

COLLABORATION WITH MULTIMEDIA TOOLS

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Abstract. *In Macola, the effective use of multimedia tools in She language classes, the role and importance of multimedia technologies in various forms of the lesson were discussed. The opinions of Methodist scholars are discussed. The issues of establishing cooperation pedagogy with multimedia tools are covered.*

Keywords: *cooperative pedagogy, cyberpedagogy, multimedia technology, active approach, multimedia programs.*

СОВМЕСТНАЯ РАБОТА С МУЛЬТИМЕДИЙНЫМИ ИНСТРУМЕНТАМИ

Аннотация. *В Маколе обсуждалось эффективное использование мультимедийных средств на занятиях по языку Ше, роль и значение мультимедийных технологий в различных формах урока. Обсуждаются мнения ученых-методистов. Освещены вопросы налаживания взаимодействия педагогики с мультимедийными средствами.*

Ключевые слова: *кооперативная педагогика, киберпедагогика, мультимедийные технологии, активный подход, мультимедийные программы.*

In education based on multimedia technology, it is quite easy to establish cooperation in "teacher-student" relationship. The teacher creates conditions for the formation, upbringing, learning and development of a person in the process of education. More specifically, cooperation with learners. It is not without reason that the concept of "collaborative pedagogy" is becoming increasingly active in today's educational processes. "Education in care involves teaching every student to daily intensive mental work, creative and independent thinking, educating conscious independence as a person, realizing a sense of personal dignity in every student, strengthening confidence in his strength and abilities, forming a sense of responsibility in education." [1].

The student performs exercises and tasks in cooperation with the teacher, creates together, becomes active, draws conclusions together, and evaluates himself. It is also possible to establish cooperation with students in the creation of multimedia technology projects. In this process, it is important to prepare and use informational products. It is possible to use the suny intellect or logical-linguistic model. Knowledge modeling is carried out in various scientific directions. In the theory of expert systems, this method is used to solve intellectual tasks by means of a computer.

In the educational environment, the teacher appears as a physical and virtual expert model" [2]. The media draws its own conclusions. When traditional lessons and multimedia lessons are compared, the advantages are obvious: in traditional mother tongue textbooks, the text of the materials related to the topic is given, and in most cases, static pictures are given; In classes with multimedia participation, there is a possibility of sharing the text of the material, the voice or video that explains it, several pictures, diagrams, graphs, animation, music related to the topic. "In the process of working with the textbook, if the students' skills of independent reading, learning or repeating the rules, identifying and consolidating grammatical phenomena on the basis of exercise tasks are developed, in the process of working with multimedia applications, the desire of students

to learn increases, their interaction with peers improves, independent mastery of a new topic and will have the opportunity to self-evaluate" [3]. At the same time, the variety of multimedia tools interests the student, encourages thinking, expands his worldview, connects knowledge, skills and abilities. A scientist, a science teacher, and a computer expert need to come together to create the perfect multimedia lesson plan. In addition, the goals and requirements for creating e-learning resources should be kept in mind. To create multimedia technologies, it is necessary to take into account pedagogical, psychophysiological and methods requirements. Compliance of the product created to the educational requirements of the state educational standards, current educational programs; psychophysiological requirements should be developed in a simple, precise, understandable and funny way, taking into account the age, worldview, and interests of the student; and according to the requirements of methods, the educational material to be studied should be developed in a logical sequence, ensuring coherence, taking into account the complexity of the mastered knowledge level, on the basis of various methods. In addition, if it is balanced with technician, esthetician, didactician and other requirements, scientific, comprehensible, continuity and integrity are ensured, the topic is systematically covered, interactivity of communication, the unity of teaching, education, development is taken into account, a positive result is achieved in terms of requirements and expressions.

Ignoring the conditions of multimedia can also lead to failure of the prepared lesson from the didactic point of view. Unfortunately, many teachers do not pay attention to the small details when using multimedia tools. In order to use the projector, the windows of the classroom should not be covered with curtains, on the contrary, it is important to place the projector or interactive board in a zone where the light does not fall and pay special attention to the colors in it. If the classroom is not equipped for multimedia lessons, it is appropriate to conduct multimedia lessons in informatics classrooms.

The innovation approach based on these requirements serves as an effective factor for students to gain new experience, to understand original and critical thinking, to develop a desire for the future, and to educate a person with an independent intellect. Another possibility is that multimedia developments can be used in classroom activities, in activities for working with gifted students, in activities for working with low learners, in She language schools, as well as for independent study at home. It is only necessary for the teacher to determine the speed of mastering the educational material, the amount of material, the level of difficulty and, most importantly, to form the skills and culture of the student to use the necessary media. It is possible to establish cooperation using multimedia opportunities in the basic forms of organizing She language classes:

use of videos, animated films and audios when working in general groups;

using interactive game tasks individually;

effective use of specially created learning projects in small groups increases the effectiveness of the lesson (see: Figure 1).



1-расм. Дарс шаклларида мультимедиадан фойдаланиш

The primary goal of multimedia classes is to develop the students' abilities of effective independent output activity in the modern information fight environment in the educational process. Taking this into account, when developing a multimedia program, the teacher determines not only the educational tasks of the subject, the goals of the beams (educational, educational, development), as well as the components of information culture (developing the ability to select the necessary information, getting acquainted with new methods of processing information by technicians).

Another important thing is that multimedia education can be used in both open and remote classes. In the development of multimedia pedagogy technologies, it is appropriate to find a balance between the linguodidactic constants that have always existed in the theory and practice of language teaching and have passed the test of time.

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