

Methodology of Multimedia Technologies in English Lessons of Technical Education

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Abstract: *Multimedia (multiple media, eng.) is the interaction of visual and audio information under the control of interactive software using modern hardware and software, they combine text, sound, graphics, photos, videos in one digital representation.*

For example, a single container object can contain text, audio, graphics, and video information, and possibly a way to interact with it.

The term multimedia is also often used to refer to media that can store large amounts of data and provide fairly quick access to them (the first media of this type were CD — compact disk). In this case, the term multimedia means that the computer can use such media and provide information to the user through all possible types of data, such as audio, video, animation, image and others in addition to traditional ways of providing information, such as text. The definition given above is actually a user definition, that is, a General simplified definition of multimedia for the understanding of the computer user. The scientific and technical definition of multimedia is somewhat different.

Key words: *multimedia, educational multimedia, term, interactive, teaching, method, abilities, silent reading, intonation, accent, imitation.*

I. INTRODUCTION.

The development of modern society takes place in the era of informatization, characterized by the use of information technology in many areas of human activity, including education. Rational combination of traditional educational means with modern information and computer technologies (ICT) is one of the possible ways to solve the problem of modernization of education. ICT tools contribute to the development of personal qualities, variability and individualization of school education. Modern ICT provide an active, creative mastery of the students of the studied subject, allow to present the material at a new qualitatively higher level. Their application opens up fundamentally new opportunities in the organization of the educational process. A foreign language is an educational subject that, due to its specificity, namely, the creation of an artificial language environment for students due to the lack of natural, involves the most flexible and extensive use of various technical means of education. Therefore, it is not surprising that in the teaching of a foreign language, the new opportunities offered by multimedia have found a wide variety of applications. In the process of teaching foreign languages in modern high school traditionally used lighting and sound equipment. But now new information technologies have come to the school: a computer, a multimedia textbook, the Internet, an electronic educational resource. The use of these new information technologies allows us to highlight the following main provisions:

- the use of multimedia technologies in teaching foreign languages is designed to significantly improve the efficiency of teaching, the main purpose of which is to improve the skills of everyday and professional communication (both directly with native speakers and indirectly through the Internet, the press, etc.);

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- means of new information technologies act as a tool for education and upbringing of students, development of their communicative, cognitive, creative abilities and information culture;

- the use of multimedia learning tools allows in the absence of a natural language environment to create conditions as close as possible to real speech communication in foreign languages. The use of multimedia technologies plays a significant role in modern methods of teaching foreign languages. What is multimedia? Multimedia is an interactive (dialogue) system that provides simultaneous work with sound, animated computer graphics, video frames, static images and texts. This term refers to the simultaneous impact on the user through several information channels. In this case, the user is usually given an active role. In other words, multimedia is the sum of technologies that allow a computer to input, process, store, transmit, and display (output) data types such as text, graphics, animation, digitized still images, video, sound, and speech.

The word multimedia appeared out of connection with computer technologies. It was first used by English singer and performer Bob Goldstein in 1966, when he arranged his newfangled show performance. Later, this term denoted any entertainment product with different sound and video effects, but only in the 1990s was finally given the definition of this word: "multimedia — multimedia) is a modern computer information technology that allows you to combine in a computer system text, sound, video, graphic image and animation (animation)" — "Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms".

Previously, a lesson conducted by a teacher was called multimedia, if it was attended by a teacher's story, and a tape recording, and a movie, and slides, and any technical means of teaching. Today, a "multimedia" lesson means a lesson using a multimedia training program, a computer or laptop, a projector, a webcam. In the theory of training even several modern directions of researches, in particular the theory of multimedia training was allocated. There was even an informal term edutainment - "edutainment" - a new formation from the words "education" and "entertainment", used to combine education and entertainment, especially multimedia. Edutainment reflects the relationship between learning and entertainment, that is, the student focuses on the learning process, while having entertainment goals. It is multimedia that has the greatest impact on students. They enrich the learning process, make learning more effective, involving in the process of perception of educational information most of the sensory components of the student. They have become an objective reality of our time, and a foreign language teacher simply cannot take advantage of the opportunities that they provide for teaching real communication in a foreign language. Together with multimedia technologies, a new ideology of thinking came to the school. Previously adopted the school model of education in the center for learning technologies - teacher; between students was an unspoken competition; students played a passive role in the classroom; the essence of learning-the transfer of knowledge (facts). The new learning model that is replacing it is based on the following provisions: at the center of learning technology-the student; at the heart of learning activities - cooperation; students play an active role in learning; the essence of technology - the development of the ability to self-learning and communicative competence of students.

The Main groups of tasks solved with the help of multimedia in English lessons include: support of educational work of students; provision of real communication with native speakers; ensuring access of all participants of the educational process to the rapidly growing information resources stored in centralized information systems; development of cognitive interest and motivation to learn English. The degree and time of multimedia support for a lesson can vary from a few minutes to a full cycle. The main purpose of the multimedia lesson: the study of new material; presentation of new information and expanding the horizons of students; consolidation of the passed; testing of educational skills; repetition of the studied material; practical application of knowledge, skills; generalization and systematization of knowledge. What are the main ways to use the capabilities of modern multimedia technologies in teaching a foreign language? For example, N.S.Kirgintseva distinguishes the following:

- the use of ready-made software products for the study of a foreign language, supplied mainly on CDs;

- the use of software products created directly by teachers (or teachers together with students) in various tool environments or visual design environments);

- the use of Internet resources. The most accessible of the multimedia means should be recognized as the so-called electronic textbook and a variety of training programs-simulators. By type of organization and method of delivery to the student multimedia textbooks are of three types:

- 1) on CD-ROM with or without a printed application;
- 2) on Internet sites with or without a printed application;
- 3) on CD-ROM, but with reference to some Internet sites, with or without a printed application.

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Note that in our school we use the SMG with an electronic application to all textbooks of the English language: a series of "English" (authors Vereshchagina I.N., Afanasieva O.V., Mikheeva I.V.), a series of "English in focus" (authors J.Blown., J.Vaulina). What is so attractive multimedia (electronic) textbooks for teachers and students? These electronic applications to English textbooks contain a training program for memorizing words-ABBY TUTOR, which greatly facilitates the work of memorizing new words. Working with foreign language programs in the computer lab helps students overcome the psychological barrier. When students see a graphic image or pictures on a computer screen, they perceive and master new material better.

The material included in the programme allows to solve the following methodological tasks: (for example, when learning and retaining new English words):

- 1) to create and consolidate the skill of recognizing the meaning of the word
- 2) forming a motor skill of writing specified
- 3) attach a visual image to be mined material. Thus, with the help of educational programs, it is possible to significantly change the ways of managing educational activities, purposefully manage the competitive element present in the activities of students, to individualize learning, and this contributes to improving the quality of education.

Multimedia presentations can be made anywhere where there is a computer and a projector or other local playback device. Broadcast presentation can be both "live" and pre-recorded. Broadcasting or recording can be based on analog or electronic technologies of storage and transmission of information. It is worth noting that online media can be either downloaded to the user's computer and played in any way, or played directly from the Internet using streaming technologies. Forms and place of use of multimedia presentation (or even a separate slide) in the classroom depend, of course, on the content of the lesson and the goal set by the teacher. However, practice allows us to identify some common, the most effective methods of application of such benefits:

1. In the study of new material. It allows you to illustrate a variety of visual AIDS. The application is particularly beneficial in cases where it is necessary to show the dynamics of any process.
2. When you pin a new topic.
3. To test knowledge. Computer testing is a self-examination and self-realization, it is a good incentive for learning, it is a way of activity and self-expression. For a teacher it is a means of quality control of knowledge, a programmed way of accumulating assessments.
4. To deepen knowledge as additional material to the lessons.
5. When checking the front independent work. Provides along with oral visual control of the results.
6. When solving problems of educational nature. Helps to perform and control intermediate and final results of independent work. The teacher can use a Bank of ready-made multimedia presentations created by colleagues and

posted on professional websites and forums, which significantly reduces energy consumption in preparation for the lesson. Or he creates his own presentation for a particular lesson or topic. The value of the presentations created by the teacher is that the material in them is given to students compactly, in the right sequence; there is nothing superfluous, everything "works" to achieve the goals and objectives of a particular lesson, unlike ready-made films and slides. In addition, the material of the presentation accurately calculated at the time informative and lexical points of view best suits the lesson. Teachers of our gymnasium created a Bank of multimedia presentations on many topics of English grammar, vocabulary, country studies, etc., which are regularly used by all teachers in the classroom-lesson system, and there are new models of multimedia presentations in extracurricular activities. The method of projects can be considered at the moment one of the most promising pedagogical technologies that allows you to reveal the most fully creative abilities of students, to form the ability to navigate in a huge sea of information, focusing on the main thing. Of course, the method of projects requires the highest qualification of the teacher, creative approach to the school curriculum, the ability to aggregate knowledge in several subjects and, of course, organizational skills.

The main components of the project method are the research work of schoolchildren and the evaluation of this activity. Of all the tools of cognition, multimedia is the best way to represent knowledge in a variety of ways, including all the modalities of perception. Multimedia implements a more creative approach to the process of assimilation and presentation of knowledge. For example, with the help of students of our gymnasium created a whole library of multimedia presentations, mainly on regional studies, which are regularly used by us in the classroom. In addition to programs on computer disks to increase the motivation of students, many teachers use the Internet, which allows you to further "include" such an important element of learning as interest in the subject being studied. The formation of interest or motivation to study is one of the most difficult elements in the educational process. In this case, using the popularity of the Internet in the student environment, it can be done quite simple means.

Multimedia Internet resource - an Internet resource in which the basic information is presented in the form of multimedia. This is a modern and very convenient mechanism that does not replace the classical functions, but complements and expands the range of services and opportunities for all visitors. Multimedia Internet resources are characterized by the following: they can contain different types of information (not only text, but also sound, graphics, animation, video, etc.). High degree of visibility of materials, authenticity of materials, entertaining, independence, instant feedback. Currently, a methodology for teaching a foreign language using the Internet is being developed. There are supporters of the idea of language learning only through the Internet, and supporters of the traditional work with the textbook. But the majority of English teachers, and in our gymnasium as well, prefer to use the Internet along with traditional means of teaching, integrating it into the educational process. The simplest application of the Internet is to use it as a source of additional materials and exercises, both for the teacher and the student in the study, repetition, consolidation or control of any topic or in preparation for the exam. Here are some Internet resources that we use in the classroom:

1) Lettergenerator<http://www.readwritethink.org/classroom-resources/student-interactives/letter-generator-30005.html> Создан for training of writing skills, and it is part of C1. It contains a sample of writing both personal and business letters with step-by-step recommendations.

2) EssayMap<http://www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html> Создан for training of writing skills, and it is part of the C2-essays - writings. There is a ready-to-print scheme of writing an essay with step-by-step instructions.

3) www.Web.service.learningapps.oldweb.service.learningApps.org created to support the educational process through the interactive applications. The goal is also to collect interactive blocks and make them available to the public. Each teacher can use one or another module to solve specific problems in their subject area. The server provides exercises in 28 subject areas.

4) the Server to create a video <http://goanimate.com/videomaker/quickvideo> GoAnimate was founded in 2007 to create their own animated clips. It does not require professional knowledge of the operator and the artist, the video is created in minutes on ready-made templates, it is possible to save on a web server. You just need to register and use the ready-made templates.

5) Site to prepare for the exam <http://lenglish.com/tests/ege> this site presents 6 full versions of the exam in English with instant self-test, which greatly facilitates the procedure of checking the performance of tasks by the teacher. In addition, after performing a test once, you can go back to it, work on the errors, analyze individual questions. The site also provides separate exercises to improve vocabulary skills and listening and reading skills, which makes it possible to use this EOR at different stages of preparation for the exam.

6) website for the development of listening skills http://www.english-test.net/toeic/listening/the_bund_shanghai.html this site contains a large collection of audio files for the perception of foreign speech by ear, and exercises to practice pronunciation.

7) Website for learning idioms and phrasal verbs in English <http://usefulenglish.ru/idioms/> Training material with exercises on this site describe the use of a competent standard of English, i.e. the language of General use in its standard use. Examples of usage, words and phrases, idioms and stable expressions in different situations in oral and written speech are given.

8) Website for learning English <http://www.native-english.ru/> Everything you need to learn English-grammar guide, tests, dictionary of idioms and Proverbs, songs, poems and more. Based on the above, we can conclude that multimedia learning technologies have huge advantages over traditional methods of teaching. They allow you to train different types of speech activity and combine them in different combinations; help to create communicative situations, automate language and speech actions; contribute to the implementation of an individual approach and the intensification of independent work of the student. Modern trends in the teaching of foreign languages are associated with a radical change in the methodological paradigm, as well as with the technical and technological renewal of the learning process, which is reflected in the massive onset of new learning tools, primarily multimedia computer programs. With the development of computer technology and the Internet opened up new ways and opportunities for knowledge. The latest achievements in the field of high technologies open wide opportunities for the teachers of a foreign language for further improvement of the educational process and its transfer to a qualitatively new basis.

Today, multimedia technology is one of the promising areas of informatization of the educational process. The prospect of successful application of modern information technologies in education is seen in the improvement of software and methodological support, material resources, as well as in the mandatory professional development of the teaching staff. All these properties of multimedia programs help to solve the main problem of language education, defined By the program in foreign languages-the formation of students of different competencies and communicative competence in particular.

In the process of teaching foreign languages in modern high school traditionally used lighting and sound equipment. But now new information technologies have come to the school: a computer, a multimedia textbook, the Internet, an electronic educational resource. The use of these new information technologies allows us to highlight the following main provisions: - the use of multimedia technologies in teaching foreign languages is designed to significantly improve the efficiency of teaching, the main purpose of which is to improve the skills of everyday and professional communication (both directly with native speakers and indirectly through the Internet, the press, etc.); - the means of new information technologies act as a tool of education and upbringing of pupils, development of their communicative, cognitive, creative abilities and information culture; - the use of multimedia learning tools allows in the absence of natural language environment to create conditions as close to real communication in foreign languages.

Previously, a lesson conducted by a teacher was called multimedia, if it was attended by a teacher's story, and a tape recording, and a movie, and slides, and any technical means of teaching. Today, a "multimedia" lesson means a lesson using a multimedia training program, a computer or laptop, a projector, a webcam. The value of the presentations created by the teacher is that the material in them is given to students compactly, in the right sequence; there is nothing superfluous, everything "works" to achieve the goals and objectives of a particular lesson, unlike films and slides. In addition, the presentation can be "put" the text that best matches the topic of the lesson with an informative and lexical points of view. When re-viewing the presentation, the text can be disabled, and students given the task to read the slides independently. Thus, the teacher gets rid of the need to adapt the finished text for students and spend valuable lesson time on "noise" information, which is almost inevitable when using ready-made presentations; in addition, the presentation material is clearly timed

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4. To deepen knowledge, as additional material for lessons.
5. When checking frontal independent work. Provides oral along with visual inspection results.
6. When the task of training and character. Helps to manage and monitor intermediate and final results of independent work.

The main groups of problems solved with the help of the media, include:

- support of academic work of students;
- ensuring effective communication with native speakers;
- ensuring access of all participants of educational process to the rapidly growing funds the information stored in the centralized information systems;
- ensuring interaction between teachers, exchange of pedagogical experience and didactic materials.

What is so attractive multimedia (electronic) textbooks teachers and students? The fact is that knowledge that provides a high level of professional qualification is always subject to rapid changes. Electronic textbooks make it possible to monitor these changes and thus ensure a high level of training.

Advantages of electronic textbooks:

- Visual presentation of the material (use of color, illustrations, sound, video, animation, etc.).
- Fast feedback (built-in test systems provide instant control over the assimilation of the material).
- Interactive mode allows students to control the speed of the study material).

The ability to regularly adjust the textbook as new data becomes available (the electronic textbook is located in one specific place in the virtual space, to which millions of people have access; in order to add or correct anything, it is enough to make changes to one file, and tomorrow millions of people will have an edited version of the old textbook).

With the development of computer technology and the Internet opened up new ways and opportunities for knowledge. The latest achievements in the field of high technologies open wide opportunities for the teachers of a foreign language for further improvement of the educational process and its transfer to a qualitatively new basis. Today, multimedia technology is one of the promising areas of Informatization of the educational process. The prospect of successful application of modern information technologies in education is seen in the improvement of software and methodological support, material resources, as well as in the mandatory professional development of the teaching staff. All these properties of multimedia programs help to solve the main problem of language education, defined By the program in foreign languages-the formation of students of different competencies and communicative competence in particular.

Multimedia means of teaching a foreign language in higher education can not replace the teacher, but they can improve and diversify the activities of the teacher, thereby increasing the productivity of students. As you know, a person, when learning a foreign language and not only, remembers twenty percent of video information, thirty percent of audio information. If you combine what they see, hear and do at the same time, the productivity of memorization is eighty percent of the information.

In addition, the use of multimedia technologies in the process of learning a foreign language allows more widely and fully unleash the creative potential of each individual student.

Multimedia tools in the process of teaching a foreign language in high school can cover electronic textbooks, self-prepared material by the teacher, presentation of information using PowerPoint, video method, e - mail, role-playing games, electronic interactive whiteboards, etc..

In turn, electronic textbooks enable the teacher to find an individual approach to students, increase the motivation of students to learn a foreign language, students become subjects of learning. Also, the advantages of electronic textbooks include: visual presentation of the material, the ability to adjust the textbook and adapt it to the level and requirements of the discipline, self-control of the material, feedback, ease of use.

Self-selected material by the teacher is the most directed and appropriate, as a foreign language teacher prepares and selects information in accordance with the requirements of the University and professionally oriented specialization.

The presentation of information using the Power Point program is also self-selected material and with the help of this program makes it possible to cover all types of speech activities of students (writing, reading, speaking, listening and translation).

Video is a highly effective opportunity of presenting information, since its main advantage is the transparency of information, more intuitive, easier and faster to digest. E-mail is one of the auxiliary methods of the control function, as well as an additional method of communication. Students have the opportunity to clarify the information or solve arising in the classroom time, thereby more efficiently preparing homework and fulfilling all the requirements of the teacher.

The use of role-playing games allows participants to communicate with each other by playing a role. Students must find the information necessary for the role and the game, thus students show independence in the search and selection of necessary and interesting information in English.

Universal means of learning are electronic interactive whiteboards, which are an effective way to introduce electronic content of educational material and multimedia materials in the learning process. With the help of electronic interactive whiteboards, the studied material is submitted in full, the material clearly emerges on the screen of the interactive whiteboard and aims each student to an active fruitful activity.

Innovative technological means of teaching a foreign language in high school make it possible to improve the methods of presenting grammatical and lexical information, the practice of monological and dialogical speaking, teaching writing and practicing pronunciation, constantly replenish the vocabulary of students.

Multimedia technologies can help a foreign language teacher in higher education to adjust the educational process, taking into account the interests and opportunities of individual students, help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning.

The use of interactive technologies in teaching a foreign language contributes to the communicative orientation of this teaching. This, in turn, significantly improves the quality of the material supply and the efficiency of assimilation of this material. The introduction of innovative technologies enriches the content of the educational process, increases the motivation of students to learn English and leads to closer cooperation between the teacher and students.

For the successful implementation of multimedia technologies in the process of teaching a foreign language in high school requires such necessary components as software (multimedia discs, presentations, video, audio clips, Internet resources), as well as equipment (PC, audio, video equipment, multimedia projector, interactive whiteboard).

So, at the lesson in a foreign language, having video support of the proposed material, students have the opportunity to get acquainted with the socio-cultural realities of the country studied, to observe the facial expressions, gestures, the environment of native speakers of the studied language.

Teaching a foreign language in high school with the use of multimedia technologies makes it possible to move from passive presentation of the material to an active way of implementing educational activities in which the student becomes not only the Central object of the process, but also an active participant. In this case, multimedia technologies should not become the center of the learning process, but carry an auxiliary, cognitive nature, as well as an auxiliary means of activating attention. Thus, the educational process itself is activated by increasing the visibility of the proposed material, there is a more fruitful interactive interaction.

The peculiarity of a foreign language is that it itself is both the purpose and the means of learning. The student first learns the simplest elements, and then with their help learns complex. Teaching a foreign language professional direction in high school provides that the student already has a basic knowledge of a foreign language.

II. CONCLUSION

The multimedia electronic guide to the science of foreign languages, first of all, provides a rich scientific knowledge, as well as a wide range of opportunities for the formation of a complete picture in young people about some delicate concepts related to the content of the subject in contrast to other methods of application in English science. Also, the use of multimedia tools in the course process will help to strengthen the minds and minds of students, to cultivate their creative abilities, to increase interest in the lesson, to develop their independent mind, to facilitate the explanation and understanding of the lesson, to give them a deep and clear picture of their relationship to life.

Proceeding from the above considerations, the development and use of educational institutions in the educational process in the form of a multimedia electronic guide in the interesting passage of lessons to schoolchildren-young people in the teaching of I subjects in educational and educational institutions is of great benefit.

Multimedia can be used for the presentation of knowledge, for the organization of control, consolidation, repetition, generalization, it successfully performs all didactic functions. Training and educating functions of this method are caused by high efficiency of impact of visual images. The information presented in a visual form is the most accessible to perception, is absorbed easier and faster.

Having considered the main types of multimedia technologies, we came to the conclusion that they can and should be used in foreign language lessons, since the use of modern ICT in the educational process provides an opportunity to:

- give students more complete, accurate information about the phenomena and processes studied;
- increase the role of visibility in the learning process;

- meet the needs, desires and interests of students;
- release teachers from part of the technical work related to the control and correction of knowledge;
- establish effective feedback;
- to organize a complete and systematic monitoring, an objective accounting of progress.

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