is built in and which can be easily used in everyday life by an ordinary consumer. Examples of such systems include Play Station , game consoles, etc.

Already at the initial stage of development, the rapid development of multimedia was noticeable, which is explained by the rapid development of stationary computers. Today they are in almost every home, and someone can meet two or more. Already at the initial stage of development, information was learned to be recorded and stored on special CDs. Over time, technology improves, so today we are witnessing the rapid development of remote multimedia technologies.

If we talk about the use of interactive and non-interactive technologies, it should be noted that a considerable number of specialists insist that non-interactive systems cannot be called multimedia. Many people use non-interactive multimedia in various presentations and exhibitions in order to maximize the interest of the audience. Therefore, the number of non-interactive systems can gradually increase significantly.

There is more than one approach to the classification of multimedia teaching aids. Most of all, these funds are distinguished depending on the methodological or functional purpose. According to the functional purpose, the following classification of multimedia teaching aids is distinguished: teaching, which present educational information and guide learning, depending on the students' knowledge, as well as individual interests and abilities; instrumental, necessary for the creation of software and the organization of educational and methodological materials; diagnostic, necessary to determine the level of training and intelligence of students; administrative, designed for the automated process of

organizing training; managers who help manage the activities of students during the performance of work; gaming, accompanied by types of gaming and educational and gaming activities.

According to the methodological purpose, the following types of multimedia teaching aids are presented: training, which are useful in processing skills and abilities during the consolidation and repetition of the studied material; mentoring, which are necessary for learning new material; controlling, designed to control the level of assimilation of the studied material; simulation, creating a certain aspect of reality to study its structural and functional characteristics; information and reference, helping to obtain the necessary information; demonstration, necessary for a visual presentation of the material; games that help to play out situations in order to develop an optimal action strategy for the development of thinking.

Let's go directly to the types of multimedia. Specialists studying multimedia have now deduced a classification of modern multimedia technologies. They are usually divided into two groups according to the way information is presented: linear and non-linear. First, the world got to know linear multimedia thanks to the developers. An exclusive feature of linear multimedia technologies is that the user is not able to influence the course of events. That is, here you can refer any recorded information in finished form to some source. For example, a movie or a presentation. Non-linear multimedia appeared relatively recently. And, of course, it has its advantages. Unlike linear technologies, non-linear multimedia allows the user to influence what is happening. This includes computer games, including educational ones, where there is a choice. The main feature of this type is the ability of the user to participate in the desired output of information. The user interacts with the means of displaying multimedia objects. This process of human-computer interaction is called interactive. Currently, interactive whiteboards are the most popular and universal means of teaching.

Information technology has a strong influence on the higher education system in Russia. With their appearance, many changes in education are associated. The use of media technologies in the learning process increases the informative content of the lecture; helps to focus on fixing difficult topics; due to the fact that such technologies help to reduce time, the possibility of mastering a decent amount of knowledge increases; the optimal selection of exercises is simplified, it is more interesting for students to perform them and the material is presented in a more visual form; forms skills and abilities through the development of independent work skills.

The use of multimedia technologies in the process of teaching students is associated with the following significant functions:

– modeling of the processes under study;

- individualization and division of the learning process (regulation of the information richness of the lesson, taking into account the individual characteristics of students);

– the possibility of demonstrating the studied phenomena, events and processes in the dynamics of their retrospective and prospective interpretation;

- representation of such processes and phenomena on a computer screen that cannot be directly perceived;

- interactive coordination of the processes under study, which can be conveniently displayed on the screen (virtual participation of students in the analyzed process or phenomenon, that is, complete immersion of students in the atmosphere of the phenomenon being studied);

– implementation of the current and final control over the cognitive activity of students with the establishment of feedback;

– ensuring free access to global and local information networks;

- emotionality, colorfulness and expressiveness of educational information displayed on the screen;

– the possibility of showing the studied processes and phenomena to fairly large educational audiences, which is especially convenient in the framework of lectures;

– strengthening the motivation for learning.

Information technology is developing rapidly at the present time, therefore, it is quite obvious that educational institutions will use completely new approaches to learning. Such new approaches can help create important conditions for the further development of professional, communicative and creative knowledge. The fact that multimedia educational materials are already being introduced into the educational process suggests that we can trace the formation of a new stage in the introduction of information technologies in universities.

All of the above is well reflected by N.Yu. Khlyzova in her definition of multimedia. In her opinion, multimedia is a universal tool, because it acts not only as a learning tool that simplifies the learning process for students, making it accessible, effective and interesting, but also as a means of media education that forms students' media competence, as well as the ability to select, evaluate and create messages, as well as a means of developing psychological processes, which include memory, perception, imagination, attention, logical thinking.

If we compare traditional teaching methods with multimedia programs, then the latter have a number of advantages. Thanks to the use of multimedia programs, types of speech activity are trained, communicative situations are created, linguistic phenomena are more easily understood, linguistic abilities are formed, and an individual approach is implemented.

According to the stages of development of multimedia technologies, initially the funds were not directed to education, but it was in this area that they were widely used. A multimedia product is the most successful form of information presentation in the environment of information computer technologies. There are several approaches to the classification of multimedia teaching aids. In our work, we differentiated them depending on the methodological and functional purpose.

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