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	GIF (Australia) = 0.564	ESJI (KZ) = 9.035	IBI (India) = 4.260
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ADVANTAGES OF MULTIMEDIA IN TEACHING RUSSIAN LANGUAGE

Abstract: *In recent years, in the process of teaching and learners some changes were occurred, multimedia is playing huge role in teaching languages because it gives learners great opportunity to accept the information virtually. Furthermore, multimedia enriches them just increasing their listening, and speaking abilities (how to pronounce words uttered and difficult to follow). Additionally, further research shows that video data is more involving and motivating leaners in language learning than traditional methods as it is innovative one to give students stimuli to fulfill the gaps in classes.*

Key words: *multimedia, Russian language, learners, skills.*

Language: *English*

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Introduction

Computer assisted classes are being more modern than traditional ones because learners are more expressing their willingness to using multimedia platforms. It forces them to foster their initial knowledge through learning. Multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization (Guan et al., 2018). It supports verbal instruction with the use of static and dynamic images in form of visualization technology for better expression and comprehension (Alemdag and Cagiltay, 2018; Chen and Liu, 2008). The hardware and software used for creating and running of multimedia applications is known as multimedia technology (Kapi et al., 2017). Multimedia technology has some characteristics like integration, diversity, and interaction that enable people to communicate information or ideas with digital and print elements. The digital and print elements in this context refer to multimedia-based applications or tools used for the purpose of delivering information to people for better understanding of concepts. We made needs analysis on using multimedia in learning English and its effectiveness.

IT technology in Russian classes

In teaching and learning Russian language is being more required at present due to social, political and economic and cultural features to express in this language. However, most of employees providing companies use target language for that environment for job accomplishments. IT technology is being more modern in the past years as it enables education system making vast progress in improving learners' language skills (listening, writing, reading and speaking). It mostly enhances listening and speaking comprehension because learners are very busy with mobile apps listening to or watching new video data on subject specific in L2, Russian is considered as a

second language officially. Besides, various aspects of human endeavors, especially the employment sector, are being transformed by the advent of Information and Communication Technology (ICT) as it involves the use of hardware and software for the purpose of collecting, processing, storing, presenting, and sharing of information mostly in digital forms. Multimedia technology is an important aspect of ICT that deals with how information can be represented and presented digitally, using different media such as text, audio, video, among others (Guan et al., 2018). It involves the combination of several technologies provide information in the best possible formats, packages, and sizes. In job applications such as engineering, computer engineering, technical officers use IT more because they work only with computers: making games, web pages, constructing HTML pages by using Java Script, SCC and other. On the other hand, agriculture sector is also using more IT technology for planting plants or building greenhouses, just providing new innovative technology. Horticulture and agriculture is systemized with IT at present and its instruction is given in Russian language for people to understand it. Additionally, learners have to know enough terminology in order to comprehend it.

Types of Multimedia

There are different types of multimedia applications available in the market today. These applications have been deployed for different educational purposes such as Humanities and Social Sciences, Physiology, Physics and Applied Sciences. The main issue is how to use the applications to provide students with stimulating experience by delivering information for better understanding of concepts. While it is important to develop various applications for effective teaching delivery, each of these applications has its own focus area, peculiarities, target age, merits and demerits.

Furthermore, the taxonomy and component synthesis for the development of the multimedia application need to be extensively investigated as these would affect the teaching delivery, learning and wider applicability. The success stories also vary with location, target age and deployment purposes. Therefore, the aim of this paper is to provide a systematic review of published studies that examined different multimedia tools in the teaching and learning process with a view to identifying the existing multimedia-based tools, understanding their usage, application areas and impacts on education system. In order words, the study, through a systematic review of literature, aims at identifying the existing multimedia-based tools for teaching and learning; understanding their usage and limiting factors, application areas, evaluation methodologies, technology components synthesis and impacts on education system.

Designing Multimedia

Multimedia designed for learning refers to the process of building mental representation from words and pictures in different contexts. They are designed to assist learning with tools which can be used in presentations, class room or laboratory learning, simulations, e-learning, computer games, and virtual reality, thereby allowing learners to process information both in verbal and pictorial forms (Alemdag and Cagiltay, 2018). Multimedia designed for learning requires understanding of some theories such as cognitive theory of multimedia learning, which postulates three assumptions that describe how people learn from instructional multimedia materials. These assumptions can be phrased as dual-channel, limited capacity, and active processing (Alemdag and Cagiltay, 2018). Dual-channel assumes that learners have many channels to separate visual and auditory information. The restricted/limited capacity assumes that there is a limit to the load of data that can be processed in each channel. Understanding these will allow teachers not overwhelming learners with much information. On the other hand, learners will be aware of their information processing limitations or capabilities. Active processing proposes that when it comes to information selection, organization, and integration, human beings are active agents and are capable of managing the forms of information they are interacting with.

Conclusion

New innovation gave more opportunity to human beings to make more progress in all spheres of life from arts to engineering. High technology is based on computer science with language knowledge due to understanding new data on different subjects**.** All education system from primary and higher are being equipped with innovative technology in order to motivate learners learning languages and other subject via IT technology.

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