for professionals in the field of modeling. It is the complex modeling tool covering areas both discrete, and continuous computer modeling, possessing the highest level of interactivity and visual representation of the information.

Function definition in GPSS. In GPSS five types of functions are considered: 1) the discrete numerical; 2) the continuous numerical; 3) the tabular numerical; 4) the discrete attributive; 5) the tabular attributive.

GPSS World can carry out set of problems simultaneously. It also means that the system of modeling GPSS World can use the computing possibilities given by symmetric multiprocessing architecture (SMP). GPSS World combines functions of discrete and continuous modeling. But, despite it, it is necessary to notice that at present GPSS it is used not so often, as earlier as is less flexible, than such languages of modeling as Simula and SIMSCRIPT II.5.

Н. О. Долгаева

APPLYING MULTIMEDIA TO ENGLISH TEACHING

Through reviewed studies, it becomes evident that most research is conducted on the advantages of using multimedia in foreign language teaching. However, some problems raised during teaching cannot be ignored. In addition, these studies state the importance of communication in foreign language teaching. Clearly, multimedia is applied to teaching more widely. This is of special significance to English teaching. To summarize, the findings include the following:

1. Communicative language teaching approach. In Communicative Language Teaching (CLT), one of the main principles is to provide opportunities for learners to experiment and try out what they know. This principle seems hard to follow in a traditional class. However, multimedia such as video, flash, or some carefully designed courseware can help the teachers to create a lifelike situation where students can practice the target language and build up their communicative competence. Consequently, `activities that required learners to negotiate meaning and to interact meaningfully were required' in the classroom.

According to some researches applying multimedia to English teaching could create more authentic language environment for the learners, which enables them to communicate in English in real-life situations. So the Communicative Language Teaching (CLT) approach is necessary. At present, the CLT approach is the most popular language teaching method in the world. It emphasizes learning English during the process of communication and for communication. Therefore, the authentic

environment and communicative purposes make it possible to combine multimedia as an English teaching assistance and the CLT approach.

2. Advantages of using multimedia in FLT. The reviewed studies reflected researchers focus on the influence of multimedia on English teaching, first and foremost, multimedia has contributed a lot to higher teaching quality.

Some researchers suppose that multimedia tools serve as an important motivator in the language teaching process because "media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world". Hartnett says that media tools appeal to students' senses and help them process information, thus empowering their understanding of the target culture and increasing their motivation toward language learning, reinforcing the teaching points, and saving the teacher's unnecessary explanation. Perhaps, language is more than a tool for communication, and it also represents social background and cultural knowledge. Learning merely the target linguistic knowledge cannot successfully engage learners in real-life communication in the target culture; they also need to acquire the target pragmatic competence. Using multimedia can rapidly demonstrate background knowledge related to the texts and help the student construct relevant schema.

The application of multimedia produces some active effects for English teaching. To summarize there are five advantages of multimedia teaching:

1. Creating real language environment in classroom.
2. Promoting and motivating students in English learning.
3. Promoting an advanced interaction.
4. Improving students' autonomous learning.
5. Increasing students and teacher's background knowledge.

Multimedia teaching mode has many advantages. If the teacher makes good use of the advantages of multimedia technology and the internet resources and work out courseware, students will surely benefit greatly from them. However, multimedia is not perfect. There still exist some limitations and problems in the application. According to the problem I will give teachers some suggestion to solve these problems. These suggestions involve the following aspects.

A small class is always superior to a big class in language teaching. In a small class, the teacher has more time to spend on each student and students have more opportunities to participate in class activities and ask questions. However, the author has no chance to practice the proposed strategies in a small class because of the general arrangement of the English course. So the suggestion is that those strategies be

applied to small multimedia classes to see whether they can achieve equal or even better results.

In the class, teachers can not use the same teaching materials to different students. Different students have different thoughts and different ideas. Teachers should design different courseware to different students. Besides, Teachers should use multimedia reasonably and timely. Although there are so many advantages for application of multimedia in English teaching, English teachers should not apply it all the time, and teachers should choose teaching materials and teaching tools according to the teaching content and the teaching targets.

Last but not least, it is strongly suggested that English teachers should know some basic knowledge on how to make courseware by software such as: PowerPoint, Flash, Authorware, etc. It will be very convenient if the teachers have a command of these skills. Moreover, with the ability of compiling courseware, the teachers certainly will overcome the limitation caused by the fixedness of courseware and syllabus.

А. И. Лыжин

ORGANIZATION OF LEARNING IN HIGH SCHOOL

Independent learning, often referred to as self-directed learning, involves pupils taking the initiative in recognising learning requirements and undertaking activities to meet them. At one level it may involve providing pupils with "extension" work for them to do individually; on another level it may present pupils with an extended block of work in which they must formulate strategies to accomplish the task(s).

Points arising from Research suggests that people like to learn as follows:
- doing activities they want to do;
- being actively involved in tasks;
- getting good feedback;
- having opportunities to reflect on what has been learned;
- working at their own pace;
- having choice in where and when they work;
- working in company with others, especially people engaged in a similar process;
- having a feeling of being in control of the situation.

Independent learning strategies help to address these requirements. There are some books for students to read. One of them is a book by Lorraine Marshall and Frances Rowland.