

## MULTIMEDIA TECHNOLOGIES IN FOREIGN LANGUAGE ONLINE TEACHING

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Today it is seen the increased number of online lessons the field of education. It is due to the development of modern society and some situations like pandemic or war.

We define multimedia technologies as a whole set of different kinds of internet-based search for the appropriate materials (audio- and video pieces included) to be used in the classroom on the part of both students and teachers. Its quite evident, though, that the traditional methods of teaching have to be integrated and coordinated with the innovative multimedia technologies as a new strategy to achieve the desired educational results.

Multimedia technologies contribute to the development of personal qualities of students and the variability of education. The inclusion of these tools in the educational process ensures active creative mastery of the subject by students, allows them to present the material at a higher quality level. Their application opens up new opportunities in the organization of the educational process, especially for university students.

Multimedia learning tools can be divided into technical means (computer etc.) as well as software and electronic educational resources (electronic training programs, electronic textbooks, simulators, encyclopedias and reference books). So, because of working via Internet we have even more opportunities to use multimedia technologies during lessons. Furthermore, the above approach also tends to remodel the teacher-oriented work into student-oriented and even team-oriented work, since students video presentations in class require further discussions and peer assessment.

Digital media used in language learning include a variety of software, digital images, digital videos, digital audiofiles (e-books, MP3), video games, web pages, social networks, databases. The advantages of digital media are that:

- .they are cheaper than paper resources;
- .motivate students through competition (games, quizzes);
- .arouse interest in learning through interactivity;
- .make information multimodal, i.e. presented in different material forms: text, graphics, video, animated images;
- .loss of writing skills, which accordingly leads to a decrease in creative abilities;
- .loss of time due to insufficient media competence of the audience;

In conclusion, the usage of various types of multimedia technologies in the educational process makes it productive and interesting in the process of learning

new material or fixing it in practice. The students who are interested, even the most disinterested in language learning are actively involved in the process of searching for knowledge.

Multimedia practical online lessons make it possible to combine an incredible number of interesting tasks in one session, involving more and more students.

#### **References:**

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## **TEACHING ACADEMIC ENGLISH TO INTERNATIONAL STUDENTS IN CANADA**

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Canada has become a popular country for international students seeking to obtain high-quality education. They often face challenges when it comes to academic English proficiency, and this can significantly hinder their success. Therefore, teaching Academic English to international students in Canada is essential to ensure their academic success and integration into Canadian society. As developing Academic English skills is one of the key aspects of the high education system, educators have developed various methods and innovative technologies to address this challenge.

English as a Second Language (ESL) courses is one of the key methods used in teaching Academic English to international students in Canada. The content of academic English courses varies depending on institution and the level of the program. ESL courses facilitate developing English language skills in four academic areas, such as reading, writing, listening and speaking. In the reading component, students are taught how to read academic texts critically, understand complex vocabulary, and comprehend academic terminology. In the writing component, students learn how to structure and organize academic essays, develop arguments, and cite sources correctly. The listening component helps students to understand academic lectures and presentations, take notes, and engage in academic discussions. Finally, the speaking component focuses on enhancing students' presentation skills, fluency, and accuracy in academic discourse.