they need both at home and in future global destinations. Education should provide a varied language repertoire and an understanding of which languages we should learn for what purpose. This suggests a language policy that improves the quality of curriculum, teaching, and learning in state education, as well as a policy that helps to position the role of the multiple languages in a more positive and protected context. The reality of the multilingual and multicultural society is that languages overlap and collide. The work on translanguaging and code-switching demonstrates the often-messy practice in our multilingual families, schools and cities. From this lived experience we need to learn how to prepare people with the language skills they need for a multilingual society, and how to train people to develop the necessary sensitivity towards the cultural and linguistic needs of their fellow citizens.

The role of compulsory education is critical and we need a language education policy which both respects mother tongue heritage and also prepares young people for a globalised world with English as a lingua franca. This has implications for teacher education and curriculum design for state education at both primary and secondary level, and it is clear that more research is needed to discover how to accelerate the development of high-level language proficiency in young people, perhaps with new pedagogical models that avoid the low spoken proficiency outcomes of many current foreign language programmes.

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HOW THE USAGE OF MULTIMEDIA IMPACTS ON THE LEARNING OF FOREIGN LESSONS

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Annotation: The need to apply new information technologies in the entire education system and in teaching a foreign language in particular is an urgent requirement of today. A completely new approach to the learning process, which helps to implement the principle of interactive, communication-oriented learning,

provides individualization and differentiation considering the characteristics of students, their level and inclinations.

Key words: educational programs, consolidation, applications, presentation, assignment, monitoring.

Аннотация: Улар янги ахборот технологияларини бутун таълим тизимида қўллашлари, хусусан, чет тилини ўқитишда бугунги куннинг долзарб талабидир. Интерфаол, мулоқотга йўналтирилган таълим тамойилини амалга оширишга ёрдам берадиган ўқув жараёнига мутлақо янги ёндашув ўқувчиларнинг хусусиятларини, уларнинг даражаси ва мойиллигини ҳисобга олган ҳолда индивидуаллаштириш ва фарқлашни таъминлайди.

Калит сўзлар: таълим дастурлари, консолидация, иловалар, тақдимот, топшириқ, мониторинг.

Аннотация: Необходимость применения новых информационных технологий во всей системе образования и в преподавании иностранного языка в частности является насущной потребностью сегодняшнего дня. Совершенно новый подход к учебному процессу, который помогает реализовать принцип интерактивного, коммуникативно-ориентированного обучения, обеспечивает индивидуализацию и дифференциацию с учетом особенностей учащихся, их уровня и склонностей.

Ключевые слова: образовательные программы, консолидация, приложения, презентация, назначение, мониторинг

Modern technologies play an important role not only in our everyday life but also in education system. Multimedia PowerPoint presentations are very convenient at the same time. The use of computer presentations in the classroom allows us to introduce new lexical, grammatical, and regional studies material in the most fascinating form, implementing the principle of clarity, which contributes to a more solid assimilation of information. The independent creative work of students in creating computer presentations allows them to expand the stock of active vocabulary, increase interest in learning a foreign language and culture.

When working with tongue twisters, the student is given the opportunity to vary the tempo of playing tongue twisters: slow, moderate, fast. By completing the tasks in this section, students significantly increase the pace of their speech and improve pronunciation. The Grammar section, which includes 130 independent lessons, each of which reflects one of the phenomena of English grammar, gives the teacher an excellent opportunity to organize the work of students to study, consolidate and control a certain grammatical topic. The lessons consist of several exercises like: build a sentence; choose the right answer from the data; put the verb in the correct form, etc. By doing the exercise, the student can train this rule and check how well he understood it. He can read the theory corresponding to the lesson by clicking the

"Theory" button. In addition, the student can use applications, including a summary table of verb tenses, a list of irregular verbs, etc. The effectiveness of this computer training program is that the student can test himself in the process of performing exercises. If the answer is correct, the computer will accept it. If the answer is incorrect, the student is given 2 more attempts. If he makes a mistake again, the computer gives a hint. It is also convenient for the teacher: one fleeting glance and he knows how many mistakes the student has made, since incorrect sentences are highlighted in a different color. In addition, the teacher will know how many mistakes the student has made.

The use of Internet resources increases the activity of students and changes the role of the teacher, while increasing the level of motivation of students, increasing the desire to independently find and study the necessary information.

Thus, the learning process goes beyond the time frame of the lesson. Learning using Internet resources allows communication at different levels: teacher-student, student-student, student-friend, etc. and at the same time, students have access to an unlimited amount of up-to-date information and a huge selection. By working independently on the Internet, students improve their language skills, develop critical thinking, and increase cognitive independence. The use of Internet resources changes the role of the teacher, he becomes a coordinator and consultant. The main attention is paid to the formation of tasks based on Internet resources, the use of which in the educational process is possible if the teacher carefully thinks out the tasks.

The students took this assignment very seriously and tried to provide comprehensive information. It should be noted that the presentation of the material was lively and interesting. By completing such tasks, students get access to information that is not limited by the text given in the textbook. They search, find out, analyze, compare, and draw certain conclusions by working with Internet materials, which are mostly presented in English. The abundance of information on the Internet can lead a student to confusion. In this case, the presence of a teacher is especially important, whose tasks are: 1. creating a learning environment; 2. creating assignments based on the Internet; 3. monitoring the process of students completing assignments.

When planning the use of educational computer programs and multimedia tools in the study of both a foreign language and other disciplines, it is necessary to take into account the following aspects: - how will this program affect the motivation of students, their attitude to the subject, increase or decrease interest in it (for example, due to difficult, incomprehensibly formulated requirements imposed a training program); - to what extent does the program correspond to the general orientation of the course; - does the program contribute to better learning of the material, is the choice of the proposed tasks justified, is the material presented methodically

correctly; - are classes rationally planned with the use of a computer and new information technologies, is there enough time to do independent work; - do all students have computer skills and abilities? A common mistake when using computer technology in the learning process is the constant sitting of students at the computer. Various forms of educational activity are needed.

This includes front-line work on updating knowledge, and group or pair work of trainees on mastering specific educational skills, and didactic games, oral and written tasks. All of them should be arranged in such a way that the computer does not become an end in itself, but only a logical and very effective addition to the learning process. The need to apply new information technologies in the entire education system and in teaching a foreign language in particular is an urgent requirement of today. Here we mean not only modern technical means and new forms and methods of teaching, but also a completely new approach to the learning process, which helps to implement the principle of interactive, communication-oriented learning, provides individualization and differentiation considering the characteristics of students, their level and inclinations.

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