USING MULTIMEDIA MATERIALS IN TEACHING TOURISM TERMS

Uzbek State World Languages University
English faculty -3, The English methodology department
Teacher: **Nishanova Xafiza Vafokulovna**

Annotation: Nowadays the profession of a language teacher is becoming more and more prestigious. Our society is keen on studying foreign languages because it gives people, students first of all, a competitive educational and professional advantage. Multimedia in teaching tourism terms concentrates on helping learners to be organized and to conduct meaningful coding as well as to make best use of information, pictures, animation, and audio effects make students more attentive.

Key words: multimedia, tourism terms, language, education, motivate, information, presentation, interesting.

English Language Teaching is one of the key subjects for language learners and a long-lasting interest for language professionals. Language teaching has undergone amazing change in the last decades: from teacher-centered classrooms to individualized learning, from grammar-translation method to communicative approach and from the chalkboard to the Internet, we have come a long way.

For years, the main method of teaching English is like this: firstly, the teacher explains the new tourism terms in the vocabulary list by giving definitions and examples. Then he/she will give a brief introduction to the background of the text. When dealing with the tourism terms, the teacher always explains and translates it sentence by sentence or even word by word, sometimes with a few questions which seldom elicit answers or responses from pupils. Finally, a reciting task or translation exercise is given to the pupils. In short, the traditional way of English teaching is teacher-centered and language-knowledge-focused. The way of teaching tourism terms is similar to that of teaching mathematics: new tourism terms presented, related grammar explained, and then written exercises assigned; if learners can do the exercises well, it means that they have learned the language knowledge well, and then the lesson moves on. Under such pattern of teaching, learners are passive information receiver and written exercises doer. They can remember large numbers of tourism terms and grammatical rules, and they can do very well in exams, but they scarcely have chances to express themselves in the target language and test their understanding of the received information about the tourism terms. And they are found having a lot of difficulty in communicating with others in English. This phenomenon is ironically defined as "Dumb English", which is the "product" of long hard work of both teachers and pupil.

Multimedia has become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding multimedia and mastering the basic skills and concepts of multimedia as part of the core of education, alongside reading, writing and numeracy. However, there appears to be a misconception that multimedia generally refers to 'computers and computing related activities'. This is fortunately not the case, although computers and their application play a significant role in modern information management, other technologies and/or systems also comprise of the phenomenon that is commonly regarded as multimedia.

The field of education has been affected by multimedia, which have undoubtedly affected teaching, learning tourism terms. A great deal of research has proven the benefits to the quality of education. Multimedia has the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage pupils, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change.

Multimedia is the combination of different content forms. It includes a combination of tourism terms, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Learning tourism terms with Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of tourism terms and pictures increases the likelihood that people can integrate a large amount of information.

Humans are able to practice writing messages and picture information via different tracks through visual sense. Each way has a limited information processing capacity. Regarding active processing humans can transform or rebuild related information, set information into steady mental modules, and then make the learned information meaningful or bring a bit changes with the already existing information. Also these processes will respond or send new tourism terms into long term memory. Multimedia in teaching tourism terms concentrates on helping learners to be organized and to conduct meaningful coding as well as to make best use of tourism terms, pictures, animation, and audio effects make students more attentive and thus received information processed and stored in long term memory as well as link with old knowledge. The purpose of multimedia is to deliver multiple communication channels to address the differences between learners and to present teaching content through best modalities, including text, narration, presentation, graphics, illustrations, photographs, charts, animations, videos, essential reality, tourism terms and interactive

programs. Each multimedia teaching material has its own goals. If multimedia in teaching tourism terms is used well, learners' learning efficiency may be.

Thanks to the multimedia classrooms that have been integrated in high school nowadays, teachers can use different resources to support their explanations of tourism terms, correct exercises or play games. In order to make these presentations effective, teachers must be careful with the visual material and strategies they include in them. Several things must be taken into account, such as the way in which pictures, graphics and visual organizers of tourism terms affect the learners, what is the best way to use tourism terms and what are their benefits. Pictures improved the reading-to-learn process, but they also pointed out that these pictures must be well-selected or well-constructed ones.

Graphic images of tourism terms also help to create relations amongst the words, 'bringing out more detailed, knowledgeable, responsive, awareness to the object, situation or text being communicated. Canning also points that the multimedia in teaching tourism terms can help to work with more abstract thoughts and organizing skills through the use of logical structure. In order to help the working memory process the information, the graphical representations are effective because their processing require fewer cognitive transformations. It is important to point that in order to improve memory for lesson content, visuals should be aligned with goals of the instruction.

Multimedia in teaching tourism terms packages combine different thematic areas: the main theme, i.e., the context on which the language learning is based upon, grammar, written and spoken communication. Teachers also need to include multimedia packages in their lesson micro plans, and then decide on the class type, plan the topic and domain of the material that will be covered, time needed to complete the assignments, the main objectives of the class, testing, and other. Usage of the multimedia packages requires certain teaching aims to be satisfied:

educational – acquisition of the new;

behavioral – learning good manners, communication, motivation, self-perception, self-responsibility;

functional – fine-tuning of reasoning, practicing memorizing, observing, and drawing skills.

Teachers should be placed in the role of facilitator whose task is to develop and maintain supportive class atmosphere while teaching tourism terms. They will always be the ones who decide, direct, explain, connect old with the new, recognize nonverbal communication, and give moral support. Communication between a teacher and a student, and among students themselves, must not be lost. That is why it is important to adequately use multimedia in the classroom for presenting tourism terms and make sure that alienation does not

take place at any cost. Directed and wisely managed teaching should only profit by the use of multimedia. The ability of multimedia packages to motivate learners should be used to do exactly that. They can only be seen as the helping tool for the classical teaching process, and the variety and flexibility that they offer should be used to bring out the best that students can give.

The list of used literature:

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