MULTIMEDIA TECHNOLOGIES AS A WAY TOIMPROVE THE EFFICIENCY OF THE PROCESS OF TEACHING FOREIGN LANGUAGES

Turdieva Nargiza Mardonovna

"Silk Road" International University of Tourism and Cultural Heritage

Djurayeva Gavkhar Normuratovna

"Silk Road" International University of Tourism and Cultural Heritage

Nabiyev Obidjon Abdullo o'g'li

"Silk Road" International University of Tourism and Cultural Heritage

Abstract: The modern language teachers have new challenges and duties given by the new era. The tradition of English teaching has been drastically changed with the remarkable development of newer technologies such asmultimedia technology. Technology provides so many options as it makes teaching interesting and productive becauseit has capability to attract the language learners. David Graddol states that "technology lies at the heart of theglobalization process acting education work and culture". thus, technology is one of the most significant drivers of both social and linguistic change.

Since there are more and more English learners in Uzbekistan, the language teachers use a variety of teaching methods for effectiveness of their experiment. One method involves the use of technology in English language teaching in order to create English contexts.

The rapid development of science and technology such as multimedia technology has offered a better tool to explore the new teaching method. In fact, multimedia technology has played an important role in English language teaching, especially, in the non-native speaking of English situations. Therefore, it helps the students to get involved and learn according to their interests. It has been tested effective and has been widely accepted as a tool for English language teaching around the world. In particular, it has been utilized for the upgrade of modern techniques of language teaching.

Nowadays, many academicians and teachers get to know the importance of using different technological devices in both, language teaching and learning processes equally. The new approaches have made language teaching more productive, effective, and interactive. Therefore, the paper aims to analyze the use of technology to foreign language teaching in the non-native speaking countries and to bring out the problems faced by both teachers and learners of English. Further, some exploration of the possibilities to use multimedia technologies for effective teaching of English is to be attempted. Moreover, this study will provide some examples of free language teaching websites

Key words: methodology, intelligence, knowledge, developing methodology, teacher, student, quality of education.

I. INTRODUCTION

With the rapid development of science and technology, the emergence and development of multimedia technology and its application to teaching, featuring audio, visual, animation effects come into fullest play in foreign language teaching classes and sets a favorable platform to reform and to explore on the English teaching model in the new era. There are numbers of important concepts relate to terms of education, such as E-Learning, distance education, and adaptive learning. E-learning is meant to be the use of electronic media and information communication technology in teaching and education. E Learning is the use of media components such aswords and pictures to convey content and knowledge.

Social media and smartphone apps have been bringing the world and its ideas closer to us in most of the thousands of languages we speak across the globe ever since broadband Internet was the hot new thing. Now the World Wide Web has gotten small enough to fit in our pockets, along with Android and iOS.

Multimedia technologies have emerged as a necessity to meet the challenges posed by the development of information technology in education. The utilization of multimedia technologies in teaching and learning isnecessary and important nowadays due to its capability to deliver input learning easily. Multimedia refers tochannels, gadgets, and machines, which transmit information to learners. It includes text, graphics, videos, audios and pictures.

The multimedia learning theory principles state that students acquire language better from input enhanced by text and pictures than with text alone.Forms of working with computer tutorials in lessons foreign languages include:

- the study of vocabulary;

- practicing pronunciation;

- teaching dialogic and monologue speech;

- training in writing;

- development of grammatical phenomena.

The possibilities of using Internet resources are huge. Global the Internet creates the conditions for obtaining any necessary students and teachers of information located anywhere in the world: regional geography material, news from the life of ESL students and teachers, articles from newspapers and magazines, necessary literature,etc.

According to the cognitive theory of multimedia learning, meaningful learning depends on all three of these processes occurring for the visual and verbal representations. "Printed core materials, it was felt, would survive, but the demand for 'a better fit' meant that the variety of add-ons would grow, and as technology developed and became more available these supplements would be increasingly available online" (Block, 2002; p. 165). Mayer (2009) proposed, "An alternative to purely verbal presentations is to use multimedia presentations in whichpeople learn from both words and pictures – a situation that I call multimedia learning". It is fair to assert that the growth of multimedia has facilitated the growth of the English language to a large extent. The role of the teacher becomes one of facilitator and supporter, rather than instructor (Westwood, 4). Mayer (2009) expressed the rationale for multimedia presentations – that is, presenting material in words and pictures – is that it takes advantage of the full capacity of humans for processing information (Mayer, 9). Westwood (2008) asserted that

"the teacher or tutor has the role of general facilitator of the group discussion, but does not direct or control the investigative process (Westwood, 31). One of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning (Thamarana, 2015).

THE USE OF MULTIMEDIA TECHNOLOGY IN TEACHING

As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. There are teachers who use the "leading edge of technological and scientific development" (Young and Bush 2), but the majority of teachers still teach in the traditionalmanner. However, this paper does not claim that none of these traditional manners are bad or damaging the students. In principle, they are proving to be useful even today. There are many opportunities for students to gain confidence in learning English who learn the language for more than just fun. For them, to keep pace withEnglish language teaching and gain more confidence, they have to stride into the world of multimedia technology. Here, multimedia technology refers to computer-based interactive applications that use both the hardware and software, allowing people to share their ideas and information. It is a combination of text, graphics, animation, video and sound. The twenty-first century is the age of globalization and information technology as Harry Samuels argues,"Much more recent developments in social media and information technology are taking foreign-language education in new directions". Currently, information technology has become an integral part of our lives. Now it is almost impossible to find the scope of human activity without technology. The active use of information technology is also observed in the field ofeducation. Recent advances in high technology are mandatory for improving the educational process and its transfer to a qualitatively new basis. There was an opportunity to transmit information by various software and hardware tools that allow ESL students and teachers to process information in the audio and visual community, i.e., multimedia. The use of electronic dictionaries, encyclopedias, interactive textbooks and manuals, games, Internet resources, simulators, electronic presentations, etc. allows ESL students and teachers to increase theefficiency of mastering the material. The traditional learning process requires the study of theoretical data and the experience necessary for successful communication within the framework of the discipline being studied. The use of multimedia can positively affect several aspects of the educational process at once. In the conditions of classroom teaching, the teacher does not always have to pay due attention to each student, which leads to a loss of motivation for learning and a decrease in the level of knowledge, skills and abilities. Learning can be perceived by different people: some prefer to learn by reading, others by listening, a third by watching a video, etc.The use of multimedia tools in the classroom in a foreign language allows ESL students and teachers to implement a personality-oriented approach. e. the activation of students, increasing interest in the subject and providing the opportunity to organize the independent work of each student, taking into account his age, psychological characteristics and level of language proficiency. "To work with multimedia tools, students can influence their own learning process, adjust it to their individual abilities and preferences." They study exactly the material that interests them, repeat the study as many times as they needit ".

As the English language teaching models change rapidly, there has been a significant growth of literature regarding the use of technology in English language teaching. These literatures unequivocally accept technology as the most essential part in teaching. Such a tendency has emphasized on an essential role of technology in pedagogy in which technology has been dominant over the teachers. As a result, if we ignore technological developments, the teachers will never be able to catch up with the new trend, irrespective of our discipline or branch. Here, Rana says, "Teachers need to stop following the same old ways of teaching and experiment and acknowledge that the world is changing and we need education that augments that change". For this reason, it is important for language teachers to be aware of the latest and best equipment and technologies to have all information of what is

available in any given situations. Students can receive information on a problem that they are working on.. It could be a joint work of Uzbek schoolchildren and their foreign peers from one or more countries. One of the most revolutionary achievements in recent decades that significantly influenced the educational process throughout the world, it became the creation of a worldwide computer network, called Internet, which literally means "international network" (eng, international net).

The use of cyber space (cyberspace) for educational purposes is a completely new area of general didactics and private methods, since the changes occurring affect all aspects of the educational process, starting from the choice of techniques and work style, ending with a change in the requirements for academic level ofstudents.

The substantive basis of mass computerization of education, certainly related to the fact that a moderncomputer is an effective means of optimizing mental working conditions in general, in any its manifestation. R.Williams and C. Mackley in their article "Computers at School" they write: "There is one feature of the computer that is revealed when using it as a device for teaching others, and as an assistant in acquisition ofknowledge, it is his inanimate. The car can be "friendly" communicate with the user and at some points"support" him, however, she will never show signs of irritability and will not make ESL students and teachersfeel that she was bored. In this sense, the use of computers is perhaps most useful when individualizing certain aspects teaching. "

The main goal of learning a foreign language in high school is formation of communicative competence, allother goals (educational, educational, developing) are implemented in the process the implementation of thismain goal. The communicative approach implies communication training and intercultural capacity buildinginteraction, which is the basis for the functioning of the Internet. Beyond Internet communication does not makesense - it is an international multinational, cross-cultural society whose livelihoods are based on electronic

communication of millions of people around the world, speaking at the same time - the most giant in size andnumber of participants conversation that ever occurred. By joining it in a foreign language lesson, we create a model real communication.

ADVANTAGES OF THE USE

As the multimedia technology becomes more readily available to all of us, it seems appropriate that thelanguage teachers should integrate it into their lesson and assessment planning in the same way they have beendoing with video, film and computer-assisted learning strategies.

Motivates Students to Learn English

The traditional teaching methods are unpopular and less effective in the English language classrooms. Now,multimedia technology, with the help of audio, visual and animation effects, motivates the students to learnEnglish quickly and effectively. In this connection, Rana says, "We also need to take into account that as humanbeings, we're very visual beings, that what we see tends to affect our judgement more, and technology helps inbringing that visual aspect to education. Who here would prefer a lecture class over a presentation?". It makesan easy access to information regarding the culture of the target language. With such features as abundant information and crossing time and space, multimedia technology creates a real-life or native speaking countrycontext for English language teaching, which greatly cultivates students' interest and motivation in learning thelanguage.It is important to note that Internet resources help to make the process of learning a foreign language moreexciting, as they provide teachers with the opportunity to vary the methods of presenting information and makelearning practically directed. Moreover, due to the fact that Internet technologies are one of the most importantsources of information in modern society, when they are included in training, students acquire the necessaryskills to use Internet resources.Develops Students' Communicative CompetenceIt is hard to achieve the goal of learning English language through the traditional teaching because it

hampers the students' capacity to understand the structure, meaning and function of the language. Such teachingmethod makes the students passive recipients of knowledge. But, now, multimedia technology has been a greathelp to integrate teaching and learning and provides the students greater incentives, carrying for "students'future competitiveness at the workplace" (Healey et. al. 11).

The teachers' instructions lead to the students' thought patterns and motivate the students' emotions. ToSuleimanNihat Sad, the utilization of multimedia ethnology "breaks the monotony of traditional classteaching and is enjoyable and stimulating". For example, the use of PowerPoint template activates students'thinking and the capacity to comprehend the language. Its audio and visual effects help them to transform English learning into capacity cultivation. It creates a positive environment for the classroom activities such as group discussion, subject discussion and debates, which can offer more opportunities for communication amongstudents and between teachers and students. thus, multimedia technology encourages students' positive thinkingand communication skills in learning the language.A significant role in the process of modernization of education is played by various Internet resources.Using non-adapted texts from other newspapers and magazines allows ESL students and teachers to learn thelanguage in its modern functioning. Various types of Internet telephony (Skype), "instant messaging" programs(Telegram, WhatsApp), "social diaries" (LiveJournal) and "social networks" (Facebook), as well as videoconferencing have ample opportunities for effective language acquisition. Communication with native speakersis also very available and easy with the help of these developments. It also gives students the opportunitywithout additional material and time costs and the formation of communicative competence.Widens Students' Knowledge about the Culture of EnglishThe use of multimedia technology, "connected to the target culture", offers the students with moreinformation than textbooks, and helps them to be familiar with cultural backgrounds and real-life languagematerials, which can attract the students to learning. the learners not only improve their listening ability, butalso learn the culture of the target language. Having the abundant information through the use of

multimediatechnology, the students can be equipped with knowledge about the culture of the target language. This bringsabout an information-sharing opportunity among students and makes them actively participate in the classactivities that help the students to learn the language more quickly and effectively.

The appeal to classes on audio and video materials (songs, instructional films with a thematic focus, newsprograms, television shows, commercials, etc.) also contributes to the diverse educational activities of studentsand allows ESL students and teachers to artificially create language environments, load students into therealities of others in this way, not only linguistic, but also sociocultural competencies are formed.

Improves Teaching Efficiency

Using multimedia technology in the language classrooms improves teaching contents and makes the best ofclass time. It breaks the teacher-centered traditional teaching method and fundamentally improves the teachers'teaching efficiency and has become "central to language practice" (Motteram). For large classes, it is difficult for the students to have speaking communication, but the utilization of multi-media sound laboratorymaterializes the face-to-face teaching. The traditional teaching techniques only emphasize on teachers'instruction and provide limited information to the students. But multimedia technology goes beyond time andspace, and creates more real-life environment for English teaching. It stimulates students' initiatives andeconomizes class time, providing more information to the students.

One of the advantages of using multimedia tools is the fact that they help optimize the control and self-control system, thereby facilitating the work of the teacher, as well as developing the independence of students.Thanks to the use of computer tests, students get the opportunity to independently monitor the degree of assimilation of the studied material and, if necessary, repeat it.Using multimedia tools also provide a variety of training sessions that allow expanding the vocabulary andexploring new patterns of utterances, improving the memorability of the studied language constructions and therelationship between these constructions, teaching certain skills.When communicating in a true language environment provided by the Internet, students find themselves inreal life situations. Involved in a broad circle of significant, realistic, interesting and achievable tasks,schoolchildren learn to respond spontaneously and adequately to them, which stimulates the creation of originalutterances, rather than the template manipulation of language formulas.

Paramount importance is given to understanding, transferring content and the expression of meaning, whichmotivates the study of the structure and vocabulary of a foreign language that serve this purpose. Thus studentattention focuses on using forms rather than themselves, and learning grammar is carried out indirectly, in directcommunication, excluding pure study of grammar rules.

The modern teaching reflects the themes of our era, with its abundant information. Multimedia assistsEnglish teaching, displaying contents actively and intuitively, which makes them talk and communicate the relative concrete content joyfully, also, students obtain perceptual understanding from so vivid and largeinformation, generating distinct image and inspiring their thinking so that to deepen their understanding oflearning content within a short time. Multimedia realizes openness, interaction, sharing, cooperation andautonomy of English learning between teaching and learning, which renders all-round sensory stimulation.

Cognitive psychology argues that mobilizing multiple senses to apperceive is more comprehensive, profoundthan the single one. Simultaneously, it improves input of information overtly and quickens the tempo on theclass, also, increases the efficiency.Enhances Interaction among Students and between Teachers and StudentsGary Motteram is one the scholars to work on the effectiveness of technological use in the languageclassrooms. He says that it is still "the case that most teachers work in physical classrooms and looking at waysthat these spaces can be augmented with digital technologies is a very good starting point" (7). In fact,multimedia technology in teaching focuses on the active participation of students, and enhances the importanceof interaction among students and between teachers and students. One of the main uses of multimediatechnology in the classrooms is to improve students' ability to listen and speak, and thereby develop theircommunicative competence. In this process, the teacher's role as a facilitator is particularly prominent. Theutilization of multimedia technology can create a context for the exchange of information among students andbetween teachers and students, emphasizing "student engagement in authentic, meaningful interaction"(Warschauer 2). This opportunity improves on the traditional classroom teaching model. In doing so, theteachers in the classrooms no longer force the students to receive the information passively.Multimedia resources act as a means of intensifying the educational process, individualizing instruction andpartially automating the work of teachers related to accounting, measuring and evaluating students' knowledge.Students can take part in tests, quizzes, contests, contests conducted over the Internet, correspond with peersfrom other countries, participate in chats, video conferences, etc.Creates a Conducive Teaching Environment in the ClassroomsThe use of multimedia technology in the classrooms creates a favorable environment for language teaching.Highlighting the importance of its use, Healey et. al. say, "Bad teaching will not disappear with the addition ofeven the most advanced technology; good teaching will bene! t from appropriate use of technology to helplearners achieve their goals". This technique makes the language class lively and interesting, motivating thestudents to participate in the classroom activities. Multimedia technology has its own features such as visibilityand liveliness that produce special effects on the participants. While teaching English language through it, thesounds and pictures can be set together that enhance the active participation of both teachers and students. Theteachers can show pictures and images of native speaking situations to enrich the sharing of informationeffectively. They also imagine different contexts while preparing for the lesson.In the similar way, using the multimedia technology, the students in the class can receive abundantinformation about the language clearly. Thus, using multimedia technology in English language teaching iseffective in cultivating students' interest in learning, improving the teachers' interest in teaching.

Provides Opportunities for English Teaching outside the ClassroomsTeaching English with multimedia technology is flexible that focuses on "how English language teachers,teacher educators, and administrators can and should use technology in and out of the classroom" (Healey et. al.2). This means that multimedia technology provides opportunities to have English teaching not only within theclassroom situations, but also outside the classroom situations. It creates a multimedia language environment forteaching English. Teaching should be handled by the teachers but it should be student-centered, which is one ofthe principles of good language teaching. Sometimes, the students' problems are addressed in the classroomteaching, but other times they should be handled outside the classroom contexts, which is "usually carried outusing asynchronous tools, such as e-mail or conferencing systems" (Warschauer 4). In such instances, thestudents can take the advantage of multimedia technology, contacting the teachers through internet and havingtheir problems resolved thereby.Makes the job of teachers' less stressfulThe introduction of computer technology in the educational process helps to improve not only students, butalso teachers, because it provides an opportunity to share methodological experience with domestic and foreigncolleagues.The integration of multimedia tools in the educational process contributes to the saving of materials spent bythe teacher and educational institutions. The advent of computerized classes, multimedia tools, interactivewhiteboards and other multimedia tools reduces the need for prints and additional handouts.Multimedia teaching breaks the traditional teacher-centered way, which shifts the focus to the students, whocould obtain the knowledge under guidance of teacher via the interaction between them. During the period ofEnglish learning, if all the senses can be triggered together, then enthusiasm of students is mobilized furthest.

DISADVANTAGES OF THE USE

There are many disadvantages of using multimedia technology in English language teaching despite it hasfacilitated the language teachers to improve their efficiency in teaching. The following are some of thedisadvantages that this study has found in the context of non-native speaking countries:

Emphasis on the Supplementary of Effective Teaching

The use of multimedia technology is a supplementary tool for English language teaching, not an end in itselfas the blackboard is "supplemented by the overhead projector, another excellent medium for the teacher dominated classroom, as well as by early computer so • ware programs" (Warschauer 2). If the teachers are

totally dependent on multimedia devices during their teaching, they may turn into slaves to multimediatechnology and cannot play the key role as a facilitator to the students. In practice, many teachers are active inusing multimedia technology, but they are not proficient enough to handle it properly.When using multimedia tools in the methodology of teaching a foreign language, it seems advisable tointroduce them as "supportive", and not as main ones, since the specifics of teaching a foreign language impliesthe key role of a teacher who not only guides the learning process, but also is its direct participant.

If the teachers stand by the computer all the time and students are just concentrating on the screen, theteachers cannot have the direct eye contact with the students. The development of multimedia technology in thelanguage classrooms is considered effective and many benefits of the traditional teaching model have beenforgotten. Therefore, the teachers should understand that the multimedia technology should be used as asupplementary instrument rather than a target. For example, "Electronic communication within a single classmight be viewed as an artificial substitute for face-to-face communication" (Warschauer 4). It should beconsidered and used as a tool for effective teaching and learning.

Lack of Communication between Teachers and Studentsis important to emphasize that the overuse of information technology can lead to some negative results.For example, as a result of widespread use of multimedia, social contacts are curtailed; social interaction andcommunication are reduced. Communication through various communicators (Skype, Facebook) is effective,but it is not able to completely replace "live" communication.It is important that there should be a lot of communicative activities in the language classrooms. Theteachers should teach the students on how to pronounce certain words, to comprehend the sentences, to improve thought patterns and to express what they have learned. Though the use of multimedia technology in thelanguage classrooms enhances the interest of the students through audio, visual and textual effects upon thestudents, it lacks interaction among the students and between teachers and students. For example, Healey et. al.claim, "teachers used pen pals before they had access to key pals, print magazines and newspapers before theyhad online news, and work in groups face to face before they collaborated in virtual worlds". In fact, it replacesthe teachers' voice by computer sound and teachers' analysis by visual image. Thereby, the students will have avery limited time for speaking communication. The sound and image of multimedia technology affect thestudents' initiative to think and speak. The English language class turns into a show case and the students areconsidered only as viewers rather than the active participants in the classrooms.

Lack of Real-Time Teaching

Language teaching requires lots of discussion formed through questions and answers between teachers andstudents. The teachers ask real-time questions and guide the students to think, and to build up their capacity togive the answers. For example, "students need to be given maximum opportunity for authentic socialinteraction" (Warschauer 3). However, the teachers, with the help of multimedia technology, prepare the prearranged courseware for the language teaching that lacks real-time effect in the classrooms and the studentsbecome unable to give feedback to their teachers. It ignores the spontaneity in the students' mind that includesstudents' thinking, strengthening their learning capacity and solving problems. Thus, the cultivation of students'thinking capacity should be the major objective in teaching and using of multimedia technology. The studentsshould be given opportunities for thinking, analyzing and exploring their own world.The role of multimedia when using interactive textbooks seems ambiguous. Feedback in this case does notgo beyond the true-false parameter. The interactive factor, the factor of surprise, non-standard

answer, andcoagulation of meaning is completely excluded, which once again emphasizes the need for the teacher toparticipate in teaching a foreign language.Loss of Students' Logical thinking The use of multimedia technology in teaching makes the students understand the content easily, but theirabstract thinking would be restricted and thereby their logical thinking would be faded away. In fact, the process of acquiring knowledge goes through perceptual stage and then rational stage, "developing critical thinking andautonomous learning while maximizing beneficial interactions" (Healey et. al. 9). So the teachers shouldunderstand that knowledge of something from perceptual recognition to rational apprehension is very importantin the students' learning process. So if the students only perceive the images and imagination shown on thescreen, their abstract thinking would be restricted and logical thinking would fade away.If a student is simultaneously shown different types of information, he is distracted from some types ofinformation in order to keep track of others, missing important information. Complex ways of presentinginformation distract students from the material being studied, which again reminds us of the need to clearlyunderstand and be able to determine how deeply multimedia tools should be integrated into the learning process.Nowadays, the diminishing process of acquiring knowledge has been the major concern for today's students.Because textual words are replaced by sound and image, and handwriting is replaced by keyboard input.

Expensive Way of Conducting Language ClassesUsing multimedia technology in English language teaching is an expensive way of conducting languageclasses, which may not be fulfilled (Panthee 39). Keeping this fact in mind, the administrators and policymakers should not only help language teachers realize "the potential benefits of technology, and prompt them tolearn to use technology in their teaching," but they should understand "the significant role of technology so theyfoster the learning process by providing the necessary structure, support, and infrastructure" (Healey et. al. 9).Over time, it tends to result in higher expenses though it will help create more effective education. The languagelearning programs start with expenses that are related to implementing new technologies in education. Theexpenses usually entail hardware, software, staffing, and training for at least one networked computer laboratorywhere teachers and students can come and use it. It should also be emphasized that a methodological note should be compiled for each multimedia program,which indicates which audience the program is designed for, the types of skills that are developed with its help,what educational material it is based on, how many hours it is designed for, the place given programs in theeducational process, etc., that is, "the program should have a scenario for use for the possibility of its use byother teachers".

RECOMMENDATIONS

Multimedia technology and language teaching have gone hand to hand for a long time and contributed asteaching tools in the language classrooms. However, multimedia technology is still a source of fears andinsecurity for many teachers everywhere around the world despite the latest developments applicable tolanguage teaching such as websites, blogs, online journals, teaching methodology and so on. In this connection,Deborah Healey et. al. says, "The pace and extent of change in technology for teaching, however, have made itdi# cult for many teachers, teacher educators, and administrators to know how best to employ computers, otherforms of digital technology, and the global interaction enabled by the Internet in language teaching". So manycountries have tried to modernize their equipment, have spent large amount in technology and have proved thepositive effects of integrating technology to language teaching. Still, there are many teachers who still have nointerest to teach the language with technologies. Here, Rana suggests, "There are many different aspects oftechnology that hamper education but there are resources that help learning, too". In order to improve thoverall situations and make the language teachers aware of the function of multimedia technology in teaching,the following recommendations have been made:Teachers Should Play the Leading Role in TeachingThe application of multimedia technology to teaching can make improvements in English language teachingand at the same time has enabled "teachers to re-think what they are doing" (Motteram 7). However, theteachers should play the leading role even if they use multimedia technology. Their position should not bereplaced by the computers and other devices. For example, when each lesson is introduced and spoken Englishis taught, the students can easily improve their listening and speaking skills which the multimedia technologycannot do. Even, the teachers' interpretation during the language teaching should not be overlooked. In principle,English should be used frequently in the language classes in order to improve the students' communicativecompetence. Multimedia technology in spite of its extraordinary effects in teaching should be an assisting toolfor the teachers. So the teachers should determine whether to adopt multimedia technology oy in English languageteaching or not.Teachers Should Not Consider the Computer Screen as a Blackboard or WhiteboardIt is wrong to consider the computer screen as the blackboard or whiteboard as some teachers do. They have readymade exercises, questions, answers and teaching plans into their computers and display them in theclassrooms. They do not have to write anything on the blackboard or whiteboard. The teachers are supposed tocreate a context for teaching and motivate the students to communicate in English. Focusing on the use of bothtraditional and modern ways of language teaching, DincayKoksal says, "We should kill neither the blackboardnor the mockingbird. We need blackboards or whiteboards as visual aids and the sound of the mockingbird forrelaxation". It is, thus, advised to use the blackboard or whiteboard very often in order to bring the traditionaland modern teaching methods together. In addition, the experienced teachers know well that a perfect teachingis in their mind. So they should use the blackboard or whiteboard to write questions raised by the students. Inthis way, the teachers can create a real-life context for effective teaching.

Teachers Should Encourage Students to Use Their Own Mind and Speak More

One of the features of using multimedia technology is to cause audio and visual effects that lively displaythe content of textual materials. DincayKonsal suggests that "new technologies develop and are disseminatedtoo quickly that we cannot avoid their attraction and influence in any form". This process helps the students tounderstand the teachers' instruction and information. But only displaying the content of texts through thePowerPoint presentation cannot stimulate the students thinking. In the English

communication situations, theteachers have to encourage the students to use their own mind and speak more. In order to use the modernizedfeature to English language teaching, they should not overuse the technology; rather they should actively join inthe class practice.

Teachers Should Use All Possible Teaching Aids and Techniques

Some language teachers tend to depend on entirely on multimedia technology in teaching. But the reality isthat multimedia technology cannot be replaced by many other teaching methods. In the similar way, it cannotalso replace any other forms of teaching methods. The functions of other traditional forms of teachinginstruments are equally important in English language teaching though multimedia technology has its uniqueadvantages in teaching. For example, the tape recorder still plays an important role in playing the listeningmaterials. Thus, the language teachers are supposed to choose from the appropriate teaching instrumentsaccording to the requirements of the teaching contexts. However, "In the absence of teachers trained to usetechnological tools in the classroom, EFL students will be unable to learn English as fast and effectively as theycould with technology or as fast and effectively as their fellow students across the globe" (England 399). So, inthe non-native English speaking countries, the teachers should integrate multimedia technology with thetraditional teaching tools as they can play an important part in the successful English language teaching.

Teachers Should Not Overuse Multimedia Technology

Many teachers believe that the more use of multimedia technology may give the better performance inlanguage teaching. They think that multimedia technology may create better class environment, may motivatethe students to participate in the class, and may help students access to the language materials. Young and Bushsay, "With no clear sense of effective technology use, teachers often ignore it altogether or resort to exposingstudents simply to whatever current so! ware is most available, with little instructional support or curricularconnection". In fact, this is wrong to believe that the utilization of multimedia technology would have a magicto English language teaching. Although the students feel some interest in learning, they in reality feel inactiveall the time because they are just looking on the screen. This kind of process ignores other skills in the languagelearning.

Teachers Should Use Free of Charge Platforms

Nowadays there are many websites and applications (table-1) which aim to teach languages. Some of themare totally free and some of them partly. So such kind of platforms and applications should be use whilecreating teaching programs and curriculums.

CONCLUSION

The main purpose of using multimedia technology in language teaching is to promote students' motivationand learning interest in the English language. In the non-native English speaking context, this can be a practicalway to get them involved in the language learning. To achieve this goal, the language teachers should create afavorable environment for English language teaching, which should be based on the availability of informationand teaching materials. While using multimedia technology in teaching if students are not too dependent on

their mother tongue, they should be motivated to communicate with each other in English. The process ofEnglish learning should be more student-centered and less time-consuming. The language teachers shouldmaintain the students' communicative competence through multimedia technology.

We note that the process of teaching a foreign language is a complex, constantly evolving system. Therefore,teachers need to use in their work the opportunities that appear in the modern world. Today they are multimediatools. They represent effective educational technologies due to their inherent qualities of interactivity, flexibilityand integration of various types of educational information, as well as due to the ability to take into account theindividual characteristics of students and help increase their motivation.

In conclusion, the utilization of multimedia technology can fully improve the students' thinking andpractical language skills. This will ensure and fulfill an effective result of English language teaching. Despitesome disadvantages of using multimedia technology in teaching, multimedia technology can be used effectivelyin the English language teaching classrooms. Overall, the non-native speakers of English as language teacherscan teach English more efficiently if they use multimedia technology.

These resources can be actively used in the lesson. Mastery of communicative and intercultural competenceimpossible without the practice of communication, and the use of Internet resources in the lesson a foreignlanguage in this sense is simply irreplaceable: a virtual environment The Internet allows ESL students andteachers to go beyond time and space by providing its users the possibility of authentic communication with realinterlocutors on topics relevant to both sides. However, we must not forget that the Internet - only an auxiliarytechnical training tool, and to achieve optimal results, ESL students and teachers must correctly integrate its useinto the lesson process.

The use of multimedia technologies allows the formation and development of reading and reading skills,directly using network materials of varying degrees of complexity (educational and authentic materials);to form and develop listening skills based on authentic audio texts of the Internet; to improve the skills ofmonologic and dialogical utterances on the basis of a problematic discussion of the network materials presentedby the teacher or one of the students, as well as to improve the skills of dialogical speech through the use ofvarious oral communicators;improve writing skills by writing answers to correspondence partners; replenish vocabulary with thevocabulary of the modern foreign language, which reflects a certain stage in the development of the culture ofthe people, the social and political structure of society, using authentic texts from the country of the languagebeing

studied; receive cultural knowledge, including speech etiquette, features of the speech behavior of various peoples in the conditions of communication, culture, traditions of the country of the language being studied.

Working with a computer helps to increase interest in learning, makes it possible to regulate the presentationof educational tasks according to the degree of difficulty, and encourages the right decisions. In addition, thecomputer allows ESL students and teachers to completely eliminate one of the most important reasons for the

negative attitude towards learning - failure due to a lack of understanding of the material, as the student is giventhe opportunity to use various reference books and dictionaries. Working on a computer, students get theopportunity to complete the solution to the problem, relying on the necessary assistance.

However, it must be remembered that computer technology does not determine the content of training – theyare only an effective means of teaching a foreign language. The use of information technology should bemotivated by their need, and not be a tribute to fashion.

REFERENCES

1. England, Liz. "Technology Applications in English Language Teaching in Egyptian Universities: ADeveloping Relationship." CALICO Journal 24.2 (2007): 381-406. Print.
2. Graddol, David. The Future of English: A Guide to Forecasting the Popularity of the English Language inthe 21st Century. London: The British Council, 1997. Print.
3. Healey, Deborah et. al. TESOL Technology Standards Framework. Virginia: Teachers of English toSpeakers of Other Language, Inc., 2008. Print.
4. Kennedy, Sean and Don Soifer. Technology-Driven Innovations for Teaching English Learners. VA:Lexington Institute, 2013. Print.
5. Koksal, Dincay. "To Kill the Blackboard? Technology in Language Teaching and Learning." The TurkishOnline Journal of Educational Technology – TOJET 3.3 (July 2004): 62-72. Print.
6. Min Pun. " THE USE OF MULTIMEDIA TECHNOLOGY IN ENGLISH LANGUAGE TEACHING: AGLOBAL PERSPECTIVE" Crossing the Border: International Journal of Interdisciplinary Studies 1.1(December 2013): 29-38. Print.
7. Motteram, Gary. "Introduction." Innovations in Learning Technologies for English Language Teaching. Ed.Gary Motteram. London: The British Council, 2013. 5-13. Print.
8. Panthee, Shreekrishna. "Application of Interactive Multimedia in the Higher Education." Prithvi: A MultiDisciplinary Research Journal 5 (July 2012): 32-44. Print.
9. Niyazov, I., Ahrorov, F., & Edelstein, M. R. (2012). Going with the flow: economic impacts from theoveruse of irrigation. In Disaster by Design: The Aral Sea and Its Lessons for Sustainability. Emerald GroupPublishing Limited.
10. Disaster'. Michael R. Edelstein Astrid CernyAbrorGadaev (ed.) Disaster by Design: The Aral Sea and itsLessons for Sustainability (Research in Social Problems and Public Policy, Volume 20). Emerald GroupPublishing Limited, 29-36.
11. Hasanov, S., &Ahrorov, F. (2013). Uzbekistan's Agriculture-Status Quo, Challenges and PolicySuggestions (No. 1611-2016-134591).
12. Ahrorov, F. (2016). Curricula and syllabi development for BA and MA and PhD (No. 923-2016-72908).
13. Hasanov, S., &Ahrorov, F. (2013). Proceedings of the International Conference and Young Researchers'
14. Rana, Prajesh SJB. "Education and the Use of Technology." Republica The Week. 23 August 2013: 12.Print.
15. Ren, Ying, Mark Warschauer, Sonja Lind and Louise Jennewine. "Technology and English LanguageTeaching in Brazil." Letras&Letras, Uberlandia 25.2 (2009): 235-54. Print.
16. International Journal of Psychosocial Rehabilitation, Vol.24, Issue 09, 2020ISSN:1475-71924277
17. Sad, SuleymanNihat. "Using Mobile Phone Technology in EFL Classes." English Teaching Forum 46.4(2008): 34-39. Print.
18. Warschauer, Mark and Carla Meskill. "Technology and Second Language Teaching." Handbook ofUndergraduate Second Language Education. New Jersey: Lawrence Erilbaum, 2000. 303-18. Print.
19. Young, Carl A. and Jonathan Bush. "Teaching the English Language Arts with Technology: A Critical
20. Approach and Pedagogical Framework." Contemporary Issues in Technology and Teacher Education 4.1 (2004):1-22. Print.