

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.

“A Guide to Learning Independently” rests on the premise that it is possible for a person to change the way they approach their learning; and it is directed to an individual a student because it is the individual who must write essays and report, pass the exams and organise himself in order to be successful in the tertiary education system. The book offers techniques to help you do what is expected of you by your teachers. But rather than providing a guide which only sets out to help you jump successfully through the hoops held by other people, we still argue that your learning should be centred on you and your purposes for learning.

The book contains 16 chapters, such as "You", "Planning When and How You Study", "Becoming an Independent Student", "Learning and Remembering" and etc. They are logically connected, consistent and fully disclose every aspect of learning. In which the essence is reflects and demonstrates the importance of learning process as a whole. In the book physical, emotional, cultural, social and technological aspects of learning are highlighted.

Reflecting, and at the same time informative style of the book allows students to perceive presented material in the accessible form. However, this book can't be used as the textbook, but rather acts as additional manual on self-development of schoolboys of the senior classes and students of the first years of education.

Result of successful development material ability of the students will serve to understanding of own readiness for learning, concentrate on study, formulate effective strategies for remembering information, use and evaluate research material, understand and make the best use of lecture, participate confidently in discussion groups, competent oral and written speech. Readiness of students to apply the given skills will speak not only of their establishment as independently students, but also as competitive person.

Е. А. Сыропятов

AUGMENTED REALITY TECHNOLOGY – THE FUTURE OF EDUCATION

Nowadays, our educational institutions are frustratingly outmoded in terms of teaching students. The entire process of giving lectures, taking notes, reading facts from books, and taking final exams is a throwback to institutions of learning dating back to the Renaissance. Remarkably, very little has changed today: with notable exceptions, the vast majority of university professors continue to bore students with ineffective, non-interactive approaches to education that result in little more than the professor's notes becoming the students' notes without passing through the minds of