

DESIGNING AN EDUCATIONAL TEXT AND THE ROLE OF MULTIMEDIA TECHNOLOGIES IN OPTIMIZING LANGUAGE LEARNING AT THE UNIVERSITY

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Abstract: The article discusses the scientific and methodological aspects of adapting and designing educational texts for an audience learning a non-native language. The author describes in detail the stages of methodical processing of the material: reduction, minimization of lexical and grammatical difficulties and graphic "hanging" of the text. Special attention is paid to the didactic potential of multimedia technologies, which make it possible to individualize the pace of learning, provide instant feedback and increase the objectivity of knowledge control. The paper also analyzes the state policy of the Republic of Kazakhstan in the field of digitalization of education, aimed at creating a managed e-learning environment and stimulating the development of national multimedia textbooks.

Keywords: text design, multimedia technologies, individualization of learning, linguodidactics, digitalization of education, Kazakhstan, educational adaptation.

Introduction

The use of computer technologies for the selection, transmission, transformation and display of information makes it possible to mechanize and automate such intellectual processes that have always been the prerogatives of man: management, design, research, etc.

Since the communicative orientation of teaching a non-native language is mainly based on texts, these texts should be appropriately prepared or, as they say in modern methodology, "designed". It is also advisable to select texts for our audience that have a professional orientation of an educational or educational nature.

Each text can be considered educational only after special methodical processing, that is, it must undergo design, adaptation, recomposition, and hanging.

In this case, design refers to the following:

- reducing a large text to the reasonable limits of its use in the number of classes that are allocated for this purpose;
- exclusion of lexical and grammatical difficulties from the text that students have not yet overcome in accordance with the course program;
- saturation of the text with those lexical and grammatical elements that take place at this stage of teaching a non-native language in accordance with the accepted program;
- highlighting significant parts of the text in various fonts, colors, and underscores.

This kind of "hanging" allows you to use almost the same text when solving various learning tasks. At the same time, it should be remembered that when selecting a particular text for use in the audience, it should be correlated with the topic and objectives of a particular section of the program.

As multimedia technologies are applied at the university:

1. The quality of education is improved by:

- a) individualization of learning, - individual pace and method of learning, adaptation of the system to the initial level of knowledge of the learner, the nature and causes of errors, the peculiarities of the learner's thinking;
- b) analysis of the background of learning and its consideration in the organization of subsequent training, taking into account the psychophysiological characteristics of trainees through testing;
- c) constant individual control of the quality of knowledge at each stage of learning, while increasing the objectivity of knowledge control.

2. The training time is reduced by:

- a) reducing the time for technical operations, - performing calculations, checking the correctness of answers, asking for help, assistance or clarification;
- b) the instantaneous reaction of the software system to errors;
- c) individualization of the learning rate, taking into account the learner's level of knowledge;
- d) adaptation to the type of thinking of the learner.

Special editing of the material recorded on different media makes it possible to realize the advantages of an educational film: the optimal combination of different expressive language tools (text, sound, static and dynamic demonstrations), the selection of the necessary plans and details of the studied object, changing its angles, etc. It is also easy to implement the most popular techniques of working with a graph planner: superimposing and removing films, caking.

Results and discussion. Currently, the Ministry of Education of the Republic of Kazakhstan, the Ministry of Communications and Information Technology, as well as the heads of universities operating in Kazakhstan, are trying to provide students with opportunities to use various multimedia technology options. The state's policy

has recently been aimed at introducing information technologies into schools and universities, turning the spontaneous process, which it has mostly been for a number of years, into a controlled and controlled one, attracting specialists in subject areas to work on new educational materials, and encouraging computer firms to create electronic learning products for Azerbaijani students. schoolchildren and students. Therefore, undoubtedly, in the very near future we will see a lot of multimedia textbooks (teaching aids) focused on working with educational materials in the university (or school) curriculum, and not addressed, as it is now observed, mainly to private users.

We know that every text we read must have a specific lexico-grammatical and speech purpose. For example, in the texts "Clock" and "Kremlin Chimes", one can work on the development of descriptive monologue and on the compilation of dialogues on the topic "Time" ("What time is it?") and on the consolidation of lexical and grammatical material on the use of numerals in speech.

One of the most ancient clocks is a sundial. The rod casts a shadow on the stone circle where the hours of the day from 1 to 12 are marked. When the sun moves, the shadow moves in a circle and indicates what time it is. There was an hourglass that measures time using fine sand that flows from one half of the clock to the other in a specific number of minutes: three, five or more.

Mechanical clocks of the 13th century were installed on towers and bell towers. In addition to the hands, some of these watches also had moving figures of people and even death. Pocket watches, richly decorated with precious stones, appeared in the XV century. Galileo Galilei studied the operation of a pendulum, and a pendulum clock appeared. Wristwatches have become popular since the 20s of the XX century.

Materials and methods. THE KREMLIN CHIMES.

Chimes are tower clocks with music and chimes. The old Kremlin chimes are located on the Spasskaya Tower of the Moscow Kremlin.

The chiming mechanism occupies three floors on the tower, the musical chime is created by eleven bells. The largest bell weighs more than two tons. The course of the Kremlin chimes is regulated by a pendulum one and a half meters long and weighing more than thirty kilograms. The diameter of the dial is 6.12 meters. The weight of the watch is 25 tons. The length of the minute hand of the Kremlin chimes is 3 meters 28 centimeters.

In these texts, there are numbers in phrases:

from 1 to 12;

for 3, 5 or more;

XIII century;

XV century;

XX century;

The 20s;
3 floors;
11 bells;
more than 2 tons;
one and a half meters long;
weighing more than 30 kilograms;
The diameter is 6.12 meters;
weight 25 tons;
arrow length 3m 28 centimeters.

The reading of this text may be accompanied by images of antique sundial, hourglass and the upper part of the Spasskaya Tower with the Kremlin chimes.

From reading the text and looking at the paintings, you can move on to talking about wristwatches and telling the time on mobile phones.

To consolidate the correct use of numerals in speech, students are offered tasks such as:

- *explain the difference in the use of Roman and Arabic numerals in writing.;
- *Make phrases with five Roman numerals;
- *change phrases like: XX century, XI century, etc.;
- * highlight fractional numbers in the read text and change them by case.;
- *give examples of fractional numbers and include them in sentences, etc.;
- *Convert these quantitative numbers to ordinal numbers (and vice versa).

In order to develop speech and continue the topic, students can have a conversation about the clock on the Prague Castle tower and show them a film about figures moving in a circle. In addition, you can suggest reading the text "The Fabulous Clock" and, in parallel with reading the text, demonstrate a film about the clock at the Central Puppet Theater:

THE FABULOUS CLOCK.

A fabulous clock has been installed on the building of the Central Puppet Theater in Moscow. They strike the hour every hour, and at 12 p.m. and 12 a.m. the following happens around the dial. As soon as the twelve strokes sound, the cock turns, flaps its wings and crows three times. And then twelve metal doors open and fairy tale characters look out of the windows. Bells are ringing, cheerful music is playing. A Goat Tree looks at a Gray Wolf, a Wise Owl turns its eyes, a Goat plays an accordion, a Bear bows, takes off his cap and greets the assembled guys with a "Puss in Boots" ... In order to watch this performance, at 12 o'clock in the afternoon, a lot of people gather around the fabulous clock. There are also very young children aged 3-10 who came with their dads and moms. And older children - 15-18 years old, and even adults who were also children once.... But then the music stops, and the animals hide, closing the doors behind them. "Good afternoon!" the Rooster crows

in his cockerel language at noon. "Pleasant dreams!" – he wishes at midnight, when the children have been asleep for a long time.

To read the text in the audience, we suggest highlighting it on an interactive whiteboard. As a language task, students are asked to highlight all the numbers on the highlighted board. After the work is done, the numerals used in the text appear on the side of the text on the blackboard and the students themselves can check the correctness of the assignment.

If students are asked to skip phrases with quantitative or ordinal numbers, they do this work on an interactive whiteboard and the board summarizes the work done, while noting the mistakes made by the students.

Environmental education plays an essential role in working with young people both at the school and university levels. That is why in the textbooks compiled by the staff of the Russian language departments of various universities, we encounter texts dedicated to the protection of the environment.

The text "Who will teach you to be kind" is for conducting a discussion on the topic "What is kindness?" Students are invited to create a microtext expressing their concept of goodness. In parallel, the task may be complicated by a certain grammatical problem. For example, it is proposed to use sentences with a compound nominal predicate in the compiled text, where the nominal part is expressed in the full or short form of the adjective.

WHO WILL TEACH YOU TO BE KIND.

I walked through the forest for a long time and suddenly saw a woodpecker in a tree. He worked tirelessly with his nose, and the impact of his chisel was already visible on the pine bark. Through the binoculars, the woodpecker could be seen using its long tongue to pick out bugs and worms trapped in the wood. I hid behind a bush and watched the bird at work.

But suddenly, a shot rang out from behind the nearby bushes. The shot tore the bark off the tree. A bloody woodpecker also fell to the grass with her.

A guy about seventeen years old came out from behind the bushes with a new double-barrelled shotgun. He picked up the dead bird and did not know what to do with it.

"Why did you kill him?" - I asked.

"Just like that," the guy replied. And I remembered myself as a fifteen-year-old boy. I chopped nails into shot, made gunpowder myself, and enjoyed my father's old rifle. I shot at flocks of sparrows, larks, and lapwings in the meadow. And who knows, maybe I still wouldn't have understood the terrible consequences of shooting for fun if I hadn't met one person....

Only as an adult do you begin to understand the value of teachers. How much I owe this man! He taught me to see the world around me without destroying its

beauty. I learned how the grass breathes, which mushrooms and berries are the most delicious. I discovered the beauty of a small lake with swallow nests on a cliff.

Yes, I met a good man, but I might not have met him.

Who should teach boys not to make snares and slingshots, but to love and protect nature? Who should tell you that a forest without birds is boring and inhospitable? Who should teach children to enjoy the arrival of cranes and take care of bushes, flowers and trees? Teacher!.

(According To V.To Peskov)

During the first reading of the text, students are introduced to new vocabulary, in particular, the names of various birds, spelling and an equivalent term in their native language, which should be remembered. When reading the text again, sentences containing compound nominal predicates can be highlighted from it. To check the correctness and completeness of the selection, they can be demonstrated on an interactive whiteboard. After reading the text, you can have a conversation on the topic "How to treat nature" and offer students view films of various natural areas of Kazakhstan.

A conversation about nature can be organically linked to texts about the Red Book and nature reserves. Reading these texts can be offered as independent work, and it is advisable to have a conversation in the audience about the zoogeographic map of Kazakhstan or both hemispheres. The cartoon "Three from Prostokvashino" can be used as a material for speech development, where children will get acquainted with Matroskin the cat, Sharik the dog and starling, who are friends with the boy "uncle" Fyodor.

Watching a cartoon is accompanied by work on an interactive whiteboard, where students are given, for example, microtexts characterizing each character. These microtexts are compared with those made up by students, for example, a striped cat is highlighted on the blackboard and it is suggested to define its character in one word or phrase. You can choose from the following: he is kind, he is lazy, he is cunning, he is a glutton, etc. Students should note what most correctly characterizes a cat. The board confirms that the answer is correct or incorrect. During the course of watching the cartoon, his question plan is drawn up, each point of which students at home must answer.

In the next lesson, the assimilation of vocabulary related to the filmstrip is checked and dialogue scenes between the characters of the film are played out.

Prepositions are one of the most difficult sections of Russian grammar for Azerbaijani students. The absence of prepositions in the native language and the presence of polysemous prepositions in Russian makes it difficult to assimilate case grammatical forms, in particular, such as the forms of the genitive and accusative cases.

To fix prepositions and words in the accusative and genitive cases, a text such as "Night Hunter" can be used.

There are words in the text that need to be explained, so the text is hung and these words are underlined. The explanation of words is carried out either before reading the text or in parallel with its primary reading.

If students do not have sufficient vocabulary, the text can be adapted. The adaptation takes the form of a reduction of some parts of the text. When we present the text, possible abbreviations are shown in parentheses.

Conclusion .1. The current state of training future specialists to work in conditions of close international contacts requires knowledge of foreign languages from these specialists.

Russian as a foreign language is still widely spoken in the former USSR and is studied as a foreign language in many schools in Europe, East Asia and America.

2. Teaching Russian as a foreign language at the present stage of the methodology development is unthinkable without the use of multimedia technologies presented in the educational process in the form of various computer developments, an interactive whiteboard and other AVSO (audiovisual teaching tools).

3. Since the communicative orientation of teaching a non-native language is aimed at developing spontaneous speech, the text should be considered the main material in the lesson. Realizing that the text chosen as an educational material (or a fragment of a large text) does not always correspond to the goals and objectives of the program requirements and a specific lesson, each selected text as an educational text must be subjected to special methodological processing. It includes the design of the text, which consists of adaptation, redesign, and hanging.

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