

дания для обучающихся, демонстрирующих высокие достижения, и упрощенные варианты для тех, кто испытывает трудности. Кроме того, важно обеспечить обучающимся регулярную и своевременную обратную связь об их успехах и дефицитах, требующих восполнения. Это помогает им своевременно корректировать свою образовательную деятельность и достигать лучших результатов.

Таким образом, технология «перевернутый класс» способствует созданию условий для эффективной реализации иноязычной подготовки.

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The use of multimedia technologies at a foreign language lesson at school

В статье рассматривается вопрос об использовании мультимедийных технологий при изучении иностранного языка. Экспериментально и диагностически доказано, что при грамотном методическом использовании мультимедиа является необходимой образовательной технологией, благодаря которой учащиеся развивают и совершенствуют разговорные навыки, повышают мотивацию к изучению иностранного языка.

Ключевые слова: мультимедийные технологии, презентация, урок иностранного языка, учащиеся

The paper discusses the use of multimedia technologies in a foreign language learning. It is proved experimentally and diagnostically that, with proper methodological use, multimedia is a necessary educational technology, thanks to which students develop and improve speaking skills, increase motivation to learn a foreign language.

Keywords: multimedia technologies, presentation, foreign language lesson, students

In recent years, the issue of using modern technologies in the educational process has been increasingly raised. These are not only new technical means, but also

new forms and methods of teaching, a new approach to learning. The modern lesson has always been the subject of professional disputes. Nowadays multimedia technologies are becoming almost an integral part of the educational process. Each teacher with an appropriate level of knowledge can use multimedia in order to increase: the interest of students at the lesson, the level of assimilation of educational material, the motivation of students, as well as the desire to self-develop and self-study. At the moment, there is no generally accepted definition of multimedia. In some scientific sources, the following definition can be found: "Multimedia is the interaction of visual and audio effects under the control of interactive software" [1, p. 3], that is, it means a combination of text, sound and graphics, as well as animation and video in one electronic source.

Multimedia is

- 1) technology that determines the procedure for the development, operation and application of information processing tools of various types;
- 2) an information resource that was created based on technologies for processing and presenting information of various types;
- 3) computer software that works with the processing and presentation of information of possible types;
- 4) computer hardware, which makes it possible to work with information;
- 5) a special generalizing type of information that combines both traditional, static, visual (text, drawings) and dynamic information of various types (speech, music, video materials, etc.).

Multimedia is a really productive tool in teaching. It is a well-known fact that in the process of learning, children on average assimilate about 25% of the material offered by the teacher. Competent use of multimedia makes it possible to improve the indicator several times, as it makes it possible to use both auditory and visual perception, and also allows students to take an active part in the management of the presentation of the material.

Researchers of this topic have long identified the relationship between the used method of presenting educational material and the ability to restore this material in memory. It is assumed that only one-fourth of what is heard will really remain in the memory of the student. If students have the opportunity to track the material visually, then the share of the learned material will be approximately about a third [2, p. 82–84]. If a combination is used, that is, we simultaneously use the hearing and vision of students, then the share of information that will be stored in memory reaches half. If we manage to involve students in active actions in the process of studying educational material using all kinds of multimedia technologies, then the share of learned information can be more than 70%, which is significantly higher than other indicators.

Also, the successful use of multimedia technologies in the classroom is due to the fact that it provides an opportunity to implement many of the most important didactic principles that underlie foreign language teaching, for example [6, p. 26]:

- The principle of clarity is most effectively implemented in a multimedia lesson (all the possibilities that computer graphics have make imaginative and visual thinking work, which contributes to the solid assimilation of the proposed information);

- The principle of consciousness implies a meaningful and active assimilation of the proposed information with the help of a clear formulation of the purpose, subject of research, means and methods of solving problems, forecasting the final results of work;

- The principle of differentiated learning, the essence of which is the use of a variety of teaching methods and techniques that are selected for the type of educational information, the stage of training, age, interests of students and the type of speech activity. Multimedia, due to its complexity, provides huge opportunities for the implementation of all these conditions, unlike other teaching tools used.

- The principle of self-development of students, it is based on a change in the role of the teacher in the educational process, it only designates ways to solve problematic problems, students have the right to choose, based on multimedia technologies, new opportunities for organizing intellectual work.

We would like to focus on the methodological features of the use of multimedia presentations at a foreign language lesson.

Multimedia presentation is one of the ways to provide information using multimedia technologies. Obviously, the difference between a multimedia presentation and a standard one is that it contains a combination of elements such as video, audio, photos, pictures, graphics, texts, animations, etc. All these components can be used in various combinations and in different quantities [3, p. 246].

To achieve a good result, first of all you need to think about the multimedia presentation scenario. The presentation should be brief, but understandable and whole from the point of view of composition. In terms of time, it should not take more than 10-15 minutes and consist of an average of 10 slides. It is also necessary to highlight the main thoughts (for example, rules, definitions, exceptions, etc.) and it is worth returning to them periodically in order to improve the perception and memorization of the material by students.

To help children focus on the proposed educational material, you can use different colours, they should contrast well with each other for comfortable reading (as a rule, use a dark text color on a light background). It is possible to highlight the main features of a multimedia presentation that distinguish it from many other teaching tools:

- a convenient navigation system that helps to move freely throughout the presentation;

- allows to use all kinds of multimedia capabilities of advanced computers and the Internet;

- divides the lesson into small logically complete blocks in the form of slides.

A multimedia presentation will be a great addition to the lesson at any stage. It can be used:

- when studying a new topic;
- to consolidate the material passed;
- when checking knowledge;
- for in-depth study of any topic;
- when checking front-end independent work;
- as a means for emotional unloading of students.

Consider the advantages of multimedia presentations:

- Visual illustrations will help to convey material more accurately that may be difficult to explain in the classroom

- Thanks to the presentation, the lesson becomes more productive. An active dialogue with the teacher practically eliminates the distraction of students to extraneous things.

- A variety of graphics in the form of diagrams, tables, diagrams, etc. it will be more comfortable to provide in electronic form than to draw on a blackboard by hand.

- Multimedia presentations allow to keep the attention of students, increase their activity and involve the maximum of students. Consequently, presentations increase the productivity of the lesson.

Multimedia presentations also have some disadvantages [5, p. 159]:

- To reproduce and create a multimedia presentation, very expensive equipment is required, which not every school can purchase

- When creating a multimedia presentation, difficulties may arise, especially if the teacher does not have the necessary skills and knowledge.

As part of the experimental diagnostic training, we studied the effectiveness of using multimedia technology, such as multimedia presentation, at the English lessons in elementary grades. The main aspect for the study was the study of the assimilation of new vocabulary by students.

Experimental diagnostic training took place in 3 stages:

1. The ascertaining stage. At this stage, the primary diagnosis was carried out to determine the level of assimilation of previously studied vocabulary at the English lessons.

2. The formative stage. At this stage, classes were conducted with the experimental group using multimedia presentations when introducing new vocabulary. With the control group, classes were conducted according to the usual plan.

3. The final stage. It included the implementation of repeated diagnostics to determine the level of assimilation of the studied vocabulary, as well as the analysis of the results obtained.

Let's consider each stage of this experimental diagnostic training in more detail.

The purpose of the first stage was to determine the level of assimilation of the vocabulary studied in the previous lessons. Each student of the experimental and control groups was offered 10 English words that they had learned earlier in the previous

section of the textbook. The task was to write down the Russian translation of each word he proposed.

The calculation of the test results was carried out in accordance with the following criteria:

- 8-10 correctly recorded translations of words – a high level of assimilation of the studied vocabulary.
- 4-7 correctly written translations of words – the average level of assimilation of the studied vocabulary.
- 0-3 correctly written translations of words - a low level of assimilation of the studied vocabulary.

This testing showed that both groups are dominated by students with an average level of assimilation of new vocabulary. Also, we noted that the smallest percentage falls on students with a high level of assimilation of new vocabulary. In both groups, the percentage of students with a low level prevailed over the percentage of students with a high level.

This stage of experimental diagnostic training has shown that it is necessary to carry out the next stage, formative, which involves the inclusion of the use of multimedia presentation in the structure of the lesson in order to increase the assimilation of new vocabulary.

Multimedia presentations at the lessons were used as an additional means of visibility. All new words for learning and for fixing were presented in different forms: pictures, photos, animations and videos [4, p.147].

The final stage includes repeated diagnostics of the level of assimilation of the studied vocabulary at the English lessons by students of the experimental and control groups. The students were offered the same type of test, that is, 10 English words they learned in the completed module, the task: to write a translation for each word. The results were calculated according to the same criteria as in the first stage of the study.

The analysis of the results showed that at the control stage, students with an average level of assimilation of new vocabulary predominate in both groups, as during the first stage of the study. But it is worth noting that the percentage of students with a high level of assimilation of new vocabulary in the experimental group has increased. And also the percentage of students with a low level of assimilation has decreased. In the control group, the indicators remained unchanged.

Thus, this experimental diagnostic training, which was aimed at increasing the level of assimilation of new vocabulary at the English lessons with the help of multimedia presentations, allows us to sum up the following, that in the experimental group the results were higher. Consequently, the use of multimedia technologies in order to increase the level of assimilation of new vocabulary at the English lessons gave a positive result.

Multimedia technologies have a huge number of advantages and open up wide opportunities for teachers to bring the educational process to a new level.

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Инструмент диагностики развития критического мышления у обучающихся в процессе включенного педагогического наблюдения

В статье рассматривается вопрос о критическом мышлении как одной из наиболее важных универсальных компетенций; метакогнитивном навыке, освоение которого способствует самостоятельному управлению обучающимися собственной учебно-познавательной деятельностью. В статье приводятся различные определения критического мышления, алгоритм его развития на основе трехфазовой модели «Вызов – Осмысление – Рефлексия», продуктивные навыки, реализующие его на практике. Автором предлагается 10-балльная шкала оценивания уровня развития критического мышления, которую можно использовать в процессе включенного педагогического наблюдения.

Ключевые слова: высшее образование, критическое мышление, метакогнитивный навык, трехфазовая модель, динамика развития, шкала оценивания, дневник педагогического наблюдения