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MULTIMEDIA TECHNOLOGIES AT THE FOREIGN LANGUAGE LESSONS IN NON-LINGUISTIC UNIVERSITIES

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Abstract: This article deals with the organization of students' independent work, taking into account the original part in the field of being a foreign languages tutor at the university. The paper analyzes the experience of French teachers, identifies positive and negative factors of this activity. The study establishes that for more than a decade the Language Resource Centers have been successfully operating in France, in which teachers do not conduct traditional classes, but act as advisers, while students choose from the offered information the material necessary for them to study and independently organize their studies process. The article analyzes the role of multimedia educational technologies in the modern educational process, and their influence on the quality of education, its effectiveness. Multimedia tools have enormous learning opportunities in the process of learning English. Multimedia programs can significantly enrich the knowledge and expand the learning environment. In this paper, the authors consider how such programs help to create an environment similar to the environment of natural communication, which is especially important for independent work. Multimedia allows you to learn a significant amount of educational material at less time. The process of managing and providing modern education is increasingly implemented on the basis of information and telecommunication technologies, since they provide an opportunity to improve the efficiency and quality of the educational process in its most numerous aspects. In conclusion, it is indicated that multimedia technologies stimulate students to work in an individual rhythm, increase interest and

motivation to learn at the expense of interactivity, inexhaustible resources, the possibility of instant automatic testing of work online.

Keywords: teaching of foreign languages, studying, higher education, individual work, multimedia technologies, interactive forms

1. Introduction

Nowadays multimedia technologies allow us to estimate the performed work of pupils at online and it is applied very actively. One of the most important features of these technologies is their inexhaustible opportunities because teachers have a wide choice of exercises from Internet resources. Student teaching with multimedia educational technologies include authentic videos and audio material and interactive resources. Mobile applications and the websites with new vocabulary gain more and more popularity.

The usage of multimedia tools contributes to the assimilation of new material due to the colorful design of sites containing lexical exercises. There is a change of pictures, which allows keeping the attention of students longer. Educational video materials that carry both sound and visual information provide quick memorization of new material. Multimedia allows you to make game exercises more vivid and interesting. During independent work with multimedia systems, the feed rate of each new piece of information is regulated by the student at his own pace. In addition, the user is usually assigned an active role that provides the best result of work (Andresen, Bent B. 2013: 45).

From the point of view of F.O. Kasparinsky, the use of audiovisual materials in the field of education «will help increase the effectiveness and attractiveness of education. However, the initial euphoria from the very fact of using dynamic graphics and sound soon gave way to exactingness with respect to the quality of the content, ease of service, and universal compatibility with software and hardware playback. As it turned out, it is these three characteristics that determine the suitability of audiovisual materials for transformation into an educational or entertainment resource, as well as the period of their effective use» (Andresen,

Bent B., 2013: 23). It's necessary to consider a set of factors: the statement of the computer program, the user-friendliest, etc. (Andresen, Bent B., 2013: 56).

University teachers are currently focused on creating educational content on the websites of educational institutions (). In the open access are placed training programs for the formation of the necessary competencies among students, as well as tasks, a mandatory requirement for the implementation of which is the use of multimedia tools. In the process of teaching of a foreign language, it is necessary to take into account the experience of not only domestic, but also foreign colleagues, which allows you to avoid many mistakes, as well as expands the possibilities for more effective and interesting activities. During the study, we studied the recommendations of a foreign language teacher at the University of Strasbourg, which has twenty years of experience. Nicole Poto analyzes the successes and failures of his work with students who study in non-linguistic universities. It should be noted that the activities of teachers in France are based on personal, problem and practice-oriented approaches, which allow them to form a professional-competent person who meets modern requirements and educational needs of society. According to the statement of the European Commission for the assessment of language competences, the French do not have a high knowledge of foreign languages, which is confirmed not only in secondary schools, but also in higher educational institutions. In France, the most popular to study are European languages such as English, German, Spanish. As for the Russian language, it has retained its status of «aristocratic» language and is taught only in the most prestigious educational institutions.

2. Objectives/Purpose of the study

The aim of the work is to analyze all aspects of the pedagogical «triangle», namely, foreign languages, as a tool for acquiring knowledge, students, as the main participants in education, teachers, as the main organizers and tutors of the process. To

obtain an effective result, it is important to observe the equality of all sides of this triangle, i.e. successful mastering of foreign languages can only ensure equal interaction of all participants in the process. The relevance of this study does not cause any doubts, because there is a constant development of information technologies, as well as the wide distribution of multimedia materials, the use of which allows improving the quality of education. In this connection, it is interesting to study the experience of European colleagues working in this field, applying new technologies in the organization of the educational process.

3. Methodology and sub headings

In 2012, in France, the Committee on Languages addressed the Ministry of Education with a report entitled «Learning Languages - Explore the World». The main idea of the document is that knowledge of a foreign language is a requirement of a successful modern society. The creation of a common European university community functioning within the framework of the Bologna process is a motivating factor for students and teachers to master foreign languages and study the culture and mentality of other nations. The Council of Europe opposes language policy, where English is the dominant language in the world. The Council encourages students to learn various foreign languages, given the subsequent opportunities for training, internships, and work in other countries.

In France, the leadership of each institution of higher education itself choose the form of teaching foreign languages, it depends whether language learning is mandatory or optional, whether it is professionally oriented or its goal is to increase the student's overall culture, how many hours to devote to independent work or to seminars, classes, whether to link the study of language with other disciplines in the specialty or to organize the educational process as a continuation of the secondary education. Since each university has an individual language «policy», this sometimes causes problems for students who are moving from

one university to another. Opinions on the above issues are divided, and in some cases are opposed. Thus, some university leaders believe that the study of foreign languages should be carried out at school, that this is not the responsibility of higher education institutions, with the exception of the specialty discipline. Others are convinced that the development of students' language competence is an integral part of the training of graduates. It should be noted that in France the geographical location of the university can influence its language «policy», that is, if the university is located close to the borders with neighboring states, then the study of the language of the neighboring country is a priority because it provides international student exchanges. Despite the fact that English is the main language in academic exchanges, the study of the language and culture of a state located nearby becomes more effective due to motivating factors.

Considering the prevailing place of English in scientific colloquiums and in publications, you really ask yourself if there is a need to offer students to study other foreign languages. On the other hand, various European authorities are talking about the need to study the language and culture of countries that are part of the European Union. The Council of Europe supports the idea of providing the opportunity for learning several languages and intercultural competence. In addition, the creation of a common European university union in connection with the Bologna process is also a motivating factor for facilitating international exchanges. At the University of Strasbourg, the innovation component was a search for a system that differs from the usual work of a teacher, who conducts one lesson a week with a group of unmotivated students who are forced to learn a foreign language as part of the curriculum, while this discipline is not a core subject. The idea was to prepare all the necessary human and material resources for learning a foreign language. Multimedia materials are an integral part of the modern approach to the teaching of many disciplines, including foreign languages. Numerous information resources were offered to students who could seek help or advice

from a teacher. Teaching foreign languages was carried out in the form of independent work of students under the supervision of a teacher. Methodological principles were based on a constructive theory of learning, during which each student had to work individually, with personal interests and motivation. This made it possible to take into account the individual characteristics of students in order to interest everyone. Such a pedagogical approach aims bring a greater number of students to a successful outcome, developing their skills of independent work. A new model of Language Resource Centers has appeared, i.e. a system with certain flexibility for organizing work with a large number of students, which implies the presence of several teachers at the same time in one center, a system that can be used in teaching various foreign languages. If the first center in Strasbourg allowed to accept twenty students, now, after ten years of successful work, the number of centers has reached seven, and the number of students studying is fourteen thousand (Hart, Roderick P. 2014: 59).

Currently, the Strasbourg Language Resource Center has a huge collection of learning resources, namely materials for learning the language for communication, resources related to a particular specialty, multimedia technologies, textbooks, dictionaries, journals, literature in a foreign language, including comics, radio and television shows, films, television series, as well as game materials (Hart, Roderick P. 2014: 69). The center offers materials for learning English, German, Spanish, and French as a foreign language. In the description of the Center's activities, it is mentioned that an extraordinary organization of work takes place in it, in which teachers do not conduct traditional classes, and the initiative is entirely in the hands of students whose task is to select the necessary teaching material and organize their educational process. The main site containing educational materials is divided into headings (Grammar / Vocabulary, Listening, Pronunciation / Spelling, Writing, Certification, Specialty, Culture, Useful Information), which facilitates the selection of tasks. The «Certification» heading provides information on DELF, DALF,

TCF, TEF, DFP diplomas, as well as examinations that must be passed in order to receive these diplomas confirming the level of knowledge of French. In addition, the same heading contains materials for the automatic control of their knowledge through various sites. The «Specialty» heading introduces the information required for work in the following areas: law, economics, management, political science, health care, science and technology, art, linguistics, humanities (Hart, Roderick P. 2014: 73).

4. Results / Funding

It should be noted that the introduction of the new system led to the abolition of foreign language classes in the traditional form, as well as to the abolition of the division of students into groups according to their level of knowledge. This system provided maximum freedom for students and, at the same time, fostered in them a sense of responsibility and independence. To obtain the result, it was necessary not only to develop information resources that give students new knowledge or aimed at their mastering, but also to prepare assignments for the purpose of monitoring work efficiency. The experimental period of the project did not cause any problems, since its participants were volunteers. After the successful result of the experiment, it was decided to transfer a larger number of students to the new system. The French Ministry of Education has allocated funds for the purchase of pedagogical materials, computers, and for teaching tutors the basics of the new system.

When introducing a new language learning system in universities of France, there were people who were critical of it, because they thought it was impossible or ineffective teaching without teaching. In their opinion, the independent work of students is the disregard of them. However, it is necessary to clarify that the role of the teacher is to accompany the process of mastering the material, as well as to perform the functions of an adviser.

The concept of this pedagogical project is to stimulate the development of responsibly to the learning process, to get in-

volved in the material being studied, to overcome obstacles, to make decisions independently. The process of independent work of students includes study of the material, its analysis, answers to questions, the implementation of various exercises, creative writing and oral tasks. In 2012, the association's Colloquium, the State Association of Higher Education Language Centers, was organized in Reims (France), the purpose of which was to summarize the work of the language centers on a new project for twenty years. At the meeting, a special place was given to the need to distinguish between two concepts of «autonomy» (freedom, independence of students) and «self-education» in order to avoid misunderstandings on the part of financial bodies that may mistakenly assume the absence of a teacher, i.e. no need to pay salary.

5. Conclusion

Multimedia technologies have enormous advantages, such as students' individual work, increasing interest and motivation to learn through interactivity, inexhaustible resources, the ability to instantly automatically check work online, work with authentic materials, communicate with native speakers. However, the constant progress of innovative technologies leads to the development of other areas of science, and also requires a permanent improvement of the student learning process. The issue of organizing the educational process in the development of a foreign language and culture in non-linguistic universities remains to this day. Only through research in this area will we be able to gain some experience aimed at an effective result. Innovative projects, such as Strasbourg University Language Centers, are examples of successful work on organizing students' independent work in non-linguistic universities.

References

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