

IMPORTANCE OF MULTIMEDIA EDUCATION

PhD, Karlygash Ashirkhanova

Atyrau University after named Kh. Dosmukhamedov

Sanobar Kuldasheva

*Teacher at Tashkent State University
of Uzbek Language and Literature named
after Alisher Navoi*

Abstract

The article discusses the effective use of multimedia tools in teaching native language levels, the role and importance of multimedia technologies in various forms of lessons. The opinions of Methodist scientists are analyzed. In particular, the advantages of using multimedia in the teaching of phonetics, lexicology, and syntax are highlighted.

Key words: multimedia educational technology, phonetics, lexicology, syntax, ICT, multimedia approach.

The modern world puts modern demands on society. In such a society, secondary schools have the task of raising a generation with modern knowledge, who can sort information, who has formed a media culture, who can independently make responsible decisions in a chosen situation, who can predict their consequences, and who has a sense of responsibility for a developing country. In order to educate the new generation, a modern teacher must have ICT knowledge. Today, whiteboards and chalk have been replaced by projectors and interactive whiteboards. The material and information learned in the lesson can now be found not only in textbooks, but also in electronic applications of textbooks and even on social networks. Therefore, the need for new views, new approaches to the organization of the educational process based on interactive technologies was born. Today's schoolchildren actively use modern information technologies (personal computer, Internet services). It can be said without exaggeration that our youth are being educated on computer games, audio-video products and other elements of social networks. Therefore, the introduction of multimedia technologies into the modern lesson, integration of native language lessons with ICT is one of the priorities. "Choosing which of the unlimited possibilities of the computer, in which direction, paying more attention to which principles, and to what extent, the issues of preparing educational-electronic development are decided in each concrete situation based on the physiological characteristics of a specific subject, subject, and learner"[1]. It is appropriate to use multimedia technologies based on the time allocated to the lesson stages. At the same time, as mentioned above, it is

necessary to take into account the age, psychology and physiological characteristics of the students of the group. Multimedia educational technology can be used in teaching all areas of the language level. We will try to show this with some examples.

1. In the process of learning the phonetics department, 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. For example, the vertical or horizontal opening, puckering, or expansion of the lips when pronouncing vowel sounds is evident in video and animation movements. When explaining the difference between vowels and consonants, whether or not they encounter an obstacle in the oral cavity is clearly and clearly explained with sound effects. Also, during the lesson, using audios recorded in accordance with the correct pronunciation standards, organizing exercises on the correct pronunciation of words with the help of audio texts will help the student to move away from the influence of the dialect.

2. In explaining the topics in the lexicology department, 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. Color, shape, and sound parameters combine to differentiate the form and meaning relationships of words. For example, the topic "Words with opposite meanings" shows things and events that reflect the contradiction in the meaning of words: as they appear in nouns; qualities with color, size, characteristics; contradictions in the meaning of actions and verbs are revealed in multimedia tools, and the information is absorbed perfectly in the mind of the reader.

3. Demonstrating the connection of words and sentences using the effect of animations in the teaching of the syntax department, 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 corresponding positive effect. Syntactic analyzes are performed in front of the reader. Before the participle, then the possessor appears on the screen, and the formation of the mental content of the sentence through the participle, possessor, and then the expansion of the sentence through the placement of secondary parts one after the other, the questions of the parts of the sentence, what their tasks are, are shown to the reader through multimedia tools. one is committed. Creating texts on the basis of showing short video clips, connecting the sentences in the text correctly in terms of grammar and content, showing the

appropriate placement of punctuation marks on the basis of multimedia is an important tool for the formation and development of the student's oral and written speech skills.

The introduction of information technologies into the educational process has created opportunities for building models of studied objects, increasing student activity, using various forms of information: sound, image, animation, text, searching, processing and storing large amounts of information. It shows that it can affect the student's psyche and activity in order to give knowledge to the student and to form his skills and competences. 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 mother tongue classes. It's all about a lesson taken from it and how to use it in the course of the topic. Our comments should not be understood in the way that multimedia tools (or possibilities) can be used in some topics and not in others. With this expression, we only want to emphasize the existence of peculiarities in the study of each subject. In general, there is no belief that all subjects can be applied strictly in which class they are studied. The creation of multimedia complexes that cover each subject area within each class brings convenience for the teacher.

“In the process of working with the textbook, students' skills of independent reading, learning or recalling rules, identifying and interpreting grammatical phenomena based on exercise tasks are developed, while working with multimedia applications, students' enthusiasm for learning increases, their interaction with peers improves, independent mastery of a new topic and will have the opportunity to self-evaluate”[2]. 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 not be overlooked.

References:

1. Шлыкова О.В. Культура мультимедиа: Уч. Пособие для студентов / МГУКИ.- Москва, ФАИР-ПРЕСС, 2004. – 415 стр.
2. Полат Е.С. Новые педагогические и информационные технологии в системе образования. Учеб.пособие для студ.пед.вузов и системы повыш.квалиф пед. Кадров. – Москва, Издательский центр «Академия», 2003. – С.272.
3. Щукин А.Н. Методика преподавания русского языка как иностранного. Учебное пособие. Москва. «Высшая школа» 2003 г. 333 с.
4. Морева Н.А. Технологии профессионального образования. 3-е издание. – Москва, Издательский центр «Академия», 2008. – С.432.
5. Беккулов А.Мультимедиа дарсларини лойиҳалашда ўқитувчининг ахборот компетентлиги // <http://malaka.uz/index.php/article/view/669>.