The Use Of Multimedia Tools In Turkish Grammar Lessons In A Foreign Language Audience

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Annotation: The use of multimedia tools will provide an opportunity to interact with a variety of texts that will give students a solid foundation in the tasks and content of basic language courses. Interactive teaching techniques are interesting and effective teaching methods in organizing students' learning activities and can be used at any stage of language learning. The article discusses the use of multimedia tools as one of the main aspects of grammar teaching methods. The article provides definitions of techniques and advantages of their use at all levels of learning the grammar of the Turkish language.
Keywords: Turkish language, teaching methods, Internet, foreign language grammar, multimedia resources.

The process of upbringing and education is aimed not only at the teacher himself, as it happened earlier, but also at the students. Nowadays, many teachers believe that teaching grammar is the most difficult part of the learning process. Relying on gaming activities allows you to provide natural motivation for activities in a foreign language, that is, even the most elementary statements can be made interesting and meaningful. The number of Turkish language learners as a foreign language is steadily growing from year to year. To succeed in the language learning process, students must develop not only linguistic, but also academic skills. These skills include using the Turkish language to acquire and build knowledge by reading academic texts, writing acceptable academic prose, conducting research and submitting reports. One of the methods of improving students' knowledge is the use of multimedia tools in the process of teaching and learning in classrooms.

The Internet provides a whole new world of opportunities for those who seek to learn foreign languages. The development of information technologies has changed our lives, instead of attending regular lessons and studying with a

teacher in a traditional setting, many people study foreign languages from the comfort of their own homes. In addition to saving time, online education provides a number of new opportunities. As for the Turkish language, the development of multimedia audio and video materials does not have a lot of resources, unlike common languages for learning, such as English, German and others.

In the 21st century, the use of multimedia in the educational process has become popular among teachers. There is a lot of disagreement about the effectiveness of different approaches to vocabulary representation. Moreover, learning grammar is often perceived as a tedious and painstaking process. Based on the experience of some experts, it has been noticed how students are enthusiastic about learning a language using modern technologies, and the use of multimedia in learning grammar is not only fun, but also helps students learn without conscious analysis or understanding of the learning process, while they acquire communicative and grammatical competencies as a second language. There are many techniques related to the study of grammar. While teachers agree that the use of multimedia resources is an excellent addition to the educational process for children, many experienced authors of textbooks and teaching aids argue that multimedia resources are not just a time-consuming activity, but they are of great educational importance. There are many different forms/types of educational multimedia materials that can be used by the teacher and students in different ways.

To immerse yourself in the timeless works of Turkish greats such as Halide Edip Adıvar or Yaşar Kemal is akin to taking a journey through the soul of the language. These classics are not just stories or historical records; they are the lifeblood of the Turkish spirit and linguistic elegance. They teach the reader about idioms, conversational conversational terms, and the well-known wisdom that comes only from the generic frequency of conversation and narration. It is here that language learners can distinguish between the formal constructions learned in textbooks and the practical dialogue that pulsates through the streets and countryside of Turkey. By deciphering the metaphors and analogies used in these respected texts, students can gain a deep understanding of not only the complex sentence structures, but also the cultural context that shapes language, thereby creating a more nuanced and comprehensive framework for their linguistic abilities.

The use of new technologies in the educational process is a great way for teachers to convey information, convey a specific idea to students and attract the attention of students. In particular, for a foreign-speaking audience, this type of educational stimulation can have numerous positive consequences for the development of skills for learning a foreign language. This technology can also be presented in forms that can help students who have difficulty learning foreign languages- strange languages, keep up with their peers. Multimedia media can be defined as information presented in various forms of multimedia such as text, audio graphics and animation. Multimedia tools are primarily computerized, as they offer the easiest way to create graphics and presentations. The most common multimedia applications include digital text, short story collections on CDs, videos, and computer simulations. In addition to computer disk programs, many teachers use the Internet to increase student motivation, which allows them to additionally "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 by simple means.

Although multimedia technologies used to teach grammar are very common, however, most of the research, both Russian and foreign, is devoted mainly to European languages. The purpose of the study is to analyze the currently existing Internet resources and technologies suitable for use in Turkish grammar lessons in a foreign language audience. The object of the research is electronic educational resources for the study and consolidation of the grammar of the Turkish language. The results of the study and their discussion. In order to find useful sources of Internet resources for teaching Turkish grammar, how effective and understandable the selected materials are for a foreign-speaking audience, it is necessary to find out which types of speech activity these resources are aimed at and which sections of the language they cover. It is necessary to study the description of the resource, for which category of Turkish language learners this resource is available, which sections are highlighted, what types of exercises are presented, whether exercises are presented to consolidate grammatical material. It is necessary to choose Internet resources whose main purpose is to give an initial idea of the structure and features of the Turkish language and help to learn its basics. When explaining the grammar of the Turkish language through the use of Internet resources, it is necessary to use

exercises that use excerpts from authentic texts, including poetic and song audio and video recordings, for convenience and to draw attention to the topic, you can use forms for completing tasks with an instant opportunity to check correct answers, tables and diagrams.

The material should be presented in an understandable form for a foreign-speaking audience, for beginners to learn a language, it is necessary to use many analogies and examples. In the process of teaching foreign languages in modern secondary schools, lighting and sound engineering tools are traditionally used. But now new information technologies have come to the school: a computer, a multimedia textbook, an online 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 increase the effectiveness 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 press, etc.);

-the means of new information technologies act as a tool for the education and upbringing of students, the 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 presentations will allow you to use not only listening perception, but also visual memorization. Also, the use of animation effects in presentations will help to focus the attention of students and diversify the visual range, thus, associative visual memory will be involved. For the best perception of information, you should not overload the slides with information. And also alternate types of activities in the lesson, since excessive information saturation of classes can lead to increased fatigue of students. In addition, a multimedia presentation prepared by the teacher in advance significantly saves educational time. Multimedia presentations can be used at all stages of learning, starting from the study of theory, including repetition and practice, and ending with the control of the material studied. Presentations will help in teaching reading, speaking, writing and listening. These multimedia tools are used to study grammar, phonetics and vocabulary. Let's look at some forms of using computer presentations at different stages of lessons: The goal setting stage. This stage

often takes place in the form of a conversation with students. It is advisable to visualize the questions of such a conversation in slides, but not in the form of simple text, but as a small video or photo series. Quotes, riddles, idioms, etc. can act as text inserts.

Phonetic charging. At this stage, either transcriptions of sounds or sound combinations and sentences are displayed on the slide, their choral and individual pronunciation is organized, or a video clip with tongue twisters is shown, organizing first their listening and then choral and individual pronunciation. This form of demonstration of the material is especially relevant for improving pronunciation skills and mastering intonation models of the studied language. Multimedia capabilities allow you to listen to speech in the language you are learning, adapting it according to your level of perception, and adjusting the speed of sound allows you to split phrases into separate words in parallel comparing the pronunciation of words.

The stage of introducing new material. When studying a new topic, a lesson is conducted using an accompanying presentation. Such a presentation displays the main theoretical material for the lesson, includes examples and tasks, implies the mandatory presence of the main visual components of the lesson: the name of the plan, key concepts, reference schemes, etc. The functions of the PowerPoint program allow animating the most complex and important information, which is a visual support and contributes to the additional focus of students' attention on significant components, as well as it helps to fully assimilate the material. Quite often, such lessons in the content (and sometimes in the illustrative part) are guided by the basic textbook, supplementing the information presented with graphic images, video and audio fragments. Of particular importance is the use of presentations in English lessons for primary and secondary school age. It is known that students perceive information better, which is visual, fascinating and colorful. The work on creating multimedia lessons is extremely important because fostering interest in learning English is the key to successful further learning of foreign languages in senior classes.

Media consumption is only half the equation; active participation in Turkish online forums, social media platforms and discussion groups complements passive consumption and provides invaluable validation for the practical application of the language. The interaction of both native speakers and fellow students through comments, posts and online discourse allows for real-time language practice and immediate feedback. This interactive layer adds a

dynamic dimension to language acquisition as students navigate idiomatic expressions, slang, and cultural humor, further strengthening their understanding of the Turkish language. Such immersion not only accelerates language competence, but also contributes to a sense of belonging in the digital Turkish community by providing students with an insider's opinion on current issues, trending topics and the pulse of modern Turkish society.

Currently, a methodology for teaching a foreign language using Internet resources is being developed. Perhaps in the near future, the use of the Internet will be regarded as one of the main sources of knowledge along with traditional learning tools. At the same time, the use of the Internet is regarded as a source of additional materials and exercises, both for the teacher and for the student when studying, repeating, fixing or controlling any topic. The advantage of the modern education system is the possibility of combining different learning models, for example, the Blended Learning model. The use of Internet resources in Turkish grammar lessons is suitable for explaining the basic rules of Turkish grammar, such as the harmonism of the Turkish language, case affixes, tenses of verbs, word-forming affixes, moods and more.

After the theoretical material, students can be given several exercises with the possibility of checking and tips on consolidating the material they have passed, thereby adding interactive elements to the educational process. The main advantage of using Internet resources in grammar lessons is the variety of didactic approaches. Thanks to the interaction with multimedia, students are becoming more familiar with the academic vocabulary and structure of the language. Using the Internet will benefit students' motivation. In general, students develop greater confidence in their ability to use the Turkish language because they need to interact with the Internet through reading and writing. The use of multimedia allows students to collect information through media that encourages their imagination and interests. In addition, using this technology in combination with a sense of learning will create a successful learning method.

All people perceive information and knowledge in different ways, some assimilate and understand written speech, while others better grasp the meaning of conversations by ear. Students of a foreign language through the Internet, if they have technical capabilities, can find information on any section of the language at any time - a grammatical rule with examples of a set of words on a specific topic, an audio recording of a conversation between native speakers, an authentic song, watch a movie in the language being studied or a

video lesson, listen to the news, download a book or read an article. Thus, the study of the effectiveness of the use of Internet technologies allows us to draw the following conclusions, Internet resources are a good platform for training acquired skills, consolidating the studied material, improving their knowledge in the field of the Turkish language. The use of Internet resources allows for intercultural communication, which, in turn, contributes to the understanding of foreign linguistic culture and the development of socio-cultural tolerance of students.

Thus, the use of electronic resources becomes an almost integral part of the educational process and self-education. Due to the peculiarities of life in the modern world, dynamic, economical, flexible but effective approaches to teaching and learning a foreign language are becoming in demand.

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