

**9- DEVELOPMENT OF STUDENTS' SPEAKING SKILLS THROUGH THE USE OF
MULTIMEDIA IN KARAKALPAK CLASSES**

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Abstract: This article discusses the informatization of education, the development of the education system and new prospects for Improving the education system, Among the traditional concepts in modern education are the concepts of information technology in education. Education involves the development of the organization of information technology, the selection of methods and technologies that meet the set goals, as well as the creation of different learning situations.
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The 21st century is an information age as well as knowledge economy age. The rapid development of information technology provides us with advanced teaching means—multimedia. It is true that multimedia has many advantages in English teaching, such as offering more information, saving more time, stimulating students' imagination and creativity, and so on. Although multimedia has many advantages, some scholars suggested that it should not be used blindly. What we should know is that multimedia just only plays an assisting role in English teaching. The thesis consists of four parts. The first part gives a general introduction of multimedia. The second part illustrates the necessity of multimedia in English teaching. The third part elaborates the advantages of multimedia teaching and problems when we use multimedia. The last part gives some strategies on how to use multimedia well.

Teaching speaking skills has become increasingly important in English as a foreign language due to the large number of learners who want to use English spontaneously and freely for communicative purposes. Recently, EFL speaking skill has begun to be taken seriously. Previously, it seemed to be assumed that the student would just learn this skill somehow in the general process of learning English as a foreign language. It seemed reasonable to think that the student would acquire this skill while learning to write, read and listen. However, this process does not seem to produce the desired results.

) The Multimedia-based Program: Recently, English language courses that combines face-to-face traditional learning with the applications of technologies, in particular computer-assisted 9 language learning (CALL) have been found to promote foreign language learning effectively. These courses can give students flexibility to work independently, at their own pace in order to promote English language acquisition. (Graham, 2006; Singh, 2003). With the use of multimedia-based programs in EFL speaking classes, the availability of a variety of media technologies allows users to use certain multimedia instructional materials such as: online and offline instructional videos available at different educational sites, download certain videos and audios, as well as record audio and video files in a reasonably short amount of time leading to increased use of multimedia instructional videos in learning environments.(Odhabi & NicksMcCaleb, 2009, p. 330).

The incorporation of a multimedia-based program in traditional EFL learning environments has proved to offer opportunities for providing pedagogically sound activities for developing speaking fluency. The importance of using multimedia instructional videos lies in the teacher's ability in

preparing students to receive the message of the video. In addition to, providing creative ideas with different purposes to enhance EFL speaking fluency. Some teachers use traditional-based activities to promote the students' fluency skills, rather than incorporating multimedia with its online or downloadable instructional videos as a powerful tool for developing speaking Fluency (King, 2002; Lin, 2000). New learning and teaching approaches have suggested that teachers of English as a foreign language should encourage their students to use technological innovations within EFL speaking classes using every available technique such as: cell phones, digital cameras, computers, projectors, and televisions.

The use of instructional video as a multimedia material in EFL speaking classes clarified a number of interesting patterns. First, it is evident that the purposes for and manner in which instructional video has been used in teaching EFL speaking has changed, instructional video have proved themselves to be a flexible medium which is adaptable in both form and function. Second, technological innovations have also influenced the educational environment; the teacher in his/her speaking classes should have much more information about the instructional videos. Moreover, instructional videos have certain characteristics, they represent lasting records, they can be collected, edited and recombined, and finally they sustain a set of practices that are very different from traditional teaching. (Brophy, 2008, p. 22)

Liu (2011) aimed at exploring the use of video lesson modules in a teaching methodology course to prepare preservice teachers for supporting the English-language development of pupils at K-8 schools. The basic material of a lesson module was a video lesson featuring instruction of an experienced classroom teacher in an English-language development setting of a local school district. A total of 112 preservice teachers, enrolled in a teaching methodology course of two consecutive semesters, participated in this study. After the participants used the lesson modules as part of the methodology course required in the credential program, they provided feedback by completing a survey. The results indicated that high reliability exists in the application of the materials for different groups of participants who admitted benefiting the most in application of English-language development instructional strategies.

Interactive technological materials offer useful opportunities to develop EFL speaking fluency. The multimedia-based programs provided some new instructional materials for fostering fluency skills. Moreover, these instructional materials included in multimedia-based programs help the students to learn according to their own pace and needs. Sharma and Parrett (2007, p. 40) pinpointed that the instructional online or downloadable videos may help English learners to record their dialogues and then play it back. Generally, learners are asked to evaluate their own utterances, and they also have the chance to keep practicing and refining their attempts in order to improve their speaking fluency skills. The literature on integrating video-recording of student speaking in language learning offers several advantages. Students can watch and see themselves and their fellow friends' performances. Similarly, teachers can use video to help students become fluent speakers in English. In addition, students have the opportunity to view the recording on video more than once. Thus, recordings allow students to replay the video as many times as they need. So, they can make self-evaluation of themselves as well as their fellow friends. As a consequence, students become selfcritical, because they can see their problems and trace their improvements. (Kirkgoz, 2011, p. 2).

Formative evaluation was used for assessing participants' progress in EFL speaking fluency skills and for providing necessary and immediate positive feedback. The activities as well as the multimedia instructional materials provided the researcher with the sufficient information about the participants' progress and development in EFL speaking skills.

In conclusion, Before the implementation of the multimedia-based program, most of the students were found to have lack in their EFL speaking fluency skills and they face problematic matters in their EFL speaking fluency skills. In addition, they showed little interest in the oral activities. However, after the implementation of the program, the study sample made notable gains in EFL speaking fluency skills with its four sub-skills. Their errors were decreased resulting in an increase in EFL speaking performance. These gains might be attributable to the use of the multimedia-based program. The incorporation of recent technology within the traditional classroom environment had helped the students learn according to their own abilities, pace and attitudes. The positive feedback of the teacher also helped the study sample to reduce their speaking anxiety and learn to take personal command of their own development in EFL speaking skills. Thus, it is concluded that the multimedia-based program was effective in developing second year, Faculty of Education, English section students' EFL speaking fluency skills.

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