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MULTIMEDIA PRESENTATION FUNCTIONS
IN FOREIGN LANGUAGE EDUCATION

Talanova L. G.
Candidate of Pedagogic Sciences,
Professor at the Linguistics and Translation Department
International Humanitarian University
Odesa, Ukraine

Whereas the use of multimedia has become an integral part of modern educational process, there are still very few studies over construction, effective introduction of multimedia presentation, main functions and didactic conditions of its successful implementation in the area of foreign language education and multicultural training of students.

The potential functions of multimedia presentation in foreign language education and multicultural training of students that can be performed in the educational process of modern school are explanatory, informative, heuristic, systematized, motivational and developing. When implementing them one should follow certain didactic conditions as a complex of factors that facilitate an effective construction and introduction of multimedia presentation into the educational process of learning foreign languages [1].

Constructions (from Latin. construo – to create) of multimedia presentation in teaching foreign languages in understood to mean the process of creating an appropriate didactic model of interaction technology of actors of foreign language education and multicultural training with the implementation of certain projects and calculations.

Construction in the process of teaching foreign language of students is also considered as a means to deepen students' theoretical knowledge and improve their creative abilities, inventive, research interests and aptitudes. The interconnection of all types of construction – mental, graphic, object-manipulative is based on the results of this process, namely: the description of a system of mental operations, making drafts, diagrams, modelling of a research sample [2].

Educational efficiency of multimedia presentations in the area of foreign language education is largely determined by didactic conditions of its construction and introduction into educative process, which involves study of the peculiarities of regulation of foreign language learning processes and multicultural training of students given their age, gender and individual characteristics, establishment of the facts and natural links between different aspects of training, revealing their true nature, manifestation of trends and future evolution.

Using multimedia presentation as a form of improving the quality of foreign language educations is due to its multi-functionality, since multimedia presentation acquires didactic resource, as:

– means of intensification of the educational process aimed at students' mastering foreign languages;

– an educational product that consists of a set of slides, where the content of educational information is delivered in the form of a text, images, audio or video materials;

– visual means of teaching a foreign language, aimed at improving efficiency of educational process;

– means of media education to foster media-competence of students and language teachers, build their skills to obtain, critically evaluate and create their own messages;

– method to develop psychological processes (memory, attention, imagination, perception, logical thinking) of linguistic persona;

– technique of reflective representation of the results of educational-cognitive activity.

A core feature of our approach lies in the interpretation of multimedia presentation as a subtype of innovative pedagogical technology, which has a special structure (purpose, tasks, principles, content, algorithm and didactic conditions of use, subtypes, advantages and limitations, result) and functional role to shape a creative style of thinking and activity of leading actors in foreign language education and multicultural training – students and foreign language teachers. So, the main functions of multimedia presentation in regard to the students learning foreign languages are the following, namely:

– productive and creative function that is fulfilled in the application of elements of creativity while meeting the educational and creative challenges (during the elaboration and implementation of a presentation),

– developmental function that is associated with ability to enhance memory, train critical thinking, build skills of the application of knowledge in practice in an irregular situations, changes in the situation that activate students' ability to analyze, synthesize, evaluate the information selected for multimedia presentation;

– communicative function, which implies that the process of foreign language teaching is performed as a means of communication of participants of the training process through educational presentation, where is shown the sequence of steps of this communication, and given content, key pillars etc.;

– information function, providing the active use of information that is selected, analyzed, systematized in advance and presented in a certain way by a teacher in a training presentation or while developing one's own presentation;

– exercise function, suggesting that students at mastering a foreign language can use educational presentation in self-study under the supervision of a teacher and without it, at the preparation of homework, tests and lab works or examination;

– reflexive function, which suggests the possibility to carry out planned, systematic and total control over the progress and results of class activity of every student, to determine students' achievements in foreign language studies, their abilities and skills, level of formed competencies, to be reflected in the assessment of educational achievements and personification;

– motivational function, which is aimed at the formation of a motivational basis of educational and creative activity of students; it is manifested in such positive qualities of person learning a foreign language as a cognitive interest, ability to work systematically, skills, self-control and self-assessment of quality of foreign language communication.

The main functions of multimedia presentation is regard to professionalism of personality and activities of future foreign language teachers as subjects of foreign language education and multicultural training of students are the following:

– supervisory function, which suggests a possibility systematically, routinely monitor and evaluate the progress and results of foreign language teaching of

students, to determine their achievements and skills, the level of formed competencies (communicative, speech, social-cultural, and linguistic competencies);

– management function, linked with an ability to flexibly coordinate content and process of teaching foreign languages on transfer issues, given by training program according to the selected sections – via units, modules, themes;

– function of organization of collective creative activity of students, learning a foreign language at the development of multimedia project, involves modeling of social interaction in a small group, cooperation, sharing of responsibilities, business communication at foreign language training sessions, self-control, self-responsibility for training result and educational product.

Consequently, introduction of multimedia presentation as innovative edagogical technology of foreign language education and multicultural training of students should be viewed as a solid didactic foundation that predetermines their creativity when acquiring foreign languages, which is manifested through a critical understanding of training material, enhancement of creative thinking, manifestation of personal reflection and creative self-actualization in the area of foreign language communication.

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ПОЛІЛІНГВІЗМ У ПІСЛЯВОЄННІЙ УКРАЇНІ: СТРАТЕГІЯ МОВНОЇ ОСВІТИ ДЛЯ МАЙБУТНЬОГО

Шарапановська Ю. В.
доктор філософії,
доцент кафедри іноземних мов професійного спілкування
Міжнародний гуманітарний університет
м. Одеса, Україна

Сучасні глобалізаційні процеси, а також потреби повоєнного відновлення України актуалізують питання формування ефективної мовної