

**CHIRCHIQ DAVLAT PEDAGOGIKA UNIVERSITETI HUZURIDAGI
ILMIY DARAJALAR BERUVCHI DSc.03/30.04.2021.Ped.82.01 RAQAMLI
ILMIY KENGASH**

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI VA
ADABIYOTI UNIVERSITETI**

KULDASHEVA SANOBAR XAYOTOVNA

**ONA TILINI O‘QITISHDA MULTIMEDIA VOSITALARIDAN
FOYDALANISH METODIKASINI TAKOMILLASHTIRISH**

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (o‘zbek tili)

**Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

Chirchiq – 2024

**Pedagogika fanlari bo'yicha falsafa doktori (PhD)
dissertatsiyasi avtoreferati mundarijasi**

**Contents of dissertation abstract of the doctor of philosophy (PhD)
on pedagogical sciences**

**Оглавление автореферата диссертации доктора философии (PhD)
по педагогическим наукам**

Kuldasheva Sanobar Xayotovna

Ona tilini o'qitishda multimedia vositalaridan foydalanish metodikasini
takomillashtirish.....3

Kuldasheva Sanobar Xayotovna

Improving the methodology of using multimedia tools in teaching the native
language23

Кулдашева Санобар Хаётовна

Совершенствование методики использования мультимедийных средств в
обучении родному языку43

E'lon qilingan ishlar ro'yxati

List of published works
Список опубликованных работ48

**CHIRCHIQ DAVLAT PEDAGOGIKA UNIVERSITETI HUZURIDAGI
ILMIY DARAJALAR BERUVCHI DSc.03/30.04.2021.Ped.82.01 RAQAMLI
ILMIY KENGASH**

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI VA
ADABIYOTI UNIVERSITETI**

KULDASHEVA SANOBAR XAYOTOVNA

**ONA TILINI O‘QITISHDA MULTIMEDIA VOSITALARIDAN
FOYDALANISH METODIKASINI TAKOMILLASHTIRISH**

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (o‘zbek tili)

**Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

Chirchiq – 2024

**Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi mavzusi
O'zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasida
B2020.2.PhD/Ped1654 raqam bilan ro'yxatga olingan.**

Dissertatsiya Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o'zbek, ingliz, rus (rezyume)) Ilmiy kengash veb-sahifasi (www.cspi.uz) hamda "ZiyoNet" axborot-ta'lim portali (www.ziynet.uz) manzillariga joylashtirilgan.

Ilmiy rahbar:

Bokijon Tuxliyev
filologiya fanlari doktori, professor

Rasmiy opponentlar:

Sapa Murodovich Matchanov
pedagogika fanlari doktori, professor

Matluba Jo'rayevna Shodiyeva
pedagogika fanlari doktori, dotsent

Yetakchi tashkilot:

Qo'qon davlat pedagogika instituti

Dissertatsiya himoyasi Chirchiq davlat pedagogika universiteti huzuridagi ilmiy darajalar beruvchi DSc.03/30.04.2021.Ped.82.01 raqamli Ilmiy kengashning 2024-yil "10" 09 kuni soat 14⁰⁰ dagi majlisida bo'lib o'tadi. (Manzil: 111720, Toshkent viloyati, Chirchiq shahri, Amir Temur ko'chasi, 104-uy.). Tel.: (99870) 712-27-55; faks: (99870) 712-45-41; Ye-mail: chdpu_kengash@umail.uz).

Dissertatsiya bilan Chirchiq davlat pedagogika universitetining Axborot-resurs markazida tanishish mumkin (343 raqam bilan ro'yxatga olingan). (Manzil: 111720, Toshkent viloyati, Chirchiq shahri, Amir Temur ko'chasi, 104-uy. Tel.: (99870) 712-27-55; faks: (99870) 712-27-55; faks: (99870)712-45-41.

Dissertatsiya avtoreferati 2024-yil "27" 08 kuni tarqatildi.

(2024-yil "27" 08 dagi 16- raqamli reestr bayonnomasi).



U.N.Xodjamqulov,

Ilmiy darajalar beruvchi

ilmiy kengash raisi, p.f.d. (DSc), dotsent.

F.T.Rajabov,

ilmiy darajalar beruvchi

ilmiy kengash ilmiy kotibi,

g.f.f.d. (PhD), dotsent.

V.B.Fayziyev,

Ilmiy darajalar beruvchi

ilmiy kengash qoshidagi Ilmiy seminar
raisi, b.f.d. (DSc), professor.

KIRISH (falsafa doktori (PhD) dissertasiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahonda davom etayotgan globallashuv jarayonida o'quv predmetlarini zamonaviy axborot texnologiyalari asosida o'qitish mazmunini takomillashtirishga keng e'tibor qaratilmoqda. Ta'lim sifati samaradorligini yuksaltirish, ijodiy tafakkur va bilim olishni rag'batlantirish rivojlangan davlatlarning 2030-yilgacha: yangi ta'lim konsepsiyasida "Ta'lim – taraqqiyotning asosiy harakatlantiruvchi kuchi va barqaror rivojlanish maqsadlariga yetkazuvchi muhim faoliyat"¹ ekanligi e'tirof etilmoqda. Iqtisodiy hamkorlik va taraqqiyot tashkiloti (Organisation for Economic Cooperation and Development, OECD)ning PISA (The Programme for International Student Assessment) hamda Ta'lim yutuqlarini baholash xalqaro assotsiatsiyasi (International Association for the Evaluation of Educational Achievement, IEA)ning butun dunyo bo'ylab ta'limni baholash, o'qish va tushunish sifatini yaxshilash bo'yicha ish olib boruvchi PIRLS (Progress in International Reading Literacy Study) xalqaro dasturlariga muvofiq o'quvchilarning lingvistik va metakognitiv kompetentligini rivojlantirish, o'qish savodxonligi (matnni tushunish, foydalanish, mulohaza yuritish hamda munosabat bildirish) bo'yicha ko'nikmalarini mustahkamlash, matn bilan ishlashda kerak bo'ladigan turli strategiyalarni anglash va ulardan to'g'ri foydalana olishda multimedia vositalaridan foydalanishning metodik va didaktik ta'minotini takomillashtirish dolzarb ahamiyat kasb etmoqda.

Dunyoning ko'pgina davlatlarida ona tilini o'qitish jarayoniga zamonaviy texnologiyalarni tatbiq etish va multimedia vositalaridan foydalangan holda til ta'limining samaradorligini oshirishga qaratilgan bir qator ilmiy izlanishlar olib borilmoqda. Ta'lim mazmuni integrativ tamoyillar asosida rivojlantiriladi va sifatli ta'limiy yondashuvlar asosida o'quvchilarning ko'nikma va malakalarini takomillashtirish, elektron axborot-ta'lim muhitini yaratish, ta'lim berish jarayonini modellashtirishning istiqbolli yo'llarini belgilashda zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan unumli va tezkor foydalanish kundan kun ustuvor mavqeni egallamoqda. Bu esa maktab o'quvchilarining lingvistik kompetentligini rivojlantirish, xalqaro dasturlarda nazarda tutilgan o'qish savodxonligi bo'yicha ko'nikmalarini takomillashtirish borasida keng ko'lamli ilmiy tadqiqotlar olib borish, ularda multimedia vositalaridan foydalangan holda ona tili ta'limining samaradorligini oshirishga qaratilgan aniq mexanizmlar ishlab chiqish zaruratini kuchaytirmoqda.

Mamlakatimizda ta'lim tizimini yangi sifat bosqichiga chiqarishga yo'naltirilgan islohotlar umumiy o'rta ta'lim maktablarida o'quvchilarning til hodisalariga doir bilimlarni puxta egallashga, erkin fikrlash, atrof-muhitdagi voqea-hodisalarga nisbatan ongli munosabatni tarkib toptirish, o'z fikrini mustaqil va ijodiy ifodalash uchun kerak bo'lgan shart-sharoitlarni yaratib, o'quvchilar kommunikativ faoliyatini tashkil etishning pedagogik va metodik tamoyillarini takomillashtirish zaruratini yuzaga keltirdi. "2022–2026-yillarga mo'ljallangan yangi

¹ Incheon Declaration / Education 2030: Towards inclusive and equitable quality education and lifelong learning for all. –p.4-5. <http://unesdoc.unesco.org/images/0023/002338/233813m.pdf>.

O‘zbekistonning taraqqiyot strategiyasi”da “o‘rta ta’lim tizimini zamon talablariga moslashtirish”¹ masalasiga ustuvorlik berilgani bejiz emas. Tilni o‘qitish orqali shu til bo‘yicha egallagan nutqiy faoliyatning asosiy to‘rt turi: o‘qib tushunish, tinglab tushunish, gapirish va yozish amallari bo‘yicha har bir sinfda taqozo etiladigan malaka va ko‘nikmalarni rivojlantirish, asosan, o‘qish va ishlash jarayonida, oila va jamoat joylarida paydo bo‘ladigan turli nutqiy vaziyatlarda erkin holda fikr almashish, o‘z fikrini mustaqil bayon eta olish, eshitilgan axborot va tushunchani idrok eta bilish, shuningdek, matnni o‘qib ma’lumot olish, voqea-hodisalarga shaxsiy munosabatini ifodalash orqali muloqotga kirishish ko‘nikmasiga erishish dinamikasi ko‘zda tutildi. Ona tili ta’limining mavjud holati o‘quvchilarda nutqiy va lingvistik kompetensiyani o‘stirish, ularning shaxsiyatini takomillashtirish, ijodiy va xayolot tafakkurini multimedia vositalari orqali rivojlantirishning metodik imkoniyatlarini kengaytirish dolzarb pedagogik muammo ekanligini ko‘rsatmoqda.

O‘zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi PF-4947-son “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”, 2018-yil 25-yanvardagi PF-5313-son “Umumiy o‘rta, o‘rta maxsus va kasb-hunar ta’limi tizimini tubdan takomillashtirish chora-tadbirlari to‘g‘risida”, 2020-yil 29-oktabrdagi PF-6097-son “Ilm-fanni 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi Farmonlari; 2017-yil 20-apreldagi PQ 2909-son “Oliy ta’lim tizimini yanada rivojlantirish chora-tadbirlari to‘g‘risida”, 2018-yil 5-iyundagi PQ-3775-son “Oliy ta’lim muassasalarida ta’lim sifatini oshirish va ularning mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda faol ishtirokini ta’minlash bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida”gi Qarorlari, Vazirlar Mahkamasining 2017-yil 6-apreldagi 187-son “Umumiy o‘rta va o‘rta maxsus, kasb-hunar ta’limining davlat ta’lim standartlarini tasdiqlash to‘g‘risida”gi Qarorlari hamda mazkur faoliyatga tegishli boshqa me’yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda mazkur dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi. Mazkur tadqiqot respublika fan va texnologiyalar rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma’naviy-ma’rifiy rivojlantirishda innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishiga muvofiq bajarilgan.

Muammoning o‘rganilganlik darajasi. Mamlakatimizda joriy etilayotgan ta’lim jarayonlarida zamonaviy kommunikatsiya vositalaridan foydalanish muammolari, yechimlari, ularning pedagogik-psixologik va metodik jihatlari oliy ta’lim tizimida A.Abduqodirov, U.Begimqulov, S.Tursunov, B.Suropov²

¹ O‘zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi “2022–2026-yillarga mo‘ljallangan yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”gi PF-60-sonli Farmoni, <https://lex.uz/uz/docs/-5841063>.

² Абдукодиров А.А. Теория и практика интенсификации подготовки учителей физико-математических дисциплин: Аспект использования компьютерных средств в учебно-воспитательном процессе. Дисс... доктора педагогических наук: 13.00.01 / Ташкент. гос. пед. ин-т им. Низами. – Ташкент, 1990. – С.360; Бегимкулов У.Ш. Олий педагогик таълим тизимида замонавий ахборот ва коммуникация технологияларини жорий этишнинг илмий-педагогик асослари. Пед.фан. доктори дис. – Тошкент: ТДПУ, 2007. – Б.250; Турсунов С. Таълимда электрон ахборот ресурсларини яратиш ва уларни жорий қилишнинг методик асослари. Дисс.п.ф.н.

tadqiqotlarida; o'рта umumta'lim tizimida A.Hayitov, Sh.Yusupova, S.Adilova, N.Rustamova¹ tadqiqotlarida; ta'limda aynan multimedia mahsulotlaridan foydalanish masalalari esa maktabgacha bo'lgan ta'lim va boshlang'ich ta'lim kesimida N.Begmatova, U.Masharipova² kabi olimlar tomonidan o'rganilgan.

MDH mamlakatlarida A.N.Bogomolov, S.M.Kashuk, M.B.Utenin, Y.D.Nelunova, A.D.Garsov, M.A.Bovtenko, A.G.Jindayeva, Z.P.Penskaya, O.V.Pechinkina, A.V.Osin, Y.S.Polat, K.A.Zaxarova, B.Simon, N.A.Moreva, O.Stepanova, O.Shlikova, R.K.Minyar-Beloruhev, A.N.Shukin kabi olimlar tilshunoslikda kompyuter hamda multimedia vositalaridan foydalanish muammolari to'g'risida tadqiqot olib borganlar.

Xorijlik D.Jonassen, R.Grabindger, S.Karver, R.Lehrer, D.Davidson, A.Mullan, Çağrı Bayrakci, Tasha Coleman, Crispin Ojwang', Dodi Siraj Muamar Zain, Zhang Jie, L.Masterman, R.E.Meyer, Guohua Fu, Eunmi Kim, Zhen Vang³ kabi xorijlik olimlarning tadqiqot ishlarida ta'lim tizimida kompyuter vositasida o'qitishning afzalliklari, o'quv jarayonida multimedia vositalaridan foydalanishning pedagogik-psixologik hamda metodik aspektlari yoritilgan.

Umumiy o'рта ta'lim maktablarida foydalanish uchun ko'plab multimedia vositalari asosidagi dasturlar ishlab chiqishga e'tibor berilayotgan bo'lsa-da, hozirgacha ona tilini o'qitish jarayonida multimedia vositalaridan foydalanishning ilmiy asoslari tadqiq etilmagan va metodikasi to'la ishlab chiqilmagan. Shu bois ona

– Т. 2011. – Б.154; Сурупов Б.Электрон таълим муҳитида ахборот коммуникация технологиялари фанини ўқитишнинг методик таъминотини такомиллаштириш. Пед.фан.б. фал. док. ... дис. – Тошкент, 2019. – Б.146.

¹ Хайитов А.Ф. Умумий ўрта таълимда информатика ва ҳисоблаш техникаси асосларини ўқитишни компьютерлаштириш назарияси ҳамда амалиёти. Дисс..пед.фан.док.-Тошкент., 2006. – В.245; Юсупова Ш.Ж. Она тили таълими самарадорлигини оширишда илғор педагогик технологияларни жорий этиш: Пед.фан.ном. ...дисс. – Тошкент, 1998. – Б.145; Адилова С.А. Ўзбек тили машғулотларини компьютер технологиялари воситасида ташкил этиш (олий таълим муассасаларининг русийзабон гуруҳларида). Пед. фан. ном. ... дисс. – Тошкент, 2004. – Б.160; Рустамова Н.Р. Умумий ўрта таълим муассасалари ўқувчилари медиамаданиятини ривожлантириш технологияси (7-9-синфлар мисолида). Пед.фан.б. фал.док...дис. – Тошкент, 2019. – Б.210.

² Бегматова Н.Х. Мактабгача таълим муассасаларида мультимедиа технологиясидан фойдаланишнинг илмий-методик асослари. Пед. фан. ном. ... дисс. – Қарши, 2012. – Б.151; Машарипова У.А. Инновацион таълим шароитида бошланғич синф ўқувчиларининг нутқ маданиятини шакллантириш методикаси. Пед.фан.б. фал. док. ... дис. – Тошкент, 2018. – Б.160.

³ Çağrı Bayrakci. Lise Öğrencilerinin Sosyal Medya Bağlılığının Affetme ve Mükemmeliyetçilik ile İlişkisi incelenmesi. Uludağ Üniversitesi Rehberlik ve Psikolojik Danışmanlık. Bursa. 2021. P.203. ProQuest Number: 28806064; Tasha Coleman. Video Use In Higher Education Classrooms: A Qualitative Exploration Of Adult Learner Emotional Engagement And Understanding. New Brunswick, New Jersey. October 2021. P.130; Crispin Ojwang'. Prospective teacher educators' knowledge development through the creation of multimedia case studies of practice. Dissertation Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Teaching and Curriculum Syracuse University. July 2021. P.243; Dodi Siraj Muamar Zain. Mobile Technology for Language Learning and Instruction: Investigating Beliefs and Attitudes of Indonesian EFL Preservice Teachers A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Curriculum and Instruction. May 2022. University of Arkansas; Zhang Jie. Research on the situation and strategy of multimedia in chinese classroom-teaching for middle school Northeast Normal University (People's Republic of China) ProQuest Dissertations Publishing, 2010. 10385260; Masterman L. Teaching the Media. – London: Comedia Publishing Group, 1995. – P.341; Мейер П.Э. A Cognitive Theory of Multimedia Learning: Implications for Design Principle. Santa Barbara, 1998; Guohua Fu. The effectiveness of using multimedia for teaching phrasal verbs in community-college esl classes. In Partial Fulfillment of the Requirements for the Degree Doctor of Education. San Francisco. May 2021; Eunmi Kim. Teacher Views on Barriers and Challenges to Information and Communication Technologies (ICTs) and Multimedia Integration in the ESL Classroom: A Case Study Dissertation Manuscript Submitted to Northcentral University School of Education in Partial Fulfillment of the Requirements for the Degree of Doctor of Education. La Jolla, California. February 2022; Zhen Wang, Jianbo He. On influence of Computer Multimedia Technology in Language Learning. Journal of Physics: Conference Series 1802 (2021) 032092 IOP Publishing doi:10.1088/1742-6596/1802/3/032092.

tilini o‘qitishda multimedia vositalaridan foydalanishning pedagogik va metodik jihatlarini ishlab chiqish dolzarb hisoblanadi.

Dissertatsiya tadqiqotining dissertatsiya bajarilgan oliy ta’lim muassasasi ilmiy tadqiqot ishlari rejalari bilan bog‘liqligi. Dissertatsiya tadqiqoti Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti ilmiy-tadqiqot ishlari rejasining FZ-214/0001278-sonli “O‘zbek tili va adabiyotini o‘qitishning zamonaviy metodikasini takomillashtirish” mavzusidagi amaliy loyihasi doirasida bajarilgan.

Tadqiqotning maqsadi umumiy o‘rta ta’lim maktablarida ona tilini o‘qitishda multimedia vositalaridan foydalanish metodikasini takomillashtirish bo‘yicha tavsiyalar ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

ona tili ta’limida multimedia vositalaridan foydalanishning pedagogik shart-sharoitlarini aniqlashtirish;

ona tili ta’limida o‘quvchilarning intellektual-bilish malakalarini rivojlantirishga doir didaktik ta’minotni takomillashtirish;

ona tili o‘qitishda multimedia vositalaridan foydalanish metodikasini takomillashtirishning funksional modelini ishlab chiqish;

multimedia vositalari asosida o‘quvchilarning o‘quv predmetiga oid qobiliyatlarini rivojlantirish metodikasini takomillashtirish.

Tadqiqotning obyekti sifatida umumiy o‘rta ta’lim maktablarida ona tilini o‘qitish metodikasini takomillashtirish jarayoni belgilanib, tajriba-sinov ishlariga Navoiy viloyati Navoiy shahridagi 11-, Toshkent viloyati O‘rta Chirchiq tumanidagi 9-, Toshkent shahridagi 290-umumiy o‘rta ta’lim maktablarining 8–9-sinf o‘quvchilari – jami 241 nafar o‘quvchi jalb qilingan.

Tadqiqotning predmetini umumiy o‘rta ta’lim maktablarida ona tilini multimedia vositalaridan foydalanib o‘qitish metodikasini takomillashtirishning pedagogik mazmuni, ta’limiy shakllari va didaktik vositalari tashkil etadi.

Tadqiqotning usullari. Dissertatsiyada qo‘yilgan maqsadga erishish va belgilangan vazifalarni hal etishda suhbat, kuzatish, so‘rovnoma o‘tkazish, test, qiyosiy tahlil, sistemali yondashuv, tavsiflash, matematik-statistik tahlil kabi usullardan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

ona tili ta’limida matn, tasvir, audio, video va animatsiya kabi multimedia vositalaridan foydalanishning pedagogik shart-sharoitlarini o‘z-o‘zini rivojlantirish, o‘z-o‘zini tashxislash, motivatsiyaviy hamda integrativ yondashuvlar imkoniyatlariga o‘quvchilarning rivojlanish vektoriga muvofiq integratsiyalash asosida takomillashtirilgan;

ona tili darslarida o‘quvchilarning intellektual-bilish malakalarini rivojlantirishning didaktik ta’minoti sinflar kesimi va o‘quvchilarning yosh xususiyatlari doirasida material tanlash, me’yor, hajm, mezon kabi multimedia dasturlarining ko‘pfunksional xususiyatlarini ularning individual ta’lim trayektoriyasiga ta’lim resurslarini tashkil etishning integral tizimlariga muvofiq yo‘naltirish asosida takomillashtirilgan;

ona tili o'qitishda multimedia vositalaridan foydalanish metodikasini takomillashtirishning funksional modeli izlanuvchanlikka xos ta'kidiy, mantiqiy, umumlashtiruvchi texnologiya komponentlari tarkibidagi til materialini estetik idrok etish va o'zlashtirishga doir evristik, pozitivlik, tashabbuskorlik, yaratuvchanlik va motivatsion elementlariga deterministik omillar vositasida uyg'unlashtirish asosida ishlab chiqilgan;

multimedia vositalari asosida o'quvchilarning o'quv predmetiga oid qobiliyatlarini rivojlantirish metodikasi o'quvchilarning lingvistik va nutqiy ko'nikmalari, intellektual, ijodiy qobiliyatlarini rivojlantirishga qaratilgan kommunikativ-faoliyatli yondashuvlarni zamonaviy pedagogik texnologiyalarning determinantlariga muammoli evristik modellashtirish orqali intensiv qo'llash asosida takomillashtirilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

umumiy o'rta ta'lim maktablarida ona tilini multimedia vositalaridan foydalanib o'qitishga doir "Ona tilidan multimedia majmuasi" dasturi ishlab chiqilgan;

umumiy o'rta ta'lim maktablarida ona tilini multimedia vositalaridan foydalanib o'qitishga oid multimediali topshiriqlar yaratilgan;

geymifikatsiyaga asoslangan interaktiv multimediali o'yin ssenariylari tayyorlangan;

umumiy o'rta ta'lim maktablarida ona tilini multimedia vositalaridan foydalanib o'qitishga doir metodik tavsiyalar ishlab chiqilgan.

Tadqiqot natijalarining ishonchiligi ishda qo'llanilgan ilmiy yondashuvlar ilmiy-metodik jihatdan asoslanganligi, nazariy ma'lumotlarning rasmiy manbalardan olinganligi, keltirilgan tahlillar va tajriba-sinov ishlari samaradorligi darajasi matematik-statistik metodlar vositasida aniqlanganligi, xulosa, taklif va tavsiyalarning amaliyotga joriy etilganligi hamda olingan natijalarning vakolatli tuzilmalar tomonidan tasdiqlanganligi bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati.

Tadqiqot natijalarining ilmiy ahamiyati ona tili ta'limida multimedia vositalaridan foydalanishga oid ilmiy-pedagogik qarashlar, nazariy yondashuvlarning yoritib berilganligi, multimedia vositalaridan foydalanish jarayoni mazmuni, o'ziga xos xususiyatlari, o'quv-biluv jarayonini tashkil etish yo'llari, usullari, shakl va metodlariga oid ilmiy-metodik tavsiyalar, ona tili o'qitishda multimedia vositalaridan foydalanish metodikasini takomillashtirishning funksional modeli ishlab chiqilganligi va ulardan umumiy o'rta ta'lim jarayonida, multimedia vositasida ta'lim samaradorligini oshirishga qaratilgan ilmiy tadqiqotlar olib borishda foydalanilish mumkinligi bilan izohlanadi.

Tadqiqot natijalarining amaliy ahamiyati umumiy o'rta ta'lim maktablaridagi ona tili ta'limida dars jarayonining qiziqarli va samarali bo'lishi uchun kafolat vazifasini ado etish, ayni paytda deyarli har bir o'quvchining butun dars davomidagi individual va birgalikdagi harakatlari uchun stimuly paydo qilish, ta'lim mazmunini boyitish, o'quvchi shaxsiga individual yondashish, barcha o'quvchilarni bir vaqtda baholay olish, o'quv-tarbiya jarayonining sifati va samaradorligini ta'minlash, o'quvchilarning tegishli ko'nikma va malakalarining shakllanish darajasini o'stirish

va rivojlantirish hamda ona tili dasturi va darsliklari mazmunini takomillashtirishga xizmat qiladi. Shuningdek, tadqiqot natijalaridan “Ona tili” darsliklarining elektron resurslarini yaratishga, oliy ta’limda mutaxassislik fanlaridan darslik va qo‘llanmalar yaratishga, ixtisoslik fanlarini o‘qitishga, malaka oshirish mintaqaviy markazlarida ona tili va adabiyot o‘qituvchilarining malakasini oshirish kurslarida, ona tili o‘qituvchilari dars jarayonida foydalanishlariga metodik tavsiya sifatida foydalanish mumkin.

Tadqiqot natijalarining joriy qilinishi.

Ona tilini o‘qitishda multimedia vositalaridan foydalanish metodikasini takomillashtirishga oid tadqiqotning ilmiy natijalari asosida:

matn, tasvir, audio, video va animatsiya kabi multimedia vositalaridan foydalanishning pedagogik shart-sharoitlarini o‘z-o‘zini rivojlantirish, o‘z-o‘zini tashxislash, motivatsiyaviy hamda integrativ yondashuvlar imkoniyatlariga o‘quvchilarning rivojlanish vektoriga muvofiq integratsiyalash asosida takomillashtirilgan ona tili ta’limida multimedia vositalaridan foydalanishning pedagogik shart-sharoitlariga oid tavsiyalardan O‘zbekiston Respublikasi Xalq ta’limi vazirligi huzuridagi Respublika ta’lim markazida bajarilgan “Umumiy o‘rta ta’lim maktablarida o‘zbek tilini o‘qitish sifatini oshirish” loyihasida ona tili va adabiyot fanlari mazmunini ishlab chiqishga tatbiq etilgan (Xalq ta’limi vazirligi huzuridagi Respublika ta’lim markazi 2022-yil 20-sentabrdagi 01/11-01/6-1504-son ma’lumotnomasi). Natijada, o‘rta ta’lim maktablarida ona tili fanining o‘quv-metodik materiallarini ishlab chiqishda xizmat qilgan;

sinflar kesimi va o‘quvchilarning yosh xususiyatlari doirasida material tanlash, me’yor, hajm, mezon kabi multimedia dasturlarining ko‘pfunksional xususiyatlarini ularning individual ta’lim trayektoriyasiga ta’lim resurslarini tashkil etishning integral tizimlariga muvofiq yo‘naltirish asosida takomillashtirilgan ona tili darslarida o‘quvchilarning intellektual-bilish malakalarini rivojlantirishning didaktik ta’minotiga doir takliflardan “O‘zbekiston tarixi” telekanalining “Hamma uchun” dasturi ssenariysini yozishda foydalanilgan (O‘zbekiston milliy teleradiokompaniyasining 2023-yil 16-yanvardagi 06-28-1127-son ma’lumotnomasi). Natijada, ko‘rsatuvning badiiy qiymatini oshirish, teletomoshabinga qiziqish orttirish, uning estetik didini oshirish, dunyoqarashini kengaytirish, fizik va ruhiy ta’sir o‘tkazish, ma’lumotlarni saralash va tanlash qobiliyatini shakllantirish, shaxsiy xususiyatlarini takomillashtirish, turli ma’lumotlarni obrazli qilib yetkazib berishga xizmat qilgan;

izlanuvchanlikka xos ta’kidiy, mantiqiy, umumlashtiruvchi texnologiyalar komponentlari tarkibidagi til materialini estetik idrok etish va o‘zlashtirishga doir evristik, pozitivlik, tashabbuskorlik, yaratuvchanlik va motivatsion elementlariga deterministik omillar vositasida uyg‘unlashtirish asosida ishlab chiqilgan ona tili o‘qitishda multimedia vositalaridan foydalanish metodikasini takomillashtirishning funksional modeliga oid tavsiyalardan Toshkent davlat sharqshunoslik universitetida bajarilgan I-OT-2019-7 Umumiy o‘rta maktablar uchun mo‘ljallangan 3D-tizimli interaktiv o‘quv-metodik qo‘llanmalarni yaratish va joriy qilish (5-sinf “Adabiyot” fani uchun) mavzusidagi amaliy loyiha doirasida foydalanilgan (Toshkent davlat sharqshunoslik universitetining 2022-yil 11-oktabrdagi 450-son ma’lumotnomasi).

Natijada ta'lim muassasalarining pedagogik faoliyat samaradorligi oshgan, o'quvchilarda mustaqil va ijodiy fikrlash ko'nikmasi shakllantirilgan, ta'lim muassasalarida hamkorlik pedagogikasi asosida pedagogik faoliyatni shakllantirish imkoniyatlari kengaytirilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 7 ta xalqaro va 5 ta respublika ilmiy-amaliy anjumanida muhokamadan o'tkazilgan.

Tadqiqot natijalarining e'lon qilinganligi. Tadqiqot mavzusi bo'yicha jami 24 ta ilmiy ish, jumladan, O'zbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik (PhD) dissertatsiyalari asosiy ilmiy natijalari chop etish tavsiya qilingan ilmiy nashrlarda 9 ta (2 tasi xorijiy hamda 7 tasi respublikada jurnallarida) chop etilgan.

Dissertatsiyaning hajmi va tuzilishi. Dissertatsiya kirish, 3 bob, xulosa va tavsiyalar, foydalanilgan adabiyotlar ro'yxatidan iborat. Dissertatsiya hajmi 125 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Ishning "**Kirish**" qismida dissertatsiya mavzusining dolzarbligi va zaruriyati asoslangan va muammoning o'rganilganlik darajasi tahlil qilingan. Dissertatsiya mavzusi bo'yicha xorijiy ilmiy-tadqiqotlar sharhi bayon etilgan. Tadqiqotning maqsadi, vazifalari, obyekti va predmeti aniqlangan; ishning fan va texnologiyalarni rivojlantirishning muhim yo'nalishlariga mosligi ko'rsatilgan; tadqiqotning ilmiy yangiligi, natijalarining ishonchliligi, ilmiy va amaliy ahamiyati asoslangan. Shuningdek, olingan natijalarning amaliyotga joriy etilishi, e'lon qilinganligi, ishning tuzilishi borasidagi ma'lumotlar o'z ifodasini topgan.

Dissertatsiyaning "**Ona tilini o'qitishda multimedia vositalaridan foydalanishning nazariy-metodik asoslari**" deb nomlangan dastlabki bobidan ta'limda multimedia vositalaridan foydalanish muammolari, olib borilgan tadqiqot ishlari hamda multimediadan foydalanishning bugungi holati kabi masalalar o'rin olgan.

Birinchi faslda umumiy o'rta ta'lim maktablari ona tili ta'limida multimedia vositalaridan foydalanish pedagogik muammo sifatida yoritilgan. Ta'limda AKT hamda multimedia vositalaridan foydalanishning pedagogik va metodik aspektlari ustida olib borilgan tadqiqot ishlari o'rganilgan va tahlil qilingan.

Zamonaviy o'qituvchi axborot asrida tug'ilib, kommunikatsiya vositalari orqali dunyoni taniyotgan avlod qarshisida AKT hamda internet tarmoqlari imkoniyatlaridan keng foydalana oladigan, muntazam ravishda o'z ustida ishlab boradigan va shu bilan birga o'z o'quvchisida mediamadaniyatni shakllantira oladigan pedagog sifatida faoliyat yuritishi lozim.

Multimedia shaklidagi o'quv materiallarining taqdimoti o'qish vaqtini qisqartiradi. Yangi innovatsion axborot muhitida o'quvchilar o'quv jarayonida faol qatnashadilar, mustaqil fikrlashni o'rganadilar, o'z nuqtayi nazarlarini ilgari suradilar, real vaziyatlarni tahlil qiladilar. Multimedia "inson-kompyuter" interaktiv (dialogik) muloqotning yangi, takomillashgan pog'onasi bo'lib, bunda foydalanuvchi juda keng va har tomonlama axborot oladi. Multimedia vositalari

orqali fikrlashning quyi bosqichlari (o'qing, tushunganingizni gapirib bering, ko'chirib oling kabi)dan fikrlashning yuqori bosqichlari (analiz, sintez qilish, kreativ fikrlash)ga chiqish qulayroq amalga oshiriladi.

Multimediali axborot tasvir, tovush va animatsiya kombinatsiyasini birlashtiradi va foydalanuvchi terminaliga ko'p o'lchovli, ko'p burchakli va ko'p rejimda uzatish imkonini beradi. Multimedia texnologiyasi bir nechta axborot obyektlarini birlashib, qayta ishlanib, so'ng o'quvchiga har tomonlama ta'sir asosida taqdim etiladi. Ko'rish, eshitish, bajarib ko'rishning parallel holda bir vaqtning o'zida amalga oshirish esa o'quvchilarning muhokama qilishi, xulosa chiqarishi uchun kuchli ijobiy ta'sir ko'rsata oladigan omilga aylanadi.

Ona tilini o'qitishda multimedia mahsulotlari fan o'qituvchisi tomonidan yoki fan o'qituvchisi rahbarligida tayyorlanadi. Bunda ikki xil yondashuvga asoslanish mumkin:

1. Darslikda berilgan material asosida.
2. Darslikdan tashqari materiallar asosida.

Darslikda berilgan material asosida deganda, mashq va topshiriqlar yuzasidan audiomatnlar, kitobdagi kichik hajmli hikoya va rivoyatlardan foydalanib video yoki animatsiya roliklari, mashqlarda berilgan gaplar asosida har xil texnologik topshiriqlar yaratish nazarda tutiladi. O'qituvchi uchun buning yengillik tomoni shundaki, material izlamaydi, har tomondan o'quvchining dunyoqarashiga to'g'ri keladigan tayyor darslikdagi matn ustida ishlaydi. Darslikdagi material asosida ishlaganda o'qituvchi o'zining imkoniyatlarini cheklangandek his qilmasligi kerak, u mashq va topshiriqlarning shartiga ijodkorlik, kreativlik asosida yondashib o'zgartirish kiritish imkoniga ega.

Darslikdan tashqari materiallar asosida yondashilganda, o'qituvchiga birmuncha yengillik mavjud, ammo shu bilan birga mas'uliyat yuklanadi. Material tanlashda chegara ko'rmaydi, turli manbalardan bolaning yoshi va dunyoqarashini inobatga olib material izlab topishi yoki o'zi ijod qilishi mumkin, ammo materialning mazmun-mohiyati, mavzu doirasi, hajmi masalasida belgilangan chegarani saqlay bilishi kerak.

Audiovizual materiallardan o'quvchi tushunishi qiyinroq kechadigan mavzular va bo'limlarda foydalanish samaralidir. Bunda vaqt hajmining o'zgartirilishi, tezlashtirilgan, sekinlashtirilgan holatlarda taqdim etilishini ham inobatga olish lozim.

Bundan kelib chiqib, multimedia texnologiyalaridan uch xil holatda foydalanishimiz mumkin.

1. Prezentatsiya ko'rinishidagi multimedialar. Bular multimedianing chiziqli turini tashkil etib, prezentatsiya ko'rinishida bo'ladi.

2. Interaktiv multimedia o'yinlari. Bunday o'yinlarni bevosita o'quvchi boshqaradi, olgan bilimini sinaydi, o'rganadi, baholanadi.

3. Multimediali internet-rusurslar. Bu asosida saytlar yaratiladi. O'quvchi jarayonda o'qituvchining ishtirokisiz mustaqil bilim olish imkoniyatiga ega bo'ladi.

Bobning ikkinchi faslida umumiy o'rta ta'lim maktablari o'qituvchilari hamda o'quvchilaridan olingan so'rovnoma natijalari tahlilga tortilgan. So'rovnoma natijalaridan aksariyat ona tili o'qituvchilarida kompyuter savodxonligi

yetishmasligi ma'lum bo'ldi. Darslikdagi mashq va topshiriqlarni bajarish jarayonida darsliklarning metodik strukturasi kelib chiqqan holda ish ko'radilar, mashq va topshiriqlarga pedagogik ishlov berish jarayonlari kam kuzatiladi, an'anaviy "doska-bo'r" uslubini ma'qul ko'rishadi, yangiliklarga intiluvchanlik kam kuzatiladi, kompyuterning cheksiz imkoniyatlaridan foydalanmaslikni maktablarning moddiy-texnik bazasi ta'minotiga yo'yishadi. Darsning yangi bilim berish bosqichlarida slaydlardan foydalanishadi va bu bilan go'yo ona tili darslarida axborot-kommunikatsiya texnologiyalaridan unumli foydalanilgandek. Lekin o'zi slayd yaratish mahoratiga ega bo'lgan bugungi kunning o'quvchisi uchun bu eskirgan jarayon. Texnika shiddat bilan rivojlanib borayotgan davrda jadal qadam tashlamasak, o'quvchidan orqada qolishimiz tayin. Vaholanki, "...ta'lim va tarbiya tizimining barcha bo'g'inlari faoliyatini bugungi zamon talablari asosida takomillashtirishni o'zimizning birinchi darajali vazifamiz"¹ deb bilishimiz lozim. Zamonaviy o'qituvchi multimedia vositalari yordamida o'qitishda pedagogik dasturiy ta'minotlarni bilishi va ulardan o'rinli foydalana olishi zarur.

Axborot jamiyatida o'qituvchidan o'qitishda adekvat yondashishni talab qiladigan kamida 3ta muhim sababni ko'rsatish mumkin:

Birinchi, jamiyat va vizual muhit o'zgargan davrda o'sayotgan bola uchun faqat eshitish yo harakatsiz idrok etish usuli ancha samarasiz. Aksincha, uni ko'rish, eshitish, fikrlash, bajarish orqali idrok ettirish yo'llari bilan o'qitish lozim.

Ikkinchi, bu birinchi sababdan kelib chiqadi: o'quvchi an'anaviy darslarga har doim ham bo'ysunmaydi, bilimni berish va mustahkamlashga sezilarli ta'sir ko'rsatadigan multimedia vositalari orqali o'quvchini "yetaklash" imkoniyatini ta'minlash kerak. O'zaro ta'sirlarda o'quvchi reaksiyalarining tezligi o'sadi, tez fikrlash qobiliyati shakllanadi.

Uchinchi, o'quvchi bugungi axborot asrida tobora o'sib borayotgan ma'lumotlarni qabul qilishi sekinlashadi. Ushbu muammo beriladigan ma'lumotlarni siqilashtirish yoki kichik guruhlarni shakllantirish orqali hal qilinadi. Aynan multimedia texnologiyalari buni amalga oshirishga imkon beradi.

O'qituvchi multimedia vositalari yoki multimedia texnologiyalaridan kam foydalanishining bir nechta obyektiv va subyektiv sabablari aniqlandi:

1. Ona tili o'qituvchisi AKT yuzasidan to'liq bilimga ega emas. Past malakaga ega ekanligi uchun yordamga muhtojlik sezadi va bu ish unumdorligini pasaytiradi.

2. Multimedia vositalaridan foydalanish ko'p izlanish (rejalashtirish, loyihalash) va vaqtni talab etadi. O'qituvchi topshiriqlar uchun material topishi, yaratishi uchun kamida 8–10 soat vaqt sarflashi kerak.

3. Maktablardagi moddiy-texnik baza bilan bog'liq muammolar o'qituvchining ish samaradorligiga ta'sir o'tkazadi.

4. Multimedia vositalari bilan ishlaganda an'anaviy o'qitish jarayoniga nisbatan o'qituvchining roli pasayadi, o'quvchilar o'zini erkin tutishi natijasida o'qituvchi boshqaruvchilikni qo'ldan chiqarib yuboradi, degan salbiy gumonga borishadi va bu fikrni o'z psixologiyasiga singdiradi.

¹ Mirziyoyev Sh.M. Qonun ustuvorligi va inson manfaatlarini ta'minlash – yurt taraqqiyoti va xalq farovonligining garovi // Kuch adolatda, 2016-yil 8-dekabr, № 47. (3-bet).

5. Ba'zi hollarda o'quvchilarning AKT kompetensiyasi o'qituvchi AKT kompetensiyasidan ustun kelib qolishidan qo'rqishadi va o'z yelkasiga mas'uliyat olishni xohlamaydi.

Dissertatsiyaning ikkinchi bobi **“Ona tili ta’limida multimedia vositalaridan foydalanish metodikasi”** deb nomlanadi. Mazkur bob ham ikki fasldan iborat bo‘lib, birinchi fasli *“Ona tili darslarida multimedia vositalaridan foydalanishga oid yondashuv va tamoyillar”* deb nomlanadi. Mazkur faslda ona tili darslarida multimedia vositalaridan foydalanishga oid yondashuv va tamoyillar tahlil qilingan. Masalan, sifat va sifatdosh tushunchalarini farqlashda o'quvchilar ko'p ikkilanishlarga duch kelishadi. Darslikning ilgari yillardagi nashrlarida bu farq “katta (sifat) daryo, oqar (sifatdosh) daryo” misolida tushuntirib o'tilgan. Ammo o'quvchi katta va oqar belgilarining mohiyatini tushunib yetmasa, har ikkisini o'tning bir xil belgisi sifatida qabul qilsa, ancha vaqt ikkilanishda yurishi mumkin. Sifat ham, sifatdosh ham belgi bildirishi, lekin sifat (katta) turg'un belgi ekanligi, sifatdosh (oqar) harakatdagi belgi ekanligi video yoki animatsiya vositalarida o'quvchining ko'z oldida namoyish etib, uning ongida muqim o'rnatilib qolishiga erishiladi. Daryoning oqayotganligini bildiruvchi multimedia vositalari asosidagi harakatning qo'shilishi esa hodisaga oydinlik kiritadi. Xulosa o'rinda shuni ta'kidlaymizki, ona tilidan multimedia majmualarini tayyorlashda, dars bosqichlari uchun multimedia vositalaridan foydalanib ishlanmalar ishlab chiqishda, multimediali topshiriqlar yaratishda pedagogik, psixologik, metodik, estetik, ergonomik, fiziologik talablardan kelib chiqib, muayyan tamoyil va yondashuvlarga amal qilinishi maqsadga muvofiq.

Ikkinchi bobning ikkinchi fasli *“Tilga oid bilim, ko'nikma va malakani shakllantirish jarayonida multimedia vositalari (video, audio, matn, tasvir, animatsiya)dan foydalanish mazmuni”* deb nomlanadi. Bu faslda bilim, ko'nikma va malakani shakllantirish jarayonida multimedia vositalari (video, audio, matn, tasvir, animatsiya)dan foydalanish mazmuni va usullari yoritib berilgan. Multimediali ta'lim texnologiyasidan til sathining barcha sohalarini o'qitishda, dars mashg'ulotining yangi mavzuni tushuntirish, mustahkamlash, takrorlash, baholash, uyga vazifa berish bosqichlarida, qo'shimcha mashg'ulotlarda, to'garak darslarida va nazorat darslarida foydalanish mumkin. Buni ayrim misollar yordamida ko'rsatishga harakat qilamiz.

1. Fonetika bo'limini o'rganish jarayonida, jumladan, nutq tovushlari, nutq a'zolari, nutq tovushlarining aytilishi va yozilishi, fonetik hodisalarni o'rgatish jarayonida, tovushning talaffuzi bilan bir paytning o'zida lablarning harakatlarini ham ko'rib turish, buning ustiga uning jonli hayot bilan yaqinlashishi bir qarashda ancha murakkab bo'lgan nazariy muammolarni ham yengil va qiziqarli amaliy mashg'ulotga aylantiradi.

2. Leksikologiya bo'limidagi mavzularni tushuntirishda ham multimedia vositalari orqali ko'p qulayliklarga erishamiz. Masalan, so'zlarning shakl va ma'no munosabatiga ko'ra turlarini tushuntirishda shu tushunchalarni anglatadigan narsa va hodisalarning harakatlaridan foydalanishimiz mumkin. O'quvchi ko'zi bilan ko'rgan narsa va hodisani nomlab, hatto ularning orasidagi farqni idrok etadi.

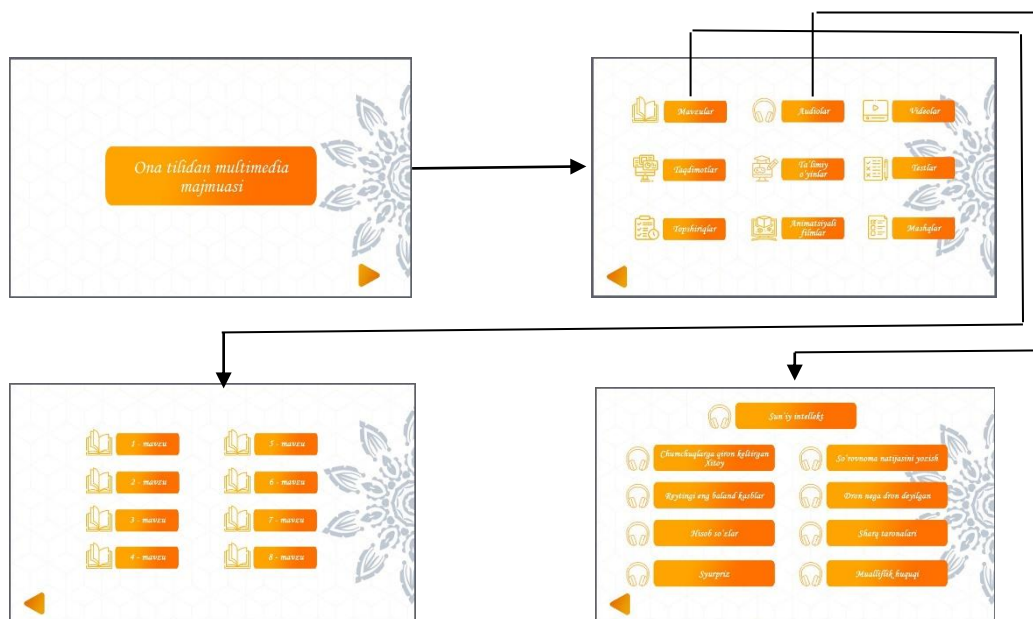
3. Sintaksis bo'limini o'qitishda so'z va gaplarni bir-biriga bog'lanishini animatsiyalar effektidan foydalanib namoyish etish, gapning ifoda maqsadiga ko'ra

turlarini tushuntirishda ohangning qo‘shilishi, urg‘uning tushish o‘rnini alohida ranglar bilan belgilab ko‘rsatilishi tegishli ijobiy samarani ta‘minlashda muhim omil bo‘ladi. Sintaktik tahlillar o‘quvchining ko‘z o‘ngida sodir etiladi.

Mutaxassislar multimedia vositalaridan darsning deyarli barcha bosqichlarida samarali foydalanish mumkinligi haqidagi xulosalarni berishgan. Shunga tayangan holda aytish mumkinki, ona tili darslarida ham mazkur holat imkoniyat sifatida mavjud. Har bir sinf doirasida va har bir mavzu kesimini o‘z ichiga qamrab olgan multimedia majmualarini yaratish o‘qituvchi uchun qulaylik keltiradi. Darsning yangi bilim berish bosqichida multimedia vositasidan foydalanish uchun majmuaning maxsus tugmasini bosib belgilangan mavzuni topishi va foydalanishi mumkin. Yangi mavzuni mustahkamlash bosqichlarida ham xuddi shunday testlar, topshiriqlar, videolar, audiolar tugmalarini bosib tayyor materialdan foydalaniladi (qarang: 1-rasm).

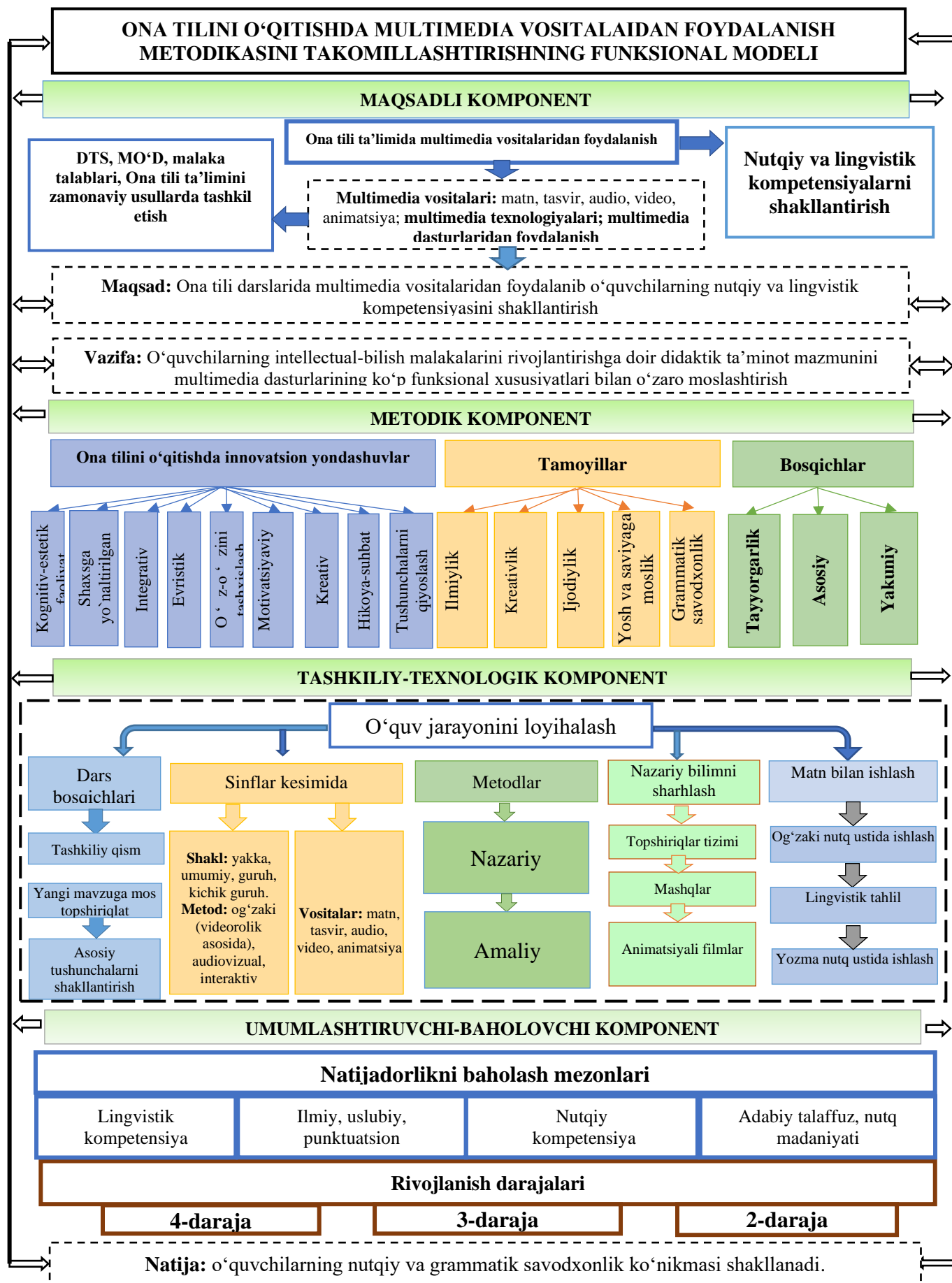
Tadqiqotimiz jarayonida dars bosqichlarida multimedia vositalaridan qancha vaqt davomida foydalanish lozimligiga e‘tibor qaratdik. Tajriba-sinov ishlari shuni ko‘rsatadiki, 5-, 6-, 7-sinflarda multimedia vositalari asosidagi texnologiyalardan yuqori sinflardagiga nisbatan dars mashg‘ulotining mustahkamlash bosqichlarida ko‘proq muddatda foydalansa bo‘ladi. Yuqori sinflarda esa aksincha. Qisqa vaqtda namoyish etib, o‘quvchining individual fikrlashi, mustaqil xulosa chiqarishi, fikr-mulohazalarini erkin bayon eta olishini shakllantirishga imkoniyat va sharoit yaratib berish lozim. Ammo buni dars bosqichlari kesimida ham belgilash muhim. Masalan, pastki sinflarda (5-, 6-, 7-sinf) yangi bilim berish bosqichida 1,5–2 minutdan 3–4 minutgacha, yangi bilimni mustahkamlash bosqichida esa 1,5–2 minutdan 8–10 minutgacha multimedia vositalari asosidagi usuldan foydalanish mumkin. Pastki sinflarda nazariy bilimning kamroq berilishi ham bu bilan bog‘liq.

8-, 9-sinflarda yangi bilim berish bosqichida 8–9 minutgacha, 10-, 11-sinflarda esa 9–10 minutgacha vaqt sarflash mumkin, chunki mazkur sinf o‘quvchilari gap va matnlarni mustaqil qura oladigan, tahlil qila oladigan, erkin mushohadaga ega shaxs sifatida tarbiyalanayotgan bo‘lishadi. Yangi mavzuni mustahkamlash bosqichida esa 1,5–2 minutdan 3–4 minutgacha vaqt davomiyligida multimedia vositalaridan foydalanish maqsadga muvofiq. Qisqa namoyishda aks ettirilgan g‘oyani anglash, uni yozma va og‘zaki tarzda hikoya qila olish, fikrni davom ettirish, matnlarni grammatik tahlil qila olish, mushohada yuritishga undaydigan savol va topshiriqlar orqali o‘quvchini o‘z ustida ishlashga imkoniyat yaratib berish lozim. Uyga vazifa berish va baholash bosqichlarida 1,5–2 minutdan 2–3 minutgacha vaqt oralig‘ida multimedia vositalaridan foydalanish o‘rinli. Shakllantiruvchi (formativ) baholashda 2–3 minutlik topshiriq bilan har bir darsda kompyuter yoki turli gadjetlar orqali barcha o‘quvchining bilimi baholanib borilishi mumkin. Mazkur mulohazalarni tadqiqotimizning tajriba-sinov ishlari natijalari asosida tavsiya etdik.



1-rasm. Ona tilidan multimedia majmuasi.

Ta'lim jarayonida multimedia namunalaridan foydalanish o'quvchilarning darslik materialiga, umuman, o'quv predmetiga bo'lgan qiziqishini orttiradi, uning mazkur jarayonda passiv kuzatuvchi roliga qolishdan qutqarib, faol ishtirokchiga aylantiradi, uning dunyoqarashidagi ijobiy o'zgarishlarga munosib omil bo'ladi, intellektual intilish va qobiliyatini kuchaytiradi, yangi axborotni izlash va ulardan unumli foydalanishga rag'bat uyg'otadi. Jarayon butun sinf o'quvchilari ishtirokida bo'layotgani uchun ularda qiyoslash, solishtirish, farqlash, tasnif qilish va tizimlashtirish bilan aloqador bo'lgan ko'nikma va malakalarining shakllanishi hamda rivojlanishini ta'minlaydi. Berilgan bilimlar va tahliliy ma'lumotlarni umumlashtirgan holda ona tilini multimedia vositalaridan foydalanib o'qitish bo'yicha funksional model ishlab chiqildi. Taklif etilayotgan "Ona tilini o'qitishda multimedia vositalaridan foydalanish metodikasini takomillashtirishning funksional modeli" nomli innovatsion model o'quvchilarning lingvistik va nutqiy kompetensiyalarini oshirishga, ona tilidan olgan bilim va ko'nikmalarini malakaga aylantirishga, har qanday vaziyatda muloqotga kirisha oladigan, fikrini erkin ifodalaydigan, o'z nuqtayi nazariga ega shaxs sifatida tarbiyalashga xizmat qiladi (qarang: 2-rasm).



2-rasm. Ona tilini o'qitishda multimedia vositalaridan foydalanish metodikasini takomillashtirishning funksional modeli.

Tadqiqotning uchinchi **“Ona tilini o‘qitishda multimedia vositalaridan foydalanishga doir tajriba-sinov ishlarining samaradorligi”** deb ataluvchi bobida multimedia vositalari asosida o‘qitishda lingvistik va nutqiy kompetensiyani shakllantirish yuzasidan o‘tkazilgan tajriba-sinov ishlari mazmuni hamda tajriba-sinov ishlarining samaradorlik darajasi bayon etilgan. Mazkur bobning 1-faslida tadqiqot ishi davomida chiqarilgan xulosalarning amaliy jihatdan nechog‘lik to‘g‘riligi va ahamiyati, multimedia vositalaridan foydalangan holda til xususiyatlarini o‘rganishga doir ish turlarining qanchalik samaradorligiga ishonch hosil qilish maqsadida bir necha dars mashg‘ulotlari uchun mo‘ljallab tayyorlangan tajriba-sinov materiallari, tajriba-sinov darslarini tashkil etish masalalari va nazorat ishlarini o‘tkazish parametrlari bayon etildi. Tajriba-sinov materiallarini tayyorlashda o‘quvchilarning til hodisalariga doir bilim saviyasi, asosiy kamchiliklar va ularning sabablarini hisobga olib, sinov darslari orqali erishiladigan quyidagi ikki parametr bilan tavsiflanuvchi BKMLarning shakllanganlik darajasini nazorat qilish maqsadga muvofiq deb topildi:

1) multimedia vositalari orqali o‘quvchilarning til hodisalarini bilish, o‘rganish va aniqlashga doir lingvistik ko‘nikmalarini shakllantirish va rivojlantirish;

2) multimedia vositalari orqali o‘quvchilarning yozma savodxonligini oshirish.

Ilmiy tadqiqot jarayonida ilmiy-nazariy qarashlarimiz amaliyotga joriy qilinib, 2020 – 2021, 2021 – 2022, 2022 – 2023-o‘quv yillarida maxsus tajriba-sinov ishlari olib borildi. Umumta’lim maktablarida ikki parametr asosida o‘tkazilgan nazorat ishlari orqali o‘quvchilarning o‘tilgan mavzular yuzasidan egallangan BKMLari, nutqiy va lingvistik layoqatlariga real baho berish mumkinligi amaliyotda o‘z isbotini topdi. Tuzilgan tajriba-sinov materiallari Navoiy viloyati Navoiy shahridagi 11- (oliy toifali o‘qituvchi Oyniso Temirova), Toshkent viloyati O‘rta Chirchiq tumanidagi 9- (oliy toifali o‘qituvchi Iroda Po‘latova), Toshkent shahridagi 290- (oliy toifali o‘qituvchi Nodira Baratova) sonli umumiy o‘rta maktablarida olib borildi.

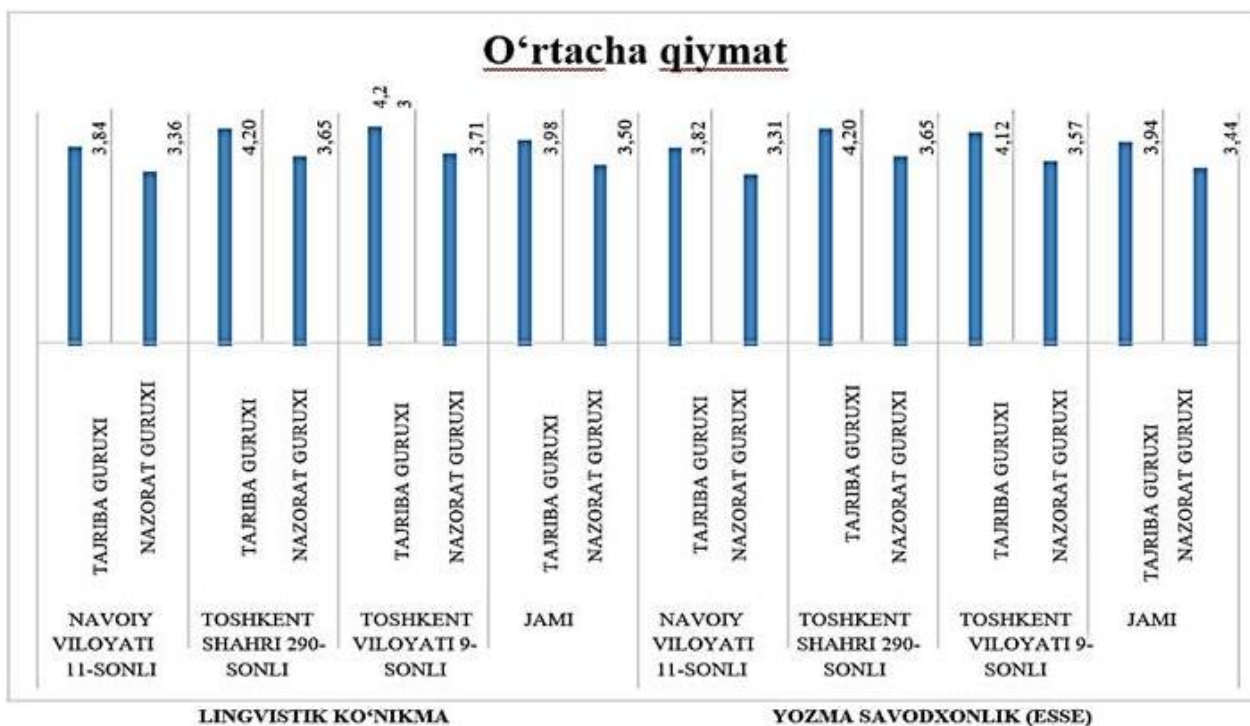
Tajriba-sinov jarayonlarida ona tili darslarining o‘quv jarayonidagi mavjud holatlar o‘rganildi. O‘rta umumta’lim maktablari o‘quv-uslubiy ta’minoti: namunaviy dastur, o‘quv reja, ishchi o‘quv dasturlari, darsliklar tahlil etildi, ona tili darslari kuzatildi, ona tili o‘qituvchilari va o‘quvchilar o‘rtasida anketa so‘rovnomalari o‘tkazildi, ularning kompyuter savodxonligi, texnik vositalar va kompyuter dasturlariga bo‘lgan qiziqishlari, fikrlash doirasi, o‘quvchilarning og‘zaki va yozma nutqi, imloviy savodxonligi holatlari, dars mashg‘ulotlarini qay darajada o‘zlashtirishi yuzasidan fikr va mulohazalari aniqlandi (qarang: 1-jadval).

Yuqoridagi hisob-kitoblarga ko‘ra, Tning barcha qiymatlari kritik qiymatdan katta bo‘lgani uchun N_0 gipoteza rad etilib, N_1 gipoteza qabul qilinadi. Bundan ko‘rinadiki, biz tanlab olingan guruhlardagi natijalar tajriba guruhida nazorat guruhiga nisbatan yuqori ekanligi matematik statistik usullar bilan isbotlandi (qarang: 3-, 4-rasm). Tajriba guruhidagi samaradorlik lingvistik ko‘nikmalar uchun 1,14 barobarga, yozma savodxonlik (esse) bo‘yicha esa 1,15 barobarga ortiqligi ko‘zga tashlandi.

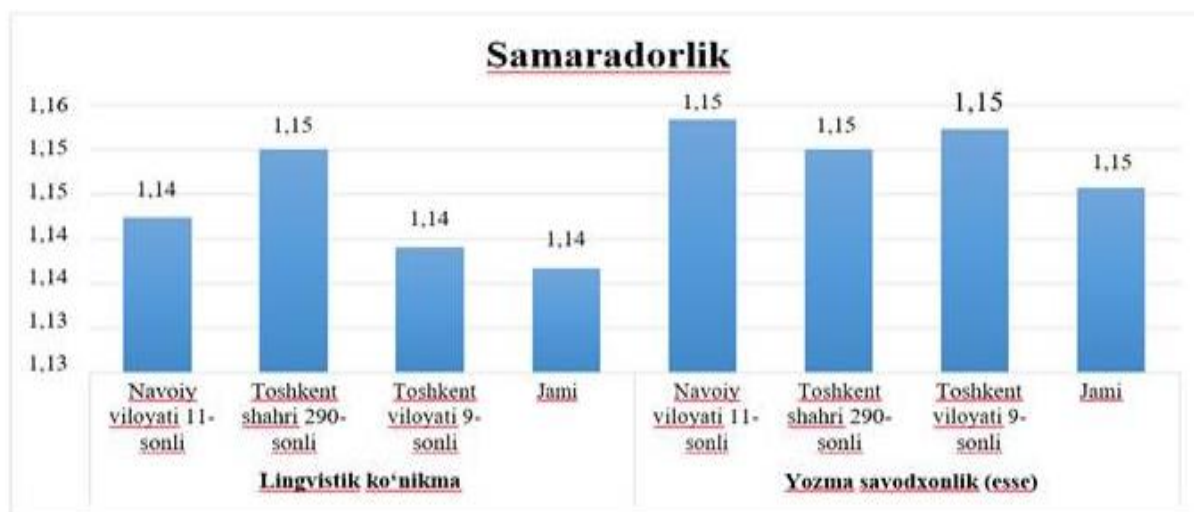
Barcha ta'lim muassasalarining statistik hisob jadvali.

1-jadval.

Mezonlar	umumiy o'rtata'lim maktab nomeri	Guruhlar	O'rtacha qiymat	Samaradorlik	Ishonchlik oralig'i		Styudent statistikasi	Statistikaning ozodlik darajasi	Kritik qiymat	Kriteriy xulosasi
Lingvistik ko'nikma	Navoiy viloyati 11-sonli	Tajriba guruhi	3,84	1,14	3,69	3,99	4,17	127,48	1,98	H ₁
		Nazorat guruhi	3,36		3,19	3,53				
	Toshkent shahri 290-sonli	Tajriba guruhi	4,20	1,15	3,95	4,45	2,84	44,50	2,02	H ₁
		Nazorat guruhi	3,65		3,37	3,94				
	Toshkent viloyati 7-sonli	Tajriba guruhi	4,23	1,14	3,99	4,48	2,61	41,09	2,02	H ₁
		Nazorat guruhi	3,71		3,41	4,01				
	Jami	Tajriba guruhi	3,98	1,14	3,86	4,10	5,24	219,10	1,97	H ₁
		Nazorat guruhi	3,50		3,36	3,64				
Yozma savodxonlik (esse)	Navoiy viloyati 11-sonli	Tajriba guruhi	3,82	1,15	3,67	3,96	4,59	131,76	1,98	H ₁
		Nazorat guruhi	3,31		3,15	3,47				
	Toshkent shahri 290-sonli	Tajriba guruhi	4,20	1,15	3,93	4,47	2,61	44,64	2,02	H ₁
		Nazorat guruhi	3,65		3,34	3,96				
	Toshkent viloyati 7-sonli	Tajriba guruhi	4,12	1,15	3,89	4,34	2,79	37,67	2,03	H ₁
		Nazorat guruhi	3,57		3,26	3,88				
	Jami	Tajriba guruhi	3,94	1,15	3,83	4,06	5,53	218,30	1,97	H ₁
		Nazorat guruhi	3,44		3,31	3,58				



3-rasm. Ta'lim muassasalari tajriba va nazorat guruhlarining o'rtacha o'zlashtirish ko'rsatkichlari.



4-rasm. Ta'lim muassasalarida olib borilgan tadqiqotning samaradorlik ko'rsatkichlari.

Ushbu jadvallar va diagrammadan samaradorlik ko'rsatkichi tajriba guruhida nazorat guruhiga nisbatan har ikkala mezon bo'yicha o'rtacha 1,14 barobarga (14 foiz) yuqori ekanligi ko'rinib turibdi. Bu esa yuqorida qilingan xulosamiz to'g'ri ekanini isbotladi.

XULOSALAR

Ona tilini o'qitishda multimedia vositalaridan foydalanish metodikasini takomillashtirga doir tadqiqot natijalari asosida quyidagi xulosalarga kelindi:

1. Bugungi kunda axborot-kommunikatsiya texnologiyalarining jadal rivojlanib borayotganligi ona tili darslarini multimedia vositalaridan foydalanib o'qitish zaruriyatini yuzaga keltirdi. Bu ona tili ta'limida matn, grafika, video, animatsiya, audio kabi multimedia vositalaridan foydalanishning pedagogik, psixologik va metodik imkoniyatlarini ilmiylik, tarbiyaviylik, kreativlik, grammatik savodxonlik, ijodiylik, yosh va saviyaga moslik tamoyillariga muvofiq takomillashtirishni taqozo qiladi.

2. Ona tili darslarini mustaqillik, faollik, kashfiyotchilik, onglilik va farqli yondashuv kabi asosiy yondashuvlar, ta'lim va tarbiyaning birligi, saviyaga moslik, kommunikativlik kabi tamoyillarni hisobga olgan holda multimedia vositalaridan foydalanib o'qitish uning samaradorligini oshiradi, zamonaviyligini ta'minlaydi.

3. Matn, tasvir, audio, video va animatsiya kabi multimedia vositalaridan foydalanishning pedagogik shart-sharoitlarini o'z-o'zini rivojlantirish, o'z-o'zini tashxislash, motivatsiyaviy hamda integrativ yondashuvlar imkoniyatlariga integratsiyalash ona tili ta'limida multimedia vositalaridan foydalanishning pedagogik shart-sharoitlarini takomillashtirish imkonini beradi. Bunda o'quvchilarning yosh xususiyatlariga muvofiq rivojlanish vektorini hisobga olish muhim hisoblanadi.

4. O'quvchilarning lingvistik va nutqiy ko'nikmalari, intellektual, ijodiy qobiliyatlarini rivojlantirishga qaratilgan kommunikativ-faoliyatli yondashuvlarni zamonaviy pedagogik texnologiyalarga integratsiyalash multimedia vositalari asosida o'quvchilarning o'quv predmetiga oid qobiliyatlarini rivojlantirish metodikasini takomillashtirish imkonini beradi.

5. Audio, video, animatsiya kabi multimedia vositalarini darsning yangi bilim berish, bilimlarni mustahkamlash, uyga vazifa berish bosqichlarida qo'llash maqsadga muvofiq. Bunda izlanuvchanlikka xos ta'kidiy, mantiqiy, umumlashtiruvchi texnologiya komponentlari tarkibidagi til materialini estetik idrok etish va o'zlashtirishga doir evristik, pozitivlik, tashabbuskorlik, yaratuvchanlik va motivatsion elementlari bilan uyg'unlashtirish talab etiladi.

6. Umumiy o'rta ta'lim maktablaridagi ona tili ta'limida multimedia vositalaridan foydalanishga oid ta'lim metodikasi o'quvchi faoliyati (kognitiv-estetik, evristik va amaliy ko'nikmalarni o'zlashtirish) va o'qituvchi faoliyati (maqsadni belgilash, multimedia materiallarini yig'ish, rejalashtirish, yaratish, qo'llash) asosida takomillashtirilishi ona tili ta'limining didaktik imkoniyatlarini oshiradi.

7. Tadqiqotda har bir sinf ona tili darsliklariga multimedia ilovalari, ona tilini o'rganishga mo'ljallangan interaktiv multimediali o'yin dasturlari yaratilishiga ehtiyoj borligi aniqlandi. Multimediali texnologiyalardan bilimlarni mustahkamlash, uyga vazifa berish hamda baholash jarayonlarida foydalanish o'quvchilarni ona tili faniga bo'lgan qiziqishlarini oshiradi, bo'sh vaqtlarini unumli o'tishini ta'minlaydi.

8. Umumiy o'rta ta'lim maktablarida ona tilini o'qitishda multimedia vositalaridan foydalanish metodikasini takomillashtirishga oid yondashuv va tavsiyalarimiz natijasida grammatik (imloviy, uslubiy, punktuatsion) va nutqiy (adabiy talaffuz, nutq madaniyati) savodxonlikni oshirish samaradorlik ko'rsatkichi

14% ga ortgani tadqiqot maqsadining to'g'ri qo'yilganligini, tadqiqot natijalarining dalillanganligini tasdiqlaydi.

Tadqiqot natijalari asosida quyidagi taklif va tavsiyalar ishlab chiqildi:

mutaxassis kadrlar tayyorlaydigan oliy ta'limning bakalavr bosqichlarida AKT hamda multimedia vositalaridan foydalana olish malakasini rivojlantiruvchi kurslar (tanlov fanlar) qo'yilishi lozim;

texnika va texnologiya tez rivojlanib borayotgan davrda har yili fan o'qituvchilari uchun multimedia vositalari bilan ishlash malakasini oshirish kurslarini tashkil etish muhim ahamiyatga ega;

tashkil etiladigan mazkur kurslarning aksariyat soatlari amaliy mashg'ulotlar sifatida tashkil etilishi maqsadga muvofiq;

har bir sinf uchun ona tili darsliklariga multimedia ilovalari yaratilishi kerak;

geymifikatsiya (raqamli o'yinlarga asoslangan ta'lim)ga asoslanib, ona tilini o'rganishga mo'ljallangan interaktiv multimediali o'yin dasturlari yaratishni yo'lga qo'yish lozim;

multimedia mahsulotlarini yaratishda multimedia talablarini inobatga olish shart.

**SCIENTIFIC COUNCIL NUMBER DSc.03/30.04.2021.Ped.82.01 ISSUING
SCIENTIFIC DEGREES AT CHIRCHIK STATE PEDAGOGICAL
UNIVERSITY**

**TASHKENT STATE UNIVERSITY OF UZBEK LANGUAGE AND
LITERATURE NAMED AFTER ALISHER NAVOI**

KULDASHEVA SANOBAR XAYOTOVNA

**IMPROVING THE METHODOLOGY OF USING MULTIMEDIA TOOLS
IN TEACHING THE NATIVE LANGUAGE**

13.00.02 – Theory and methodology of education and training (Uzbek language)

**ABSTRACT OF A DOCTOR OF PHILOSOPHY (PhD) DISSERTATION IN
PEDAGOGICAL SCIENCES**

Chirchik – 2024

The theme of the Doctor of Philosophy (PhD) dissertation in pedagogical sciences is registered in the Higher Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan under the number B2020.2.PhD/Ped1654.

The dissertation was completed at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi.

The abstract of the dissertation is posted in three languages (Uzbek, English, Russian (resume)) on the website of the Scientific Council (www.cspi.uz) and on the "ZiyoNet" information and educational portal (www.ziyo.net.uz)

Scientific supervisor: **Bokijon Tuxliyev**
Doctor of Philological Sciences, Professor

Official opponents: **Sapa Murodovich Matchanov**
Doctor of Pedagogical Sciences, Professor
Matluba Jurayevna Shadiyeva
Doctor of Pedagogical Sciences, Associate Professor

Leading organization: **Kokan State Pedagogical Institute**


The defense of the dissertation will be held at the meeting of the Scientific Council numbered DSc.03/30.04.2021.Ped.82.01 at the Chirchik State Pedagogical University on 10.09, 2024 at 14⁰⁰. (Address: 111720, Tashkent region, Chirchik city, Amir Temur street, 104). Phone: (99870) 712-27-55; fax: (99870) 712-45-41; E-mail: chdpu_kengash@umail.uz).

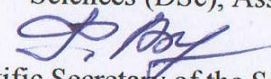
The dissertation can be viewed at the Information Resource Center of Chirchik State Pedagogical University (registered with the number 343). (Address: 111720, Chirchik city, Amir Temur street, 111720. Tel.: (99870) 712-27-55; fax: (99870) 712-27-55; fax: (99870) 712-45 -41.

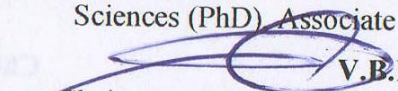
The abstract of the dissertation was distributed on "27" 08, 2024.

(Register report.No. 16 dated "27" 08, 2024).




U.N. Khodzhamkulov,
Chairman of the Scientific Council awarding scientific degrees, Doctor of Pedagogical Sciences (DSc), Associate Professor


F.T. Rajabov,
Scientific Secretary of the Scientific Council awarding scientific degrees, Doctor of Pedagogical Sciences (PhD) Associate Professor


V.B. Fayziyev,
Chairman of the Scientific Seminar at the Scientific Council awarding scientific degrees, of Doctor of Sciences (DSc), Professor

INTRODUCTION (annotation of the Doctor of Philosophy (PhD) dissertation)

Relevance and necessity of the dissertation topic. In the context of ongoing globalization processes worldwide, there is a significant focus on improving the content of teaching academic subjects through modern information technologies. The need to enhance the effectiveness of education, foster creative thinking, and encourage knowledge acquisition is recognized in the new educational concepts of developed countries for 2030, where it is acknowledged that “Education is the primary driving force of progress and a vital activity that leads to achieving sustainable development goals”¹.

In accordance with the international programs of the Organisation for Economic Co-operation and Development (OECD), such as PISA (The Programme for International Student Assessment), and the International Association for the Evaluation of Educational Achievement (IEA), which include PIRLS (Progress in International Reading Literacy Study) aimed at assessing education quality worldwide and improving reading comprehension, it is crucial to develop students' linguistic and metacognitive competencies, strengthen their reading literacy (understanding, using, reasoning with, and responding to texts), and improve the methodological and didactic support for the use of multimedia tools to understand and correctly apply various strategies needed for working with texts. Correspondence of the research to the main directions of development of science and technology of the republic. This study was carried out within the framework of the priority direction of the development of science and technology of the republic I. “Spiritual-ethical and cultural development of a democratic and legal society, development of innovative economy”.

In many countries around the world, numerous scientific studies are being conducted to enhance the effectiveness of native language education by incorporating modern technologies and using multimedia tools. Educational content is being developed based on integrative principles, and the use of modern pedagogical and information-communication technologies is becoming increasingly important in improving students' skills and competencies, creating electronic information and educational environments, and identifying promising ways to model the educational process. This growing emphasis is driving the need for extensive scientific research aimed at developing specific mechanisms to enhance the effectiveness of native language education through the use of multimedia tools, with a particular focus on improving students' linguistic competence and strengthening their reading literacy skills as outlined in international programs. The integration of modern information and communication technologies into the educational process is becoming increasingly crucial for improving the linguistic competence of students in secondary schools, enhancing their literacy skills as required by international programs, and fostering their ability to express themselves creatively and independently. This is essential not only for personal development but also for enabling students to navigate the complex and rapidly changing global landscape.

¹ Incheon Declaration / Education 2030: Towards inclusive and equitable quality education and lifelong learning for all. –p.4-5. <http://unesdoc.unesco.org/images/0023/002338/233813m.pdf>.

The ongoing reforms in Uzbekistan's education system, aimed at aligning with international standards and improving the quality of education, are focused on developing students' competencies through the use of innovative teaching methods and tools. This includes the creation of a digital learning environment that supports interactive and engaging learning experiences. The emphasis on multimedia tools in language education is particularly important for fostering critical thinking, creativity, and effective communication skills among students. The Strategy for the Development of New Uzbekistan for 2022-2026 highlights the importance of adapting the general education system to meet contemporary demands¹. This involves not only updating curricula and teaching methods but also ensuring that students are equipped with the skills necessary for success in the 21st century. These skills include the ability to understand and interpret complex texts, engage in meaningful discussions, and express ideas clearly and effectively in both written and spoken forms. In this context, the role of multimedia tools in language education cannot be overstated. By providing students with diverse and interactive learning experiences, these tools help to reinforce linguistic and communicative competencies, making the learning process more effective and enjoyable. Moreover, they offer opportunities for students to apply their knowledge in real-world scenarios, thereby enhancing their overall educational experience. The current state of native language education in Uzbekistan reflects a growing recognition of the need to develop students' linguistic and communicative abilities. This involves not only mastering the basics of the language but also acquiring the skills necessary for effective communication in various contexts. As such, the use of multimedia tools and modern educational technologies is seen as a key factor in achieving these goals.

The following decrees and decisions are relevant to this dissertation research: Presidential Decree PF-4947 of February 7, 2017, "On the Strategy for Further Development of the Republic of Uzbekistan", Presidential Decree PF-5313 of January 25, 2018, "On Measures for the Radical Improvement of the General Secondary, Secondary Special, and Vocational Education System", Presidential Decree PF-6097 of October 29, 2020, "On Approval of the Concept for the Development of Science until 2030", Presidential Decision PQ-2909 of April 20, 2017, "On Measures for Further Development of the Higher Education System", Presidential Decision PQ-3775 of June 5, 2018, "On Additional Measures to Improve the Quality of Education in Higher Educational Institutions and Ensure Their Active Participation in the Ongoing Comprehensive Reforms in the Country". Resolution of the Cabinet of Ministers No. 187 of April 6, 2017, "On Approval of the State Educational Standards for General Secondary and Secondary Special, Vocational Education". These documents and other related normative-legal acts set tasks that this dissertation research contributes to fulfilling.

Relevance of the research to the priority areas of development of science and technology in the Republic. This research aligns with the priority area of the development of science and technology in the Republic, specifically: "Formation and

¹ O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi "2022–2026-yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi PF-60-sonli Farmoni, <https://lex.uz/uz/docs/-5841063>.

implementation of a system of innovative ideas for the social, legal, economic, cultural, and spiritual-educational development of an information society and democratic state”.

Degree of research on the issue. The problems and solutions of using modern communication tools in the education process, along with their pedagogical-psychological and methodological aspects, have been studied in the context of higher education by researchers such as A. Abduqodirov, U. Begim-qulov, S. Tursunov, and B. Suropov¹; in the general secondary education system by A. Hayitov, Sh. Yusupova, S. Adilova, and N. Rustamova²; and the use of multimedia products in early childhood and primary education by scholars such as N. Begmatova and U. Masharipova³.

In the CIS countries, researchers like A.N.Bogomolov, S.M.Kashuk, M.B.Utenin, Y.D.Nelunova, A.D.Garsov, M.A.Bovtenko, A.G.Jindayeva, Z.P.Penskaya, O.V.Pechinkina, A.V.Osin, Y.S.Polat, K.A.Zakhrova, B.Simon, N.A.Moreva, O.Stepanova, O.Shlikova, R.K.Minyar-Beloruhev and A.N.Shukin⁴ have conducted research on the use of computer and multimedia tools in linguistics.

¹ Абдуқодиров А.А. Теория и практика интенсификации подготовки учителей физико-математических дисциплин: Аспект использования компьютерных средств в учебно-воспитательном процессе. Дисс... доктора педагогических наук: 13.00.01 / Ташкент. гос. пед. ин-т им. Низами. – Ташкент, 1990. – С.360; Бегимкулов У.Ш. Олий педагогик таълим тизимида замонавий ахборот ва коммуникация технологияларини жорий этишнинг илмий-педагогик асослари. Пед.фан. доктори дис. – Тошкент: ТДПУ, 2007. – Б.250; Турсунов С. Таълимда электрон ахборот ресурсларини яратиш ва уларни жорий қилишнинг методик асослари. Дисс.п.ф.н. – Т. 2011. – Б.154; Сурупов Б.Электрон таълим муҳитида ахборот коммуникация технологиялари фанини ўқитишнинг методик таъминотини такомиллаштириш. Пед.фан.б. фал. док. ... дис. – Тошкент, 2019. – Б.146.

² Ҳайитов А.Ғ. Умумий ўрта таълимда информатика ва ҳисоблаш техникаси асосларини ўқитишни компьютерлаштириш назарияси ҳамда амалиёти. Дисс..пед.фан.док.-Тошкент., 2006. – В.245; Юсупова Ш.Ж. Она тили таълими самарадорлигини оширишда илғор педагогик технологияларни жорий этиш: Пед.фан.ном. ...дисс. – Тошкент, 1998. – Б.145; Адилова С.А. Ўзбек тили машғулотларини компьютер технологиялари воситасида ташкил этиш (олий таълим муассасаларининг русийзабон гуруҳларида). Пед. фан. ном. ... дисс. – Тошкент, 2004. – Б.160; Рустамова Н.Р. Умумий ўрта таълим муассасалари ўқувчилари медиамаданиятини ривожлантириш технологияси (7-9-синфлар мисолида). Пед.фан.б. фал.док...дис. – Тошкент, 2019. – Б.210.

³ Бегматова Н.Х. Мактабгача таълим муассасаларида мультимедиа технологиясидан фойдаланишнинг илмий-методик асослари. Пед. фан. ном. ... дисс. – Қарши, 2012. – Б.151; Машарипова У.А. Инновацион таълим шароитида бошланғич синф ўқувчиларининг нутқ маданиятини шакллантириш методикаси. Пед.фан.б. фал. док. ... дис. – Тошкент, 2018. – Б.160.

⁴ Богомолов А.Н.. Научно-методическая разработка виртуальной языковой среды дистанционного обучения иностранному (русскому) языку. Дисс. на соискание уч. степени доктора педагогических наук. – Москва, 2008; Кашук С.М. Стратегия интеграции мультимедиа технологий в систему языкового образования (на примере обучения французскому языку). Дисс. на соискание уч. степени доктора педагогических наук. – Москва, 2014. С.427; Утенин М.В. Формирование информационной компетентности студентов на основе технологий мультимедиа. Дисс. на соискание уч. степени кандидата педагогических наук. – Москва, 2006; Нелунова Е.Д. Педагогические основы саморазвития студентов в мультимедийной образовательной среде. Дисс. на соискание уч. степени доктора педагогических наук. – Якутск, 2010; Гарцов А.Д. Электронная лингводидактика в системе инновационного языкового образования. Дисс. на соискание уч. степени кандидата педагогических наук. Москва – 2009. С.398; Бовтенко М.А. Структура и содержание информационно-коммуникационной компетенции преподавателя русского языка как иностранно. Дисс. на соискание уч. степени доктора педагогических наук. – Москва, 2006; Жиндаева А.Г. Моделирование лингвопрофессионального мультимедиа курса для дистанционного обучения иностранных абитуриентов-филологов. Дисс. на соискание уч. степени кандидата педагогических наук. – Москва, 2015; Пенская З.П. Формирование языковой компетенции студентов технического колледжа средствами мультимедиа. Дисс. на соискание уч. степени кандидата педагогических наук. – Астрахан, 2010; Печинкина О.В. Школьное медиаобразование в североевропейских странах. Дисс. на соискание уч. степени кандидата педагогических наук. – Архангельск, 2008. – С.216; Осин А.В. Мультимедиа в образовании: контекст информатизации: Научно-метод. издание. – М.: Агенство “Издательский сервис”, 2004. – С.320; Полат Е.С. Новые педагогические и информационные технологии в системе образования. Учеб.пособие для студ.пед.вузов и

Foreign researchers such as D. Jonassen, R. Grabindger, S. Karver, R. Lehrer, D. Davidson, A. Mullan, Çağrı Bayrakci, Tasha Coleman, Crispin Ojwang', Dodi Siraj, Muamar Zain, Zhang Jie, L. Masterman, R.E. Meyer, Guohua Fu, Eunmi Kim and Zhen Wang¹ have explored the advantages of computer-based teaching in the education system and the pedagogical-psychological and methodological aspects of using multimedia tools in the educational process.

Despite the focus on developing numerous multimedia-based programs for use in general secondary schools, there has been no scientific research into the use of multimedia tools in teaching the native language, nor has its methodology been fully developed. Therefore, developing the pedagogical and methodological aspects of using multimedia tools in native language teaching is considered urgent.

Relation of the dissertation research to the scientific research plans of the Higher Education Institution. The dissertation research was conducted within the framework of the practical project titled “Improving the Modern Methodology of Teaching Uzbek Language and Literature” which is part of the scientific research plan FZ-214/0001278 of Alisher Navoi Tashkent State University of Uzbek Language and Literature.

системы повыш.квалиф пед. Кадров. – Москва, Издательский центр “Академия”, 2003. – С.158; Захарова К.А. Развитие социолингвистического компонента иноязычной коммуникативной компетенции в процессе обучения иностранному языку (уровень основного общего образования). Дисс. на соискание уч. степени кандидата педагогических наук. Волгоград – 2019. С.173; Захарова К.А. Развитие социолингвистического компонента иноязычной коммуникативной компетенции в процессе обучения иностранному языку (уровень основного общего образования). Дисс. на соискание уч. степени кандидата педагогических наук. Волгоград, 2019. – С.173; Берарди Симон. Дистанционное обучение в практике преподавания русского языка в итальянской аудитории (на примере авторских мультимедийных курсов “Краски-А1” и “Краски-А2”). Дисс. на соискание уч. степени кандидата педагогических наук. – Москва, 2011.- С.190; Морева Н.А. Технологии профессионального образования. 3-е издание. – Москва, Издательский центр “Академия”, 2008. – С.432; Степанова О.С. Научно-педагогические основы применения новых информационных технологий в профессиональной подготовке студентов экономических факультетов: Дисс. кан. пед. наук. – Ставрополь, 2001. – С.166; Шлыкова О.В. Культура мультимедиа: Уч. пособие для студентов / МГУКИ.- Москва, ФАИР-ПРЕСС, 2004. – С.415; Миньяр-Белоручев Р. К. Методика обучения французскому языку. М., 1990. С.173; Щукин А.Н. Методика преподавания русского языка как иностранного. Учебное пособие. Москва. “Высшая школа” 2003. – С.229.

¹ Çağrı Bayrakci. Lise Öğrencilerinin Sosyal Medya Bağlılığının Affetme ve Mükemmeliyetçilik ile İlişkisi incelenmesi. Uludağ Üniversitesi Rehberlik ve Psikolojik Danışmanlık. Bursa. 2021. P.203. ProQuest Number: 28806064; Tasha Coleman. Video Use In Higher Education Classrooms: A Qualitative Exploration Of Adult Learner Emotional Engagement And Understanding. New Brunswick, New Jersey. October 2021. P.130; Crispin Ojwang'. Prospective teacher educators' knowledge development through the creation of multimedia case studies of practice. Dissertation Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Teaching and Curriculum Syracuse University. July 2021. P.243; Dodi Siraj Muamar Zain. Mobile Technology for Language Learning and Instruction: Investigating Beliefs and Attitudes of Indonesian EFL Preservice Teachers A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Curriculum and Instruction. May 2022. University of Arkansas; Zhang Jie. Research on the situation and strategy of multimedia in chinese classroom-teaching for middle school Northeast Normal University (People's Republic of China) ProQuest Dissertations Publishing, 2010. 10385260; Masterman L. Teaching the Media. – London: Comedia Publishing Group, 1995. – P.341; Мейер Р.Э. A Cognitive Theory of Multimedia Learning: Implications for Design Principle. Santa Barbara, 1998; Guohua Fu. The effectiveness of using multimedia for teaching phrasal verbs in community-college esl classes. In Partial Fulfillment of the Requirements for the Degree Doctor of Education. San Francisco. May 2021; Eunmi Kim. Teacher Views on Barriers and Challenges to Information and Communication Technologies (ICTs) and Multimedia Integration in the ESL Classroom: A Case Study Dissertation Manuscript Submitted to Northcentral University School of Education in Partial Fulfillment of the Requirements for the Degree of Doctor of Education. La Jolla, California. February 2022; Zhen Wang, Jianbo He. On influence of Computer Multimedia Technology in Language Learning. Journal of Physics: Conference Series 1802 (2021) 032092 IOP Publishing doi:10.1088/1742-6596/1802/3/032092.

Aim of the research. The aim of the research is to develop recommendations for improving the methodology of using multimedia tools in teaching the native language in general secondary education schools.

Tasks of the research:

to clarify the pedagogical conditions for using multimedia tools in native language education;

to improve the didactic support for developing students' intellectual and cognitive skills in native language education;

to develop a functional model for enhancing the methodology of using multimedia tools in native language teaching;

to refine the methodology for developing students' abilities related to the subject using multimedia tools.

Object of the research. The process of improving the methodology for teaching the native language in general secondary education schools is identified as the object of the research. The experimental work involves 241 students from the 8th and 9th grades of the following schools: 11th School in Navoi City, 9th School in Orta Chirchiq District of Tashkent Region, and 290th General Secondary Education School in Tashkent City.

Subject of the research. The subject of the research includes the pedagogical content, educational forms, and didactic tools for improving the methodology of teaching the native language using multimedia tools in general secondary education schools.

Methods of the research. To achieve the goals and address the tasks of the dissertation, the following methods were used: interviews, observations, surveys, tests, comparative analysis, systemic approach, description, and mathematical-statistical analysis.

Scientific novelty of the research:

Pedagogical Conditions: The pedagogical conditions for using multimedia tools in native language education have been improved based on integrating text, images, audio, video, and animation. This includes self-development, self-diagnosis, motivational, and integrative approaches aligned with students' developmental vectors;

Didactic Support: The didactic support for developing students' intellectual and cognitive skills in native language classes has been enhanced. This includes selecting materials, standards, volume, and criteria of multimedia programs according to the age characteristics of students and aligning them with their individual learning trajectories and educational resource organization systems;

Functional Model: A functional model for improving the methodology of using multimedia tools in native language teaching has been developed. This model integrates components of emphatic, logical, and generalizing technologies, focusing on the aesthetic perception and assimilation of language material through heuristic, positivity, initiative, creativity, and motivational elements facilitated by deterministic factors;

Methodology for Developing Abilities: The methodology for developing students' abilities related to the subject using multimedia tools has been improved.

This includes applying communicative and activity-based approaches to enhance students' linguistic and speech skills, intellectual and creative abilities through intensive use of modern pedagogical technologies and problem-oriented heuristic modeling.

Practical results of the research:

Development of a “The multimedia complex from the subject of mother tongue” for teaching the native language using multimedia tools in general secondary education schools;

Creation of multimedia assignments for teaching the native language using multimedia tools in general secondary education schools;

Preparation of gamification-based interactive multimedia game scenarios;

Development of methodological recommendations for teaching the native language using multimedia tools in general secondary education schools.

Reliability of the research results: The reliability of the research results is ensured by:

Scientific approaches used in the work being methodologically grounded.

Theoretical information being sourced from official references.

Effectiveness of the presented analyses and experimental work being determined through mathematical-statistical methods.

Implementation of conclusions, suggestions, and recommendations into practice.

Validation of the obtained results by competent structures. Scientific and practical significance of research results.

Scientific and practical significance of the research results:

Scientific significance:

The research sheds light on scientific-pedagogical perspectives and theoretical approaches regarding the use of multimedia tools in native language education.

It provides scientific-methodical recommendations on the content, characteristics, and ways to organize the educational process using multimedia tools, including methods, forms, and approaches.

It includes the development of a functional model for improving the methodology of using multimedia tools in native language teaching.

The results can be used to enhance the effectiveness of multimedia-based education and inform further scientific research in the field.

Practical significance:

The results ensure that the educational process in general secondary education schools becomes more engaging and effective.

They stimulate individual and collaborative activities of students throughout the lesson, enrich educational content, and provide individual approaches to each student.

They enable simultaneous assessment of all students and contribute to improving the quality and effectiveness of the educational process.

They aid in developing and enhancing students' relevant skills and abilities and improving the content of native language programs and textbooks.

Additionally, the research findings can be utilized to create electronic resources for native language textbooks, develop textbooks and manuals for higher education specialization subjects, improve the qualifications of native language teachers in

regional training centers, and provide methodological recommendations for the teaching process.

Implementation of research results:

Based on the scientific results of the research on improving the methodology for using multimedia tools in native language teaching. Recommendations on the pedagogical conditions for using multimedia tools, including text, images, audio, video, and animation, were applied to the “Improving the Quality of Uzbek Language Teaching in General Secondary Education Schools” project at the Republican Educational Center under the Ministry of Public Education of Uzbekistan (Information dated September 20, 2022, No. 01/11-01/6-1504). This contributed to the development of educational-methodological materials for the native language subject in secondary schools.

Suggestions for improving the didactic support for developing students' intellectual and cognitive skills using multimedia programs were used in writing the script for the “Hamma uchun” program on the “O‘zbekiston tarixi” television channel (Information dated January 16, 2023, No. 06-28-1127). This enhanced the artistic value of the program, increased viewer interest, improved aesthetic taste, expanded worldview, and helped in organizing and selecting information effectively. Recommendations from the functional model for improving the methodology of using multimedia tools in native language teaching, which integrates components of emphatic, logical, and generalizing technologies, were utilized in the practical project on creating and implementing 3D-system interactive educational-methodological manuals for general secondary schools at Tashkent State University of Oriental Studies (Information dated October 11, 2022, No. 450). This improved the effectiveness of pedagogical activities, fostered independent and creative thinking among students, and expanded opportunities for developing pedagogical activities based on collaborative pedagogy in educational institutions.

Approval of research results. The research results have been discussed at 7 international and 5 national scientific-practical conferences.

Publication of research results. A total of 24 scientific papers have been published on the research topic, including 9 in recommended scientific journals for doctoral (PhD) dissertations by the Higher Attestation Commission of the Republic of Uzbekistan (2 in foreign journals and 7 in national journals).

Dissertation structure and volume: The dissertation includes an introduction, 3 chapters, conclusions and recommendations, and a list of references. The total volume of the dissertation is 125 pages.

THE MAIN CONTENT OF THE DISSERTATION

In the “Introduction” part of the work, the relevance and necessity of the dissertation topic is based and the level of study of the problem is analyzed. A review of foreign scientific research on the subject of the dissertation is presented. The purpose, tasks, object and subject of the research are determined; the compatibility of the work with the important directions of development of science and technology is indicated; the scientific innovation of the research, reliability of the results, scientific and practical importance are based. Also, information about the

implementation of the obtained results, publication, and the structure of the work is expressed.

The first chapter of the dissertation entitled **“Theoretical-methodological foundations of using multimedia tools in teaching the native language”** contains issues such as the problems of using multimedia tools in education, the conducted research and the current state of multimedia use.

In the first season, the use of multimedia tools as a pedagogical problem in native language education of general secondary schools is covered. The research works conducted on pedagogical and methodical aspects of using ICT and multimedia tools in education were studied and analyzed.

A modern teacher should act as a pedagogue who is able to use the opportunities of ICT and Internet networks widely, regularly works on himself and at the same time can form a media culture in his students in front of the generation that was born in the information age and knows the world through means of communication.

Presentation of educational materials in the form of multimedia reduces the time of study. In the new innovative information environment, students actively participate in the educational process, learn to think independently, put forward their own points of view, and analyze real situations. Multimedia “human-computer” is a new, improved level of interactive (dialogic) communication, where the user receives very wide and comprehensive information. Using multimedia tools, it is easier to move from the lower stages of thinking (read, tell what you understand, copy) to the higher stages of thinking (analysis, synthesis, creative thinking).

Multimedia information combines the combination of image, sound and animation and allows multi-dimensional, multi-angle and multi-mode transmission to the user terminal. Multimedia technology combines several information objects, processes them, and then presents them to the reader in a comprehensive way. The parallel implementation of seeing, hearing, and trying becomes a factor that can have a strong positive effect on students’ discussion and conclusion.

In the teaching of the native language, multimedia products are prepared by the subject teacher or under the guidance of the subject teacher. It can be based on two different approaches:

1. Based on the material given in the textbook.
2. Based on non-textbook materials.

Based on the material given in the textbook, it is meant to create audio texts on exercises and assignments, video or animation clips using small stories and narratives from the book, various technological tasks based on the sentences given in the exercises. The lightness of this for the teacher is that he does not search for material, but works on the text of the ready textbook, which corresponds to the worldview of the student from all sides. When working on the basis of the material in the textbook, the teacher should not feel that his possibilities are limited, he has the opportunity to change the conditions of the exercises and assignments based on creativity.

When approaching materials outside the textbook, the teacher has some flexibility, but at the same time, responsibility is placed on him. There are no limits in the selection of material, the child can search for material from various sources, taking into account the child's age and worldview, or create it himself, but he must

be able to keep the defined limit in terms of the content, scope, and size of the material.

It is effective to use audiovisual materials in topics and sections that are more difficult for the student to understand. It should also be taken into account that the time scale is changed, presented in accelerated, slowed down cases.

Based on this, we can use multimedia technologies in three different ways.

1. Multimedia in the form of a presentation. These form a linear type of multimedia and are in the form of a presentation.

2. Interactive multimedia games. Such games are controlled directly by the student, he tests, learns, and evaluates the acquired knowledge.

3. Multimedia internet resources. Based on this, sites are created. The student learns independently without the teacher's participation in the process.

In the second part of the chapter, the results of the questionnaire received from teachers and students of general secondary schools are analyzed. The results of the survey revealed that most native language teachers lack computer literacy. In the process of performing exercises and tasks in the textbook, they work based on the methodological structure of the textbooks, processes of pedagogical processing of exercises and assignments are rarely observed, prefer the traditional "blackboard and chalk" style, there is little interest in new things, and the failure to use the unlimited possibilities of the computer is attributed to the provision of the material and technical base of schools. Slides are used in the stages of imparting new knowledge of the lesson, and thus information and communication technologies are effectively used in native language lessons. But for today's student who has mastered the art of creating slides, this is an outdated process. If we don't keep up with the rapid development of technology, we are bound to fall behind the students. However, we should consider "...improving the activity of all links of the education and training system based on the requirements of today's times as our first-level task"¹. It is necessary for a modern teacher to know pedagogical software and be able to use it properly in teaching with the help of multimedia tools.

There are at least 3 important reasons that require an adequate approach to teaching in the information society:

First of all, for a child growing up in a time when the society and visual environment have changed, the method of only hearing or passive perception is very ineffective. On the contrary, it should be taught by seeing, hearing, thinking, and perceiving.

Secondly, it follows from the first reason: the student does not always obey traditional lessons, it is necessary to provide the opportunity to "lead" the student through multimedia tools, which have a significant impact on imparting and strengthening knowledge. In interactions, the speed of the student's reactions increases, the ability to think quickly is formed.

Third, in today's information age, the reader's perception of ever-increasing information slows down. This problem is solved by compressing the given

¹ Mirziyoyev Sh.M. Qonun ustuvorligi va inson manfaatlarini ta'minlash – yurt taraqqiyoti va xalq farovonligining garovi // Kuch adolatda, 2016-yil 8-dekabr, № 47. (3-bet).

information or forming small groups. It is multimedia technologies that make this possible.

We have identified several objective and subjective reasons for the teacher's low use of multimedia tools or multimedia technologies:

1. The native language teacher does not have full knowledge of ICT. Because of their low skills, they feel the need for help and this reduces their productivity.

2. Using multimedia tools requires a lot of research (planning, designing) and time. The teacher should spend at least 8-10 hours to find and create materials for assignments.

3. Problems related to the material and technical base in schools affect the teacher's work efficiency.

4. When working with multimedia tools, the role of the teacher is reduced compared to the traditional teaching process, the students have a negative suspicion that the teacher will lose control as a result of their free behavior, and this idea is absorbed into their psychology.

5. In some cases, they are afraid that the ICT competence of the students will exceed the ICT competence of the teacher and does not want to take responsibility on his shoulders.

The second chapter of the dissertation is called "Methodology of using multimedia tools in native language education". This chapter also consists of two chapters, the first chapter is called "*Approaches and principles of using multimedia tools in native language classes*". In this chapter, the approach and principles of using multimedia tools in native language classes are analyzed. For example, in the 6th grade, students face a lot of confusion when distinguishing between adjectives and adverbs. In the textbook, this difference is explained by the example of "big (adjective) river, flowing (adjective) river". But if the student does not understand the meaning of the big and small signs, if he takes both of them as the same sign of the noun, he can walk in doubt for a long time. Both adjectives denote a sign, but while 'big' represents a stationary sign, 'flowing' indicates a sign in motion. If this is demonstrated to the student using video or animation, it will be firmly established in their mind. The addition of the action showing the river flowing adds clarity to the scene. Scientific, comprehensible, awareness, principles, and discovery approaches are followed. The principle of harmony of education, upbringing and development, the principle of scientificity and comprehensibility, the principle of systematicity and consistency, the principle of independence and activity, the principle of instruction, the principle of consciousness, the principle of compatibility with the level, the principle of assessing reality, the discovery approach, active approaches are highlighted. In conclusion, we emphasize that it is appropriate to follow certain principles and approaches based on pedagogical, psychological, methodical, aesthetic, ergonomic, physiological requirements in the preparation of multimedia sets from the native language, in the development of developments using multimedia tools for lesson stages, in the creation of multimedia assignments.

The second part of the second chapter is called "*Content of using multimedia tools (video, audio, text, image, animation) in the process of formation of language knowledge, skills and competence*". In this chapter, the content and methods of using

multimedia tools (video, audio, text, image, animation) in the process of formation of knowledge, skills and competence are highlighted. Multimedia educational technology can be used in the teaching of all areas of the language level, in the stages of explaining a new topic, strengthening, repeating, evaluating, giving homework, additional training, circle lessons and control lessons. We will try to show this with some examples.

1. In the process of studying the phonetics, including speech sounds, speech organs, pronunciation and writing of speech sounds, in the process of teaching phonetic phenomena, observing the movements of the lips at the same time as the pronunciation of the sound, moreover, its approach to living life is very complicated at first glance. turns theoretical problems into a light and interesting practical exercise.

2. In explaining the topics in the lexicology section, we also get a lot of convenience through multimedia tools. For example, when explaining the types of words according to the relationship of form and meaning, we can use the actions of things and events that represent these concepts. The student names what he sees with his eyes and even perceives the difference between them.

3. Demonstrating the connection of words and sentences using the effect of animations in the teaching of the syntax section, adding tone in explaining the types of sentences according to the purpose of expression, marking the place of emphasis with separate colors is an important factor in ensuring the appropriate positive effect. Syntactic analyzes are performed in front of the reader.

Experts have concluded that multimedia tools can be used effectively in almost all stages of the lesson. Based on this, it can be said that this situation exists as a possibility in native language classes. The creation of multimedia complexes that cover each subject area within each class brings convenience for the teacher. In order to use the multimedia tool during the new knowledge phase of the lesson, he can find and use the specified topic by pressing the special button of the complex. In the stages of strengthening a new topic, the same tests, tasks, videos, audios are used, ready-made material is used (See Figure 1).

In the course of our research, we paid attention to how long multimedia tools should be used during the lesson stages. Experiments show that in the 5th, 6th, and 7th grades, technologies based on multimedia tools can be used for a longer period of time in the reinforcement stages of the lesson than in the intermediate classes. In the upper classes, it is the opposite. It is necessary to create opportunities and conditions for forming the student's individual thinking, independent conclusions, and the ability to freely express their opinions by demonstrating in a short time. But it is also important to define it in the section of lesson stages. For example, in elementary classes, technologies based on multimedia tools can be used from 1.5–2 minutes to 3–4 minutes at the stage of imparting new knowledge, and from 1.5–2 minutes to 8–10 minutes at the stage of strengthening new knowledge. This is also related to the fact that theoretical knowledge is given less in the elementary classes.

In the 8th and 9th grades, up to 8–9 minutes can be spent in the stage of imparting new knowledge, and in the 10th and 11th grades, up to 9–10 minutes can be spent, because the students of this class are brought up as individuals who can independently construct sentences and texts, analyze them, and have free observation. At the stage of strengthening a new topic, it is advisable to use multimedia tools for a duration of 1.5–2 to 3–4 minutes. It is necessary to create an opportunity for the student to work on himself by understanding the idea reflected in the short demonstration, being able to narrate it in written and oral form, continuing the thought, being able to analyze the texts grammatically, and through questions and tasks that encourage observation. It is appropriate to use multimedia tools between 1.5–2 minutes and 2–3 minutes during the homework and assessment stages. In the formative assessment, the knowledge of all students can be assessed using a computer or various gadgets in each lesson with a 2–3 minute task. We have recommended these considerations based on the results of the experimental work of our research.

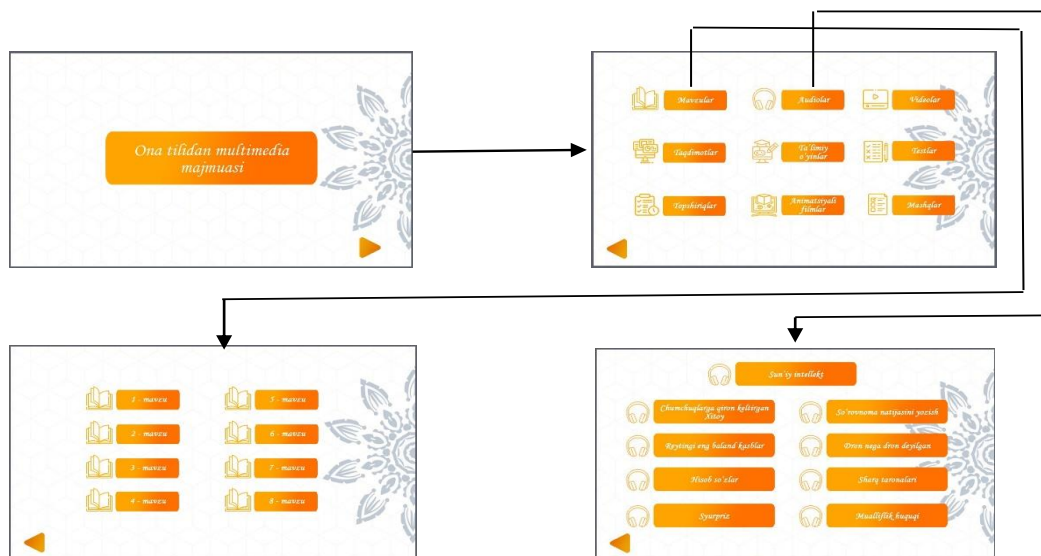


Figure 1. The multimedia complex from the subject of mother tongue.

Summarizing the given knowledge and analytical data, a pedagogical model for teaching the native language using multimedia tools was developed. The proposed innovative model “Improving the method of using multimedia tools in the teaching of the native language” serves to increase the linguistic and speech competences of students, to turn the knowledge and skills acquired from the native language into skills, to educate them as individuals who can communicate in any situation, express their opinions freely, and have their own point of view (See Figure 2).

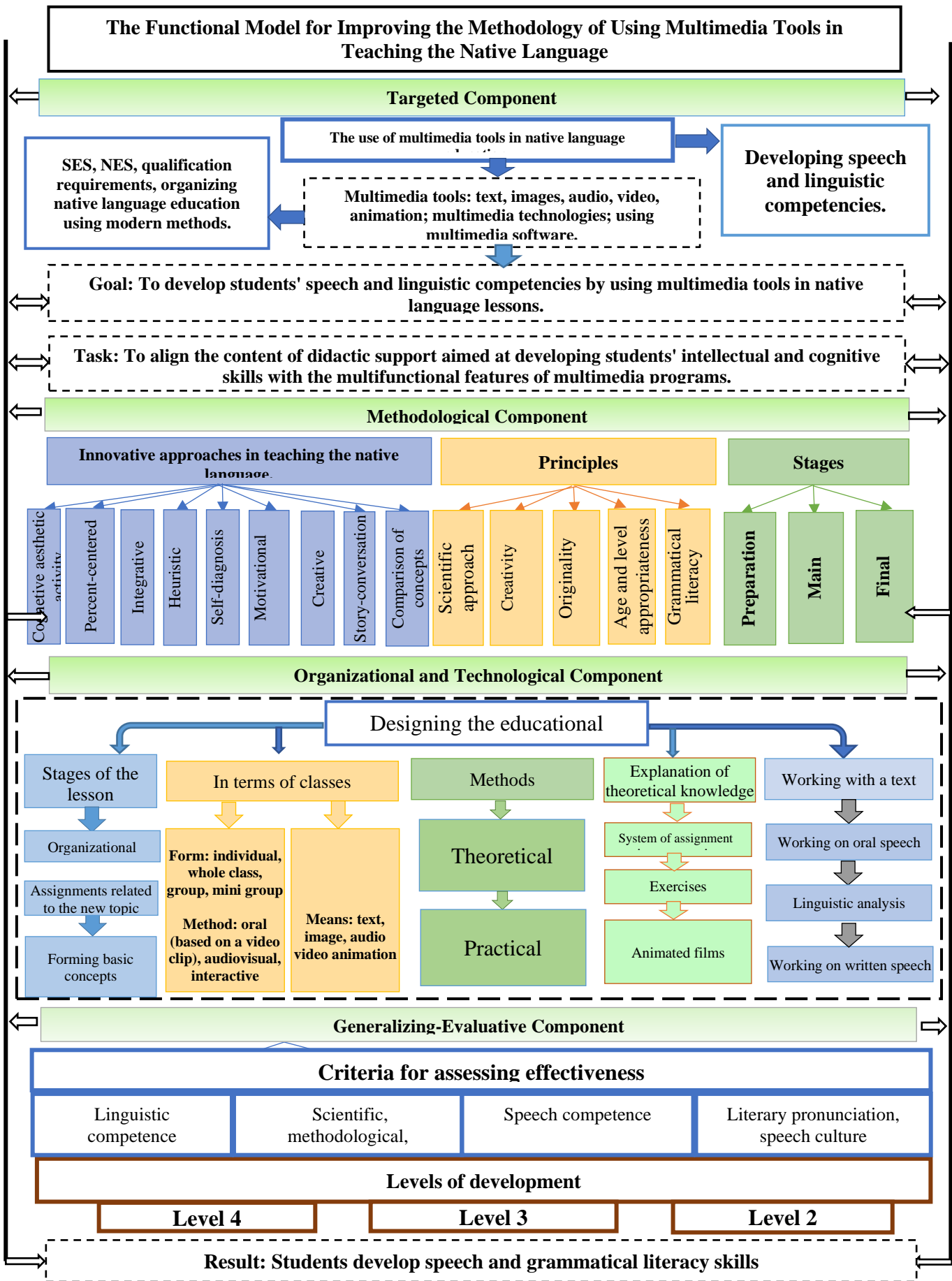


Figure 2. The Functional Model for Improving the Methodology of Using Multimedia Tools in Teaching the Native Language.

The third chapter of the research, called **“Efficiency of experimental work on the use of multimedia tools in teaching the native language”**, describes the content of the experimental work conducted on the formation of linguistic and speech competence of students in teaching based on multimedia tools, as well as the level of effectiveness of the experimental work.

In the 1st part of this chapter, in order to be sure of the practical accuracy and significance of the conclusions drawn during the research work, the effectiveness of the types of work on learning language features using multimedia tools, trial-testing materials and trial-testing lessons have been prepared for several lessons. Control issues and control parameters were described. Taking into account the level of students’ knowledge of language phenomena, the main shortcomings and their causes in the preparation of test materials, it was considered appropriate to control the level of formation of BKM’s characterized by the following two parameters achieved through test lessons:

- 1) formation and development of students’ linguistic skills to know, learn and identify language phenomena through multimedia tools;
- 2) increase students’ written literacy through multimedia tools.

In the process of scientific research, our scientific-theoretical views were put into practice, and in the 2020-2021, 2021-2022, 2022-2023 academic years, special experimental work was carried out. It has been proven in practice that it is possible to realistically assess students’ acquired knowledge, speech and linguistic abilities in general education schools on the basis of two parameters. Prepared experimental test materials were taken in general secondary schools numbered 11 (high-class teacher Oyniso Temirova) in Navoi city of Navoi region, 9- (high-class teacher Iroda Polatova) in Orta Chirchik district of Tashkent region, 290- (high-class teacher Nodira Baratova) in Tashkent city.

In the first foundation phase the existing conditions in the educational process of native language classes were studied. Educational and methodological support of secondary general education schools: sample program, curriculum, working curricula, textbooks were analyzed, native language classes were observed, questionnaires were conducted among native language teachers and students, their interest in computer literacy, technical tools and computer programs, thinking scope, students’ oral and written speech, orthographic literacy, opinions and comments regarding the extent to which they mastered the lessons were determined (See Table 1).

According to the above calculations, since all values of T are greater than the critical value, hypothesis N_0 is rejected and hypothesis N_1 is accepted. It can be seen that the results of our selected groups are higher in the experimental group than in the control group, which has been proved by mathematical statistical methods (See Figure 3. 4.). Performance in the experimental group was proven to be 1.14 times higher for linguistic skills, 1.15 times higher for written literacy (essay), and 1.14 times higher for the overall average that 14 percent higher.

Statistical table of all educational institutions.

Table 1.

Criteria	General secondary education schools' number	Groups	Average value	Efficiency	Confidence interval		Student statistics	Degree of freedom of statistics	Critical value	Criterion summary	
Linguistic skill	Navoi region, School № 11	Experimental group	3,84	1,14	3,69	3,99	4,17	127,48	1,98	H ₁	
		Control group	3,36		3,19	3,53					
	Tashkent, School № 290	Experimental group	4,20	1,15	3,95	4,45	2,84	44,50	2,02	H ₁	
		Control group	3,65		3,37	3,94					
	Tashkent region, School № 9	Experimental group	4,23	1,14	3,99	4,48	2,61	41,09	2,02	H ₁	
		Control group	3,71		3,41	4,01					
	Total	Experimental group	3,98	1,14	3,86	4,10	5,24	219,10	1,97	H ₁	
		Control group	3,50		3,36	3,64					
	Literacy (Essay)	Navoi region, School № 11	Experimental group	3,82	1,15	3,67	3,96	4,59	131,76	1,98	H ₁
			Control group	3,31		3,15	3,47				
Tashkent, School № 290		Experimental group	4,20	1,15	3,93	4,47	2,61	44,64	2,02	H ₁	
		Control group	3,65		3,34	3,96					
Tashkent region, School № 9		Experimental group	4,12	1,15	3,89	4,34	2,79	37,67	2,03	H ₁	
		Control group	3,57		3,26	3,88					
Total		Experimental group	3,94	1,15	3,83	4,06	5,53	218,30	1,97	H ₁	
		Control group	3,44		3,31	3,58					



Figure 3. Average learning rates of experimental and control groups of educational institutions.

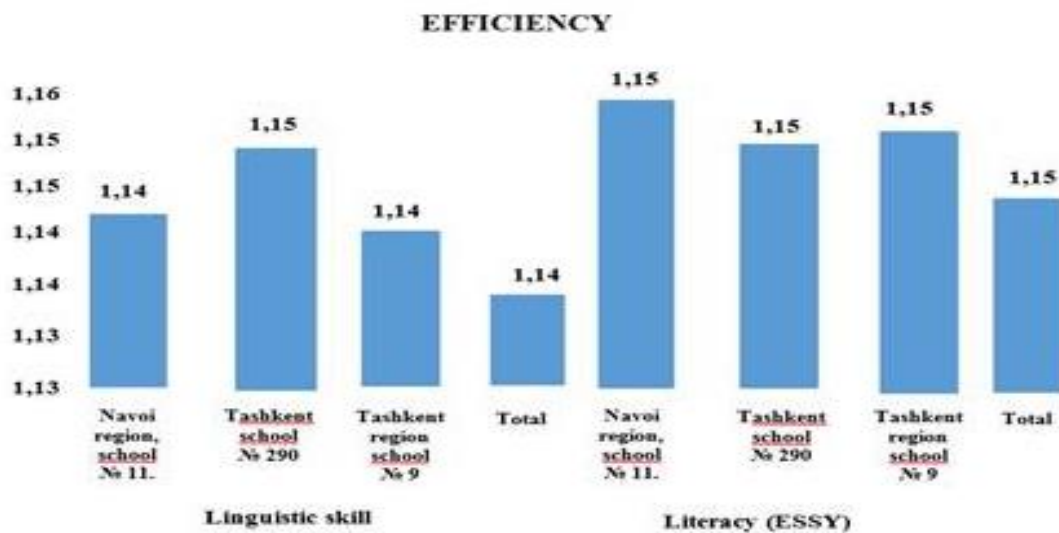


Figure 4. Efficiency indicators of research conducted in educational institutions.

From these tables and charts, it can be seen that the efficiency index is 1.14 times (14 percent) higher in the experimental group compared to the control group in terms of both criteria. This proved that our conclusion made above is correct.

CONCLUSION

Based on the research results on improving the methodology of using multimedia tools in teaching the native language, the following conclusions have been made:

1. The rapid development of information and communication technologies necessitates the use of multimedia tools in native language lessons. The pedagogical, psychological, and methodological possibilities of using multimedia tools in native

language education—such as text, graphics, video, animation, and audio—must be improved in line with principles of scientific rigor, educational value, creativity, grammatical literacy, and age and level appropriateness.

2. Using multimedia tools in teaching native language lessons enhances effectiveness and modernity when considering fundamental approaches such as independence, activity, discovery, awareness, and differentiated approaches, as well as principles like unity of education and upbringing, appropriateness of level, and communicativeness.

3. Integrating pedagogical conditions for using multimedia tools – such as self-development, self-assessment, motivational, and integrative approaches – into native language education allows for improvement. It is crucial to consider students' developmental vectors in accordance with their age characteristics.

4. Integrating communicative and activity-based approaches to developing students' linguistic, speech, intellectual, and creative abilities with modern pedagogical technologies allows for improving methodologies for developing students' subject-related abilities using multimedia tools.

5. Using multimedia tools such as audio, video, and animation in new knowledge acquisition, knowledge reinforcement, and homework stages of lessons is appropriate. This requires integrating heuristic, positive, initiative, creative, and motivational elements with the technological components of the educational material for aesthetic perception and assimilation.

6. The methodology of using multimedia tools in teaching native language in general secondary education schools, based on student activity (cognitive-aesthetic, heuristic, and practical skills acquisition) and teacher activity (goal-setting, collecting multimedia materials, planning, creating, and applying), enhances the didactic possibilities of native language education.

7. The research has identified a need for multimedia applications in native language textbooks for each grade and interactive multimedia game programs for learning the native language. Using multimedia technologies to reinforce knowledge, assign homework, and assess students increases their interest in the subject and ensures productive use of their free time.

8. The increase in effectiveness of grammar (spelling, stylistic, punctuation) and speech (literary pronunciation, speech culture) literacy by 14% as a result of implementing our approaches and recommendations for improving the methodology of using multimedia tools confirms the validity of the research objectives and the reliability of the results.

Recommendations:

Courses to develop the ability to use ICT and multimedia tools should be included in undergraduate programs for training specialists.

Annual courses to improve the skills of teachers in using multimedia tools should be organized, with a focus on practical exercises due to the rapid development of technology.

Multimedia applications should be created for native language textbooks for each grade.

Interactive multimedia game programs aimed at learning the native language should be developed based on gamification (education through digital games).

Multimedia products should be developed with consideration for multimedia requirements.

**НАУЧНЫЙ СОВЕТ ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ
DSc.03/30.04.2021.Ped.82.01 ПРИ ЧИРЧИКСКОМ ГОСУДАРСТВЕННОМ
ПЕДАГОГИЧЕСКОМ УНИВЕРСИТЕТЕ**

**ТАШКЕНТСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ
УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ**

КУЛДАШЕВА САНОБАР ХАЁТОВНА

**СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ИСПОЛЬЗОВАНИЯ
МУЛЬТИМЕДИЙНЫХ СРЕДСТВ В ОБУЧЕНИИ РОДНОМУ ЯЗЫКУ**

13.00.02 – Теория и методика воспитания и обучения (узбекский язык)

**АВТОРЕФЕРАТ ДИССЕРТАЦИИ ДОКТОРА ФИЛОСОФИИ (PhD)
ПО ПЕДАГОГИЧЕСКИМ НАУКАМ**

Чирчик – 2024

Тема диссертации доктора философии (PhD) по педагогическим наукам зарегистрирована под номером B2020.2.Phd/Ped1654 в Высшей Аттестационной комиссии при Кабинете Министров Республики Узбекистан.

Докторская диссертация выполнена в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои.

Автореферат диссертации на трех языках (узбекском, английском, русском (резюме)) выложен на веб-странице Научного совета (www.cspi.uz) и на Информационном образовательном портале «ZiyoNet» (www.ziyo.net)

Научный руководитель: Бокижон Тухлиев
доктор филологических наук, профессор

Официальные оппоненты: Сапа Муродович Матчанов
доктор педагогической наук, профессор
Матлуба Жураевна Шодиева
доктор педагогической наук, доцент


Ведущая организация: Кокандский государственный педагогический институт


Защита диссертации состоится «10.09» 2024 года в «14⁰⁰» часов на собрании Научного совета DSc.03/30.04.2021.Ped.82.03 по присуждению научных степеней при Чирчикском государственном педагогическом университете. (Адрес: 111720, Ташкентская область, город Чирчик, улица Амира Тимура, 104. Тел: (99870) 712-27-55; факс: (99870) 712-45-41; e-mail: chdpi-kengash@umail.uz).


С диссертацией можно ознакомиться в Информационно-ресурсном центре Чирчикского государственного педагогического университета (зарегистрирована под номером 343). (Адрес: 111720, Ташкентская область, город Чирчик, улица Амира Тимура, 104.). Тел: (99870) 712-27-55; факс: (99870) 712-45-41; e-mail: chdpi-kengash@umail.uz).

Автореферат диссертации разослан «27» 08 2024 года.
(Протокол реестра № 16 от «27» 08 2024 года).




У.Н.Ходжамкулов,
Председатель Научного совета
по присуждению учёных степеней,
д.п.н. (DSc), доцент


Ф.Т.Ражабов,
Ученый секретарь Научного совета
по присуждению учёных степеней
д.п.н. (PhD), доцент


В.Б.Файзиев,
Председатель Научного семинара при
Научном совете по присуждению
учёных степеней д.б.н. (DSc), профессор

ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Целью исследования является разработка рекомендаций по совершенствованию методики использования мультимедийных средств в процессе обучения родному языку в общеобразовательных школах.

Задачи исследования:

определить педагогические условия использования мультимедийных средств в обучении родному языку;

совершенствовать дидактическое обеспечение для развития интеллектуально-познавательных способностей учащихся в обучении родному языку;

разработать функциональную модель совершенствования методики использования мультимедийных средств в обучении родному языку;

совершенствовать методику развития учебных компетенций учащихся на основе мультимедийных средств.

Объектом исследования был выбран процесс совершенствования методики обучения родному языку в общеобразовательных школах. В качестве экспериментальной базы были выбраны учащиеся 8-9-х классов 11-й школы г. Навои Навоийской области, 9-й школы г. Средний Чирчик Ташкентской области и 290-й школы г. Ташкент - всего 241 ученик.

Научная новизна исследования заключается в следующем:

педагогические условия использования мультимедийных средств в обучении родному языку были оптимизированы на основе интеграции возможностей саморазвития, самодиагностики, мотивационного и интегративного подходов с учетом вектора развития учащихся, что предполагает использование таких мультимедийных элементов, как текст, изображения, аудио, видео и анимация;

дидактическое обеспечение развития интеллектуально-познавательных способностей учащихся на уроках родного языка было оптимизировано за счет дифференциации материала в зависимости от класса и возрастных особенностей учеников, а также путем ориентации многофункциональных свойств мультимедийных программ (нормы, объем, критерии) на индивидуальные образовательные траектории учащихся в соответствии с интегральными системами организации учебных ресурсов;

разработана функциональная модель совершенствования методики использования мультимедийных средств в обучении родному языку, основанная на гармонизации эстетического восприятия и усвоения языкового материала с помощью эвристических, позитивных, инициативных, творческих и мотивационных элементов, присутствующих в компонентах технологий, характерных для исследовательской деятельности: акцентирующих, логических, обобщающих;

методика развития учебных компетенций учащихся на основе мультимедийных средств была оптимизирована за счет интенсивного применения коммуникативно-деятельностного подхода, направленного на развитие лингвистических и речевых навыков, интеллектуальных и творческих

способностей учащихся, с использованием проблемно-эвристического моделирования, как одного из детерминантов современных педагогических технологий.

Внедрение результатов исследования.

На основе научных результатов исследования по совершенствованию методики использования мультимедийных средств в обучении родному языку:

были разработаны рекомендации по оптимизации педагогических условий использования мультимедийных средств (текст, изображения, аудио, видео и анимация) на основе интеграции возможностей саморазвития, самодиагностики, мотивационного и интегративного подходов с учетом вектора развития учащихся. Эти рекомендации были внедрены в проект «Повышение качества обучения узбекскому языку в общеобразовательных школах», реализованный Республиканским центром образования при Министерстве народного образования Республики Узбекистан, при разработке содержания учебных предметов «Узбекский язык и литература» (Справка Республиканского центра образования при Министерстве народного образования от 20 сентября 2022 г. № 01/11-01/6-1504). В результате, рекомендации послужили для разработки учебно-методических материалов по предмету «Узбекский язык» в средних школах;

предложения по оптимизации дидактического обеспечения развития интеллектуально-познавательных способностей учащихся на уроках родного языка, разработанные на основе дифференциации материала в зависимости от класса и возрастных особенностей учеников, а также путем ориентации многофункциональных свойств мультимедийных программ (нормы, объем, критерии) на индивидуальные образовательные траектории учащихся в соответствии с интегральными системами организации учебных ресурсов, были использованы при написании сценария программы «Для всех» телеканала «История Узбекистана» (Справка Национальной телерадиокомпании Узбекистана от 16 января 2023 г. № 06-28-1127). В результате, это позволило повысить художественную ценность программы, увеличить интерес телезрителей, улучшить их эстетический вкус, расширить кругозор, оказать физическое и моральное воздействие, сформировать навыки отбора и анализа информации, совершенствовать индивидуальные качества, эффективно донести разнообразную информацию в образной форме;

рекомендации по функциональной модели совершенствования методики использования мультимедийных средств в обучении родному языку, разработанные на основе гармонизации эстетического восприятия и усвоения языкового материала с помощью эвристических, позитивных, инициативных, творческих и мотивационных элементов, присутствующих в компонентах технологий, характерных для исследовательской деятельности: акцентирующих, логических, обобщающих, были использованы в рамках практического проекта «Создание и внедрение 3D-системных интерактивных учебно-методических пособий для общеобразовательных школ (для 5-го класса по предмету «Литература»)», реализованного в Ташкентском государственном университете востоковедения (Справка Ташкентского

государственного университета востоковедения от 11 октября 2022 г. № 450). В результате, повысилась эффективность педагогической деятельности учебных заведений, сформировались навыки самостоятельного и творческого мышления у учащихся, расширились возможности формирования педагогической деятельности на основе сотрудничества в учебных заведениях.

Объем и структура диссертации. Диссертация состоит из введения, 3 глав, заключения и рекомендаций, списка использованной литературы. Объем диссертации составляет 125 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
LIST OF PUBLISHED WORKS

I bo'lim (I part; I часть)

1. Kuldasheva S. Multimedia vositalaridan foydalanish mahorati // Til va adabiyot ta'limi. – Toshkent, 2021. – № 2. – B.47–48 (13.00.00, № 8).
2. Kuldasheva S. Ona tili ta'limida multimediali texnologiyalarning tatbiqi // O'zMU xabarлари. – Toshkent, 2022. – № 1/12. – B.85–88 (13.00.00, № 15).
3. Kuldasheva S. Use of multimedia tools in the development of speech competence // *Academicia: An International Multidisciplinary Research Journal*. – Vol. 11, Issue 10, October 2021. ISSN: 2249-7137, Impact Factor: SJIF 2021 = 7.492. DOI: 10.5958/2249-7137.2021.02286.2. – P.1643–1648.
4. Кулдашева С. Она тилини ўқитишда мультимедиа воситалари асосида ёндашув // Та'лим, fan va innovatsiya. – Toshkent, 2022. – № 1. – B.69–71 (13.00.00, № 18).
5. “Sodda va qo'shma gaplar” mavzusini mustahkamlashda multimedia vositalarining o'rni // O'zMU xabarлари. – Toshkent, 2022. – № 1/12. – B.249–252 (13.00.00, № 15).
6. Kuldasheva S. The Effectiveness Of Using Multimedia In Distance Learning In Native language // Педагогика в теории и на практике: актуальные вопросы и современные аспекты: сборник статей VII Международной научно-практической конференции. ISBN 978-5-00159-659-2. – Пенза, 2020. – С.20–22.
7. Kuldasheva S. Multimedia vositalaridan foydalanish yo'llari va afzalliklari // “O'zbek tilini dunyo miqyosida keng targ'ib qilish bo'yicha hamkorlik istiqbollari”: xalqaro ilmiy-amaliy anjuman materiallari. – Toshkent, 2020. – B.506–509.
8. Kuldasheva S. Ona tilini o'qitishda videodarslardan foydalanish xususida // Global ta'lim va milliy metodika taraqqiyoti. IV an'anaviy respublika ilmiy-amaliy anjumani materiallari. – Toshkent, 2020. – B.157–160.
9. Kuldasheva S. Ona tili darslarida multimediyadan foydalanishning psixologik jihatlari // Ona tili ta'limida o'qitish va baholash muammolari. Respublika ilmiy-amaliy anjumani materiallari. – Toshkent, 2022. – B.28–31.

II bo'lim (II part; II часть)

10. “Ona tilidan multimediali dastur”. Elektron hisoblash mashinalari uchun yaratilgan dasturning rasmiy ro'yxatdan o'tkazilganligi to'g'risidagi guvohnoma. O'zbekiston Respublikasi Adliya vazirligi № DGU 20973.
11. Haydarova S., Kuldasheva S., Abdullayeva Sh., Kayumov Sh. Modern Technologies in Improving the Quality of Teaching // *International Journal of Psychosocial Rehabilitation*, Vol. 24, Issue 04, 2020. ISSN: 1475-7192 DOI: 10.37200/IJPR/V24I4/PR2020529. – P.7146–7154.
12. Kuldasheva S. Ta'limda audiovizual texnologiyalardan foydalanish samaradorligi // “O'zbekistonda innovatsion ilmiy tadqiqotlar va metodlar”

mavzusidagi respublika 4-son ko‘p tarmoqli ilmiy masofaviy konferensiya materiallari. – Toshkent, 2020. – B.29–31.

13. Kuldasheva S. Use Of Multimedia Tools In Native language Education // Contemporary scientific research: current issues, achievements and innovations. – Amerika, 2020. – P.151–153.

14. Kuldasheva S. Ona tili darslarining yangi mavzuni tushuntirish bosqichlarida multimedia vositalaridan foydalanish // “O‘zbekiston: til va madaniyat /Metodika” jurnali. – Toshkent, 2022. – B.106–122.

15. Кулдашева С. Она тили дарслари учун мультимедиали ўйин лойиҳалар-ини яратиш // “Pedagog” Respublika ilmiy jurnali. – Toshkent, 2022. – B.138–143.

16. Кулдашева С. Она тили дарсларида мультимедиа воситалари орқали ҳамкорлик ўрнатиш // International Scientific and Practical Conference “Modern Scientific Research: Achievements, Innovations and Development prospects”. – Germany, 2022. – P.75–80.

17. Кулдашева С. Она тили таълимида видео, аудио ҳамда анимatsiyали лавҳалардан фойдаланишнинг аҳамияти // “Formation of Psychology and Pedagogy as Interdisciplinary Sciences” international scientific-online conference. – Italy, 2022. – P.104–108.

18. Кулдашева С. Важность мультимедийного образования в обучении языковым уровням // “Инновационные подходы в современной науке”. Международная научно-практическая конференция. – Россия, 2022. – С.276–280.

19. Kuldasheva S. Lingvistik kompetensiyani shakllantirishda “7 qadam” strategiyasi // “Global ta’lim va milliy metodika taraqqiyoti” mavzusidagi III an’anaviy respublika ilmiy-amaliy anjumani materiallari. Toshkent, 2019. – B.43–48.

20. Кулдашева С. Она тили дарсларида мультимедиа воситаларининг жорий қилиниши // Proceedings of International Scientific Conference on Multidisciplinary Studies Hosted online from Moscow, Russia, 2022. – P.33–37.

21. Кулдашева С. Она тили дарсларида мультимедиа воситаларидан фойдаланишга оид ёндашув ва тамойиллар // “Ijodkor o‘qituvchi” jurnali. – Toshkent, 2022. – B.648–653.

22. Kuldasheva S. “So‘z birikmasi va tobe so‘zning hokim so‘zga bog‘lanish yo‘llari” mavzusida mustaqil va ijodiy fikrlash kompetensiyasini shakllantirish // “Тил таълими: муаммо ва ечимлар” мавзусида республика илмий-амалий конференцияси материаллари тўплами. – Toshkent, 2015. – B.135–138.

23. Kuldasheva S. Use of Multimedia tools in the Development of students’ speech and linguistic skills in Native language Classes // Journal of New Century Innovations. ISSN (p): 2181-3671, ISSN (e): 2181-368X, Volume-18, ISSUE-4, 2022. – P.117–120.

24. Xudoyberganova Z., Kuldasheva S. Nutqiy va lingvistik ko‘nikmalarni rivojlantirishda multimedial ta’limning o‘rni. “Global ta’lim va milliy metodika taraqqiyoti” mavzusidagi IV respublika an’anaviy ilmiy-amaliy anjuman materiallari. Toshkent, 2023. – B.296–300.

Avtoreferat Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetining “Oltin bitiglar” jurnali tahririyatida tahrirdan o‘tkazildi.

Adadi 100 nusxa. Hajmi 3,1 b/t. Bichimi 60x84 1/16
«Times New Roman» garniturasida. ofset usulida bosildi.
OOO “BOOKMANY PRINT” bosmaxonasida chop etildi.
Toshkent shahri, Uchtepa tumani, 22 mavze, 17-b.