



INTRODUCTION OF MULTIMEDIA TOOLS IN MOTHER TONGUE CLASSES

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Abstract

The article discusses the effective use of multimedia tools in native language lessons, the requirements for creating multimedia technologies and tasks, and their implementation. The opinions of scientists and methodologists are analyzed.

Keywords: virtual world, cyber-pedagogy, multimedia technology, animation, video, active approach.

In recent years, the concepts of "information explosion" and "virtual world" have appeared in speech activity. The concepts of cyberreading, cyberlettering, cyberpronunciation, and cybercommunication are also being absorbed into it. Even the concept of cyberpedagogy has entered the science. These should be considered as factors that can have a positive impact on the processes we are accustomed to, such as seeing and hearing. Here, in addition to reading words clearly and correctly, and writing them beautifully and without errors, their ability to take on a variety of forms and appearances is of particular importance. This clearly demonstrates the ability to influence the layers of meaning of sounds, words, word combinations, and sentences through expressive reading. As a result, the relevant skills and competencies of the student are realized faster, more conveniently and more pleasantly.

As A. Gartsov noted, "each pedagogical period gives birth to a generation of unique technologies"[1]. Gradually, visual education began to take the place of verbal theoretical education. "Later, it was found that visual education was also not acceptable, and it was replaced by activity-based education"[2]. The effectiveness of activity-based education in covering the sensory, emotional, attention, memory, imagination, thinking, speech, mental and spiritual processes of human activity



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using multimedia tools, which are rapidly developing in the information age, has been recognized. When working with multimedia tools, the student directly observes the process, experiences it, and draws conclusions for himself. When comparing traditional lessons and multimedia lessons, the following advantages are noticeable: traditional native language textbooks provide text on the subject and, in some places, static images; multimedia lessons provide text on the subject, audio or video explaining it, and several images, diagrams, tables, animation, and music related to the subject. "While working with the textbook, students' skills in independent reading, learning or recalling rules, and identifying and explaining grammatical phenomena based on exercise assignments are developed, while working with multimedia applications increases students' desire to learn, improves their relationships with peers, and allows them to independently master a new topic and assess themselves"[3]. At the same time, the variety of multimedia tools interests the student, encourages him to think, broadens his worldview, and connects knowledge, skills, and abilities. To create a perfect multimedia lesson project, a scientist, a science teacher, and a computer specialist must come together. In addition, the goals and requirements for creating electronic educational resources should not be overlooked. When creating multimedia technologies, it is necessary to take into account pedagogical, psychophysiological, and methodological requirements. For pedagogical requirements, the created product must comply with state educational standards and current curricula; for psychophysiological requirements, it must be developed simply, clearly, understandably, and conveniently, taking into account the student's age, worldview, and interests; for methodological requirements, the learning material must be developed in a logical sequence, ensuring coherence, and taking into account the complexity of the acquired knowledge level using various methods. In addition, if it is harmonized with technical, aesthetic, didactic and other requirements, if it is scientific, understandable, continuity and integrity are ensured, the topic is systematically covered, and the interactivity of communication, teaching, upbringing and development are taken into account, a positive result will be achieved in the harmony of requirements and implementation. Ignoring multimedia conditions when creating multimedia technologies for use in native language lessons can also lead to the failure of the prepared lesson from a didactic point of view.



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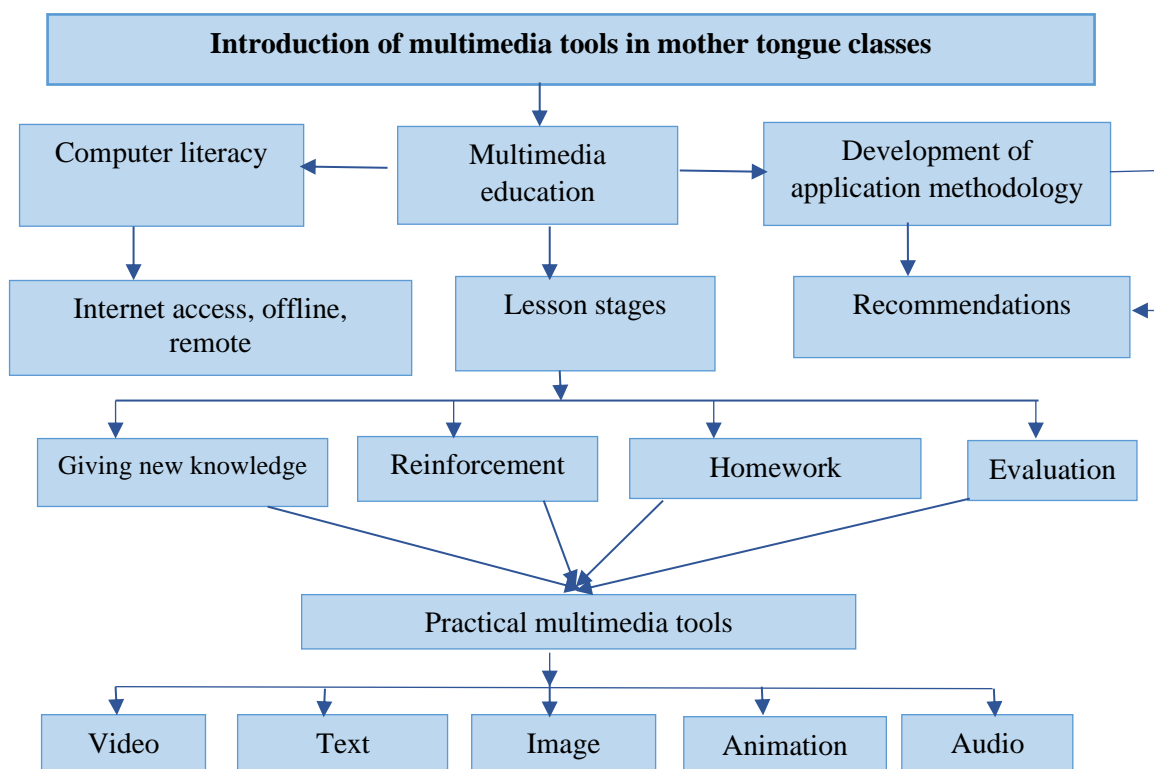
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Unfortunately, many teachers do not pay attention to small details when using multimedia tools. To use a projector, it is not necessary to cover the windows of the classroom with curtains, on the contrary, it is important to place the projector or interactive whiteboard in an area where the light does not fall, and pay special attention to the colors on it. If the classroom is not equipped for multimedia lessons, it is advisable to hold multimedia lessons in computer rooms.

An innovative approach based on these requirements serves as an effective factor in educating students with independent intelligence, along with gaining new experience, developing creative and critical thinking, and striving for the future. Another potential aspect is that multimedia developments can be used in classroom lessons, in working with gifted students, in working with low-achieving students, in native language circles, as well as for independent work at home. The teacher only needs to determine the speed of learning the educational material, the amount of material, the level of difficulty, and, most importantly, to form in the student the skills and culture of using the necessary media appropriately. Scientists emphasize that a number of positive factors can be achieved through the use of multimedia technologies in education.

The selection, selection of practical tools for using multimedia tools in native language education, and writing multimedia scripts based on the purpose of the lesson are carried out directly on the initiative of subject teachers. Cooperation is established with programming specialists in transforming their ideas into products. The technological process of creating multimedia technology is as follows: first, a script is written based on an idea. Individual information on the topic (presentations, text, tables, images, diagrams, charts, audio recordings) is prepared. All this is collected in one folder and given technological processing (animation movements, color, sound). A multimedia information set is created and stored (See Figure 1).



1. Figure. Introduction of multimedia tools in mother tongue classes.

The issues of expanding the use of information technologies in mother tongue education are among the priorities of the state education system. However, most mother tongue teachers understand the use of computer capabilities only as using text editors and Power Point programs. In fact, there are a number of programs that serve to improve the quality of education, but mother tongue teachers are unaware of the advantages of such programs[3]. Typically, subject teachers implement such projects with computer programmers. Computer programmers may have sufficient knowledge and experience in the quality of the created product, but they cannot fully meet the methodological requirements. Therefore, modern mother tongue teachers must master not only their specialty, but also the skills to create software multimedia products.



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