Improvement of methodological competences of future English language teachers in the conditions of implementation of innovative technologies in the educational process

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Annotation. *The purpose of this article is to look into how teachers prepare for and use multimedia when instructing English language learners. Two English teachers served as the research subjects in this case study methodology study. According to the findings, teachers obtain their preparation materials from a variety of sources, including the internet, books, and videos. The devices' limitations presented a challenge for the teachers. When putting an activity into practice, the teacher frequently used films, followed by power point presentations to clarify the content. Teachers hardly ever administer assessments that require students to use multimedia. This article offers ideas and viewpoints on enhancing future English language instructors' methodological proficiency in the context of implementing cutting-edge.*

Keywords: *English, multimedia, innovative technologies, educational process, preparation, implementation, students, media tools, methodological competencies, improvements.*

One of the key components of teaching English is the use of media. There are many different types of media used to teach English, including photographs, slide projectors, audio cassettes, charts, and more. All of those were employed to facilitate student understanding of the lesson and aid the teacher in presenting it. As technology advances, so do the educational media, which now combines audio, video, animation, and text in addition to providing visual and audio content. Multimedia is a term used to describe a sort of media that can present text, audio, and visual content. Text, images, sound, animation, and video are all components of multimedia, some or all of which are arranged into a logical program.

Competence is the capacity to use knowledge, skills, and talents learned in a particular educational subject or specialty, as well as the interpersonal relationships developed at work, successfully. Compared to the categories of knowledge, skills, and credentials, the concepts of competence and competence have a broader connotation. Today, a variety of research have been conducted on the definition of the notions of competence and the content of their key components, as well as on the issues surrounding their formation and growth in different fields of endeavor, which results in their classification.

Technology that is cutting edge and current is an excellent tool for teaching the English language. This will present a chance for teachers to improve and advance their methodological skills. Using multimedia in the classroom not only aids the teacher in communicating in the target language but also motivates the students to study by providing audio and visual resources that draw the students to the lesson and increase their attention to it. Teaching is successful when students are engaged in and eager to learn the material. This article expressed that viewpoint by claiming that media tools engage students' senses and aid in information processing, enhancing their comprehension of the target culture and raising their motivation for language learning, reinforcing the teaching points, and avoiding the need for the teacher to provide unnecessary explanation. Using multimedia in the classroom to engage students and aid in their understanding of the material increases retention, which in turn improves learning outcomes. As it includes graphics, images, audio, text integration, video, and a digital environment, the usage of multimedia can improve the standard of teaching and learning processes. These components have different effects in increasing the learners' memory storage[40].

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[40] Brinton, D. M. 2001.The use of media in language teaching. In Celce-Murcia, M.(Ed.), Teaching English as a second or foreign language (pp. 459- 475).

The ability to use cutting-edge technologies must be honed in order to improve the proficiency of foreign language instructors. Multimedia content of today is a skillfully crafted synthesis of text, graphic art, sound, animation, and video elements. It becomes interactive multimedia when you provide the end user, or the viewer of a multimedia project, power over "what," "when," and "how" the pieces are delivered and presented. As a result, multimedia can be described as the combination of many media elements (audio, video, graphics, text, animation, etc.) into a cohesive whole that offers the end user advantages that no single media element alone can[41].

Based on the data, the researcher concluded that the teacher employed a variety of instructional tools when instructing English, including a mobile phone, laptop, internet, digital projector, Microsoft Power Point, book, poster, real item, speaker active, video, and YouTube. The researcher also discovered that there were a number of benefits to employing educational media when teaching English. These advantages included the ability of the media to engage pupils in the learning process and their concentration on grasping the subject matter. However, the researcher also discovered that employing teaching media to teach English has its limitations. The teacher's inability to focus the class's attention was a weakness.

Using multimedia in the classroom not only aids the teacher in communicating in the target language but also motivates the students to study by providing audio and visual resources that draw the students to the lesson and increase their attention to it. Teaching is successful when students are engaged in and eager to learn the material. This article expressed that viewpoint by claiming that media tools engage students' senses and aid in information processing, enhancing their comprehension of the target culture and raising their motivation for language learning, reinforcing the teaching points, and avoiding the need for the teacher to provide unnecessary explanation. Using multimedia in the classroom to engage students and aid in their understanding of the material increases retention, which in turn improves learning outcomes. As it includes graphics, images, audio, text integration, video, and a digital environment, the usage of multimedia can improve the standard of teaching and learning processes. These elements each have a varied impact on how much memory storage the learners have.

The teacher actually encounters a lot of difficult situations while the class is engaged in learning activities. The instructor uses a variety of teaching strategies, media, and communication skills to meet this difficulty. This occurs because each time the teaching and learning process is conducted, the teacher must employ a distinct set of techniques and media due to the pupils' varying levels of ability.

Since the instructor is the students' main source of inspiration and commands their whole attention, they are essential to the teaching and learning process. that unsuitable learning techniques, boredom, and a lack of awareness of the material's importance are the main causes of classroom conduct problems. These barriers make it difficult for professors to communicate materials to pupils, which results in a communication gap between the two parties. Since motivation was so important to the way the pupils performed during the learning process, the instructor used media to increase it. Media are regularly included into the learning process by English teachers. It might act as a point of connection or a guide to explain to pupils how professors see a certain subject. The teaching and learning process in the classroom should be structured with meaningful activities, especially in junior high school. One method of teaching English is through the use of media to present the information. This will add excitement and enjoyment to the teaching and learning process. The teacher will present a variety of activities to the students. As a result, the instructor should exercise creativity in the creation and use of media based on the needs of the students and the course material.[42]

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[41] Ogunbote, K.O.; & Adesoye, A.E. 2006. Quality assurance in Nigerian academic libraries networked multimedia services. Journal of Library and Information Science, Vol. 3. No. 1 & 2 pp. 100-111.

[42] Markee, N. (1997). Managing curricular innovation. Cambridge, England: Cambridge University Press. 145-p

Through the employment of modern technologies during lessons by highly qualified teachers, education quality is rising. The advantages of employing these tools with pupils are as follows:

1. Enables individual computer-station work for each student at their own speed and in accordance with their needs;
2. Makes the introduction and presentation of content more dynamic and appealing for students;
3. Assists teachers in managing large groups of students more successfully;
4. Thanks to the activities' participatory character, motivates students more;
5. Teaches students how to evaluate and keep track of their own development, which promotes independent learning;
6. Encourages a task-based learning strategy;
7. Enables students to encounter situations and places where language is used in a communicatively relevant way.

Introduces a variety of spoken, written, and visual components that are suitable for different student learning preferences and styles. As previously mentioned, the usage of multimedia not only aids the teacher in delivering the lesson but also enables and encourages individual learning among the students. When serving audiovisual material to the learner, the usage of multimedia also provides real-life experience. The rapid growth of the Internet has opened up new opportunities for designing communicative tasks like those centered on tele collaboration and computer-mediated communication, such as the ability to interact in real time with oral and written communication, conduct information searches to find interesting and valuable content, and participate in distance learning.

How can we assess the proficiency of teachers? The author had looked at how English teachers planned lessons and employed multimedia to help students learn the language. The data had been acquired via the interview and the observation checklist. The interview exposed a number of problems with teacher preparation, particularly when it comes to producing the multimedia instructional materials. The difficulty the SMP Immanuel teacher encountered throughout the preparation stages was the accessibility of the multimedia that is so readily available. Teachers rarely include multimedia into the teaching and learning process during implementation, and they only use multimedia to evaluate students once a month[43].

How can educators become more adept at utilizing cutting-edge technologies? There are different kinds of media, including audio, visual, and audio-visual. Audio media are forms of media that feature hearing, such as the recorders used with foam tapes, cassette tapes, compact disks (CD), and radio acts. Media that appeals to the visual senses is referred to as visual media. The visual media, which includes images, graphs, diagrams, charts, maps, comics, posters, visual boards, and periodicals, contain both spoken and nonverbal messages. Audiovisual medium comes last. It is a form of communication that is delivered to the senses of sight and hearing. They are television and video compact disc[44].

Multimedia content of today is a skillfully crafted synthesis of text, graphic art, sound, animation, and video elements. It becomes interactive multimedia when you provide the end user, or the viewer of a multimedia project, power over "what," "when," and "how" the pieces are delivered and presented. As a result, multimedia can be described as the combination of many media elements (audio, video, graphics, text, animation, etc.) into a cohesive whole that offers the end user advantages that no single media element alone can[45].

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[43] Murray, D. E. (Ed.). (2008). Planning change, changing plans: Innovations in second language teaching. Ann Arbor: University of Michigan Press.

[44] Brown, Douglas (2000)."Teaching By Principles an Interactive Approach to Language Pedagogy". California: Longman.

[45] Bozorgian, H., & Kanan, S. M. (2017). Task Repetition on Accuracy and Fluency: EFL Learners ' Speaking. International Journal of English Language and Literature Studies, 6(2), 42–53. https://doi.org/10.18488/journal.

In actuality, the majority of teachers are already familiar with the purpose and benefits of employing media. However, for a variety of reasons—including a lack of skill and knowledge in using or controlling media, such as an LCD, computer, multimedia room, etc.—they are rarely used in the classroom. The issues were that teachers took more time to prepare the media and lacked the skills to provide engaging media for a large class of kids. On the other side, some teachers just use one kind of media when they are teaching. school with two students with disabilities in the seventh grade class, five kids with disabilities in the A class, four children in the B class, and additional students with special needs in every class attention. Some of the pupils suffer from speech or language disorders, hearing loss (including deafness), vision loss (including blindness), emotional instability, orthopedic issues, autism, traumatic brain damage, other medical conditions, or other special learning disabilities.

1. Microsoft Power Point; digital projector; mobile phone; laptop; internet
2. Visual Media: a book, a poster, and a handout
3. YouTube and other audiovisual media.

Methodology and innovative technologies. The teachers handled the pupils normally, so they did not receive any special attention. For the distribution of educational content during the learning process, the instructor can pick an appropriate medium for both typical students and students with special needs. Studying the media that teachers use to teach English is intriguing for a variety of reasons. The first is that media now serves as a link between students' and teachers' conceptual understanding. It facilitates the communication of the lessons by the teacher. The second is that the writer can increase his proficiency with media by studying media in education. Additionally, the media may support educators appropriately and a variety of educational approaches can assist students overcome their passivity in the learning process.

The Benefits of Media Use in Teaching English:

- Portable phone was useful. It was a portable gadget that the instructor and students could use in the classroom to access emails from the instructor regarding recount texts.
- Laptop. The instructor used a laptop to play a video about self-introduction for the class; the film helped with the explanation and gave the students examples of proper pronunciation.
- To get the information they need, the instructor can use the internet. Email would allow the teacher to more swiftly distribute the Internet-based text material to the students. The teacher also talked about the benefits of using the internet.
- The teacher used a digital projector to deliver the lesson materials in a clearer, higher-quality manner. Students pay closer attention to the lesson material.
- Poster The teacher could gain knowledge of the students' group work while creating a poster regarding the prohibition and urgency between students with special needs and typical students by utilizing a poster. A poster's photos that are hung in the whiteboard could convey an uplifting message.
- True Object The teacher found it helpful to provide the kids a description of the "Descriptive Text" content so they could understand it more clearly without having to imagine[46].

Teaching media, according to this definition, is an intermediary tool for understanding the meaning of the information provided by educators or teachers via print or electronic media, as well as a tool to facilitate the implementation of the learning system's components so that the learning process can be efficient and last a long time.

Visual Verbal The first sketch can be referred to as a stick figure. The pictures are presentations of ideas or concepts of learning, making them easier for students to understand. That is a

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[46] Quinn, Clark. (2000). "Mobile Learning and Handheld Devices in the Classroom" USA. Eduworks Corporation.

straightforward illustration of the main object without a detail part. Second, paintings are the outcome of someone's symbolic and aesthetic depictions of an item or circumstance.

Due to a shortage of materials and student excitement, the teacher in this situation finds it challenging to choose and use instructional media, which results in less effective and efficient teaching and learning activities. Utilizing the media available at school is one way to address the issue of learning media throughout the selecting process. A textbook is the media that the teacher used during the field observation procedure. Only 75% of pupils can survive with the usage of instructional media that incorporate textbooks.

Learning media is a tool to support the learning process practically and effectively so that learning can proceed without difficulty and in line with rules. In the field of education, especially during the teaching and learning process at school, the usage of learning media or teaching materials is extremely significant. Learning media can be defined as anything that can communicate messages from pre-existing sources in a planned way, resulting in an environment that is conducive to learning and enables the recipient to complete the teaching and learning process effectively. Learning media, according to scientists, are tools or technologies used to assist in the informational process during teaching and learning activities. In order to be able to give motivation and student interest in following the process of teaching and learning activities, learning media is crucial in the teaching and learning process. By delivering a pleasant experience, learning media can help to improve student learning outcomes.

There are many different types of learning media, according to some scientists, including textbooks, images, projectors, whiteboards, power points, films, and computer-based technology aids. Learning media consists of two parts: software and hardware. A teacher can utilize an application on the software media, while a computer, laptop, or projector can be used on the hardware media. The author had examined how teachers prepared and how they used multimedia to teach and learn English. The information had been gathered from the observation checklist and interview. The interview revealed several issues with teacher preparation, particularly when it comes to creating the multimedia materials that would be used for instruction. The availability of the multimedia that is so view of them that available was the issue that the SMP Immanuel teacher faced during the preparation stages. The use of multimedia in the teaching and learning process is infrequently incorporated by teachers during implementation, and only once a month do they assess students using multimedia. The majority of the time, the teacher uses multimedia to introduce the materials and explain them throughout an activity.

Based on the aforementioned statement, it can be inferred that the use of learning media is crucial to facilitating the teaching and learning process in the classroom in order to ensure that the activities go smoothly and effectively and that students are at ease and motivated to engage in the teaching and learning process at school. Because of this, the availability of learning media can increase students' interest in instruction and learning and assist teachers in delivering content to students through media. Additionally, the availability of a variety of learning media will undoubtedly aid teachers in teaching and learning by allowing them to select the type of media that will be used in accordance with the material.

Communication competence. Many nations adopt English as their official language of communication since it is widely recognized and utilized throughout the world. According to research, pupils who are able to learn all disciplines will succeed in a variety of developmental areas. The majority of the time, learning a foreign language is taught in schools so students may communicate with foreigners or read English-language publications. Beginning in elementary school and continuing through junior high and high school, English is one of the disciplines taught.

In order to document specific episodes and real-world situations that take place in primary schools without the researcher present, this study uses a case study methodology. This case study contains research that seeks to reveal an occurrence through logical and thorough investigation. One

primary school hosted the research study. Participants include English teachers and students from the school. Except for using instructional media only during teaching and learning activities in class, teachers participated in this study had no particular restrictions. This study employs interviews and observation to gather data. Even this observation, in which the researcher solely acts as a full spectator, is a non-participant observation. This observation aims to examine what learning media are used by teachers and find out what learning media are used in teaching and learning activities. This observation was made once when the teacher taught in class. Meanwhile, the interview was conducted informally. Informal interviews are used to check whether information obtained from observations is appropriate or not. However, questions can be developed according to the needs of researchers.

Results. The media that have been employed are textbooks, which are based on field observations. When the teacher first introduces the content, the class is highly conducive to students who listen and write. However, after that, the class feels less favorable because many students enter and exit the room, disturbing friends, being noisy, being drowsy, and not wanting to be quiet. The issue is that using textbooks might make students feel off-center throughout the teaching and learning process. They are also overly repetitive and can make pupils get bored more easily. A teacher will draw students' attention to focused on learning by adding points to students' daily values as a way to address the issue of learning media. However, in this occasion, only roughly 75% of pupils were able to respond.

Each educator should use their own approach. They should first improve their teaching abilities. They should, in particular, be easily able to handle tools of contemporary technology. As a result, the lesson's quality and the students' performance both benefit. Teachers' Use of Instructional Media in Teaching English To increase pupils' innate knowledge so that they can become skillful and competent, a teacher seems to need to have as many resources and talents as they can in the classroom. Utilizing media is a useful tool in the learning process. Researchers carried out their study in a private school that is used to integrating technology into classroom instruction. Based on the results of the interview, the media commonly used in the teaching and learning process are text books, pictures and videos. As for other additional media such as blackboards, projectors, and so on.

When teaching about "anything that is in the house," for example, the instructor will use textbook media that is related to that topic. This will be done in accordance with the textbook's central concept. Teachers at this school use textbook because they can help students execute the curriculum because they are structured in accordance with the applicable curriculum, allowing them the chance to review lessons or acquire new content. Pictures are the next teaching tool that teachers employ. The image serves as a tool to make it easier for the teacher to teach the content to the students. For example, when the material being taught is Things at Home, the teacher will bring pictures that fit the theme such as pictures of cabinets, mattresses, chairs, sofas, decorative lamps, tables, kitchen utensils and so on. So when the teacher explains the material with pictures, students will find it easier to accept it.

Conclusion. The most crucial point is that educators should always work on themselves. Additionally, education aims to advance the methodological skills of aspiring English language instructors under the circumstances of the integration of cutting-edge technology into the teaching and learning process. Both the standard of instruction and student enthusiasm in learning English will rise. Teachers' use of educational media in classrooms still needs to be explored and improved upon. Schools provided evidence that there was still a paucity of media, including a dearth of projectors. Teachers still need to experiment with a variety of technology-based media in order to use more than only print and image media. Media Instructional It is desired that the regional government would provide the supply of learning media in elementary schools in equal importance to the media used in teaching English in schools more attention. Teachers are encouraged to regularly participate in training sessions linked to instructional media, which should enhance their ability to teach as their

professional development grows. So that kids don't experience monotony and boredom, the teacher must use technology-based media. It is thought that employing technology-based media will help students study English more enthusiastically than using media that is already widely available. All of this is done to assist students in achieving better outcomes in their English study.

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