Journal of Positive School Psychology
2022, Vol. 6, No. 4, 5666-5674
Nargiza Nigmatovna Yusupova et al.
http://journalppw.com

Intensive Learning of English in the Pedagogical Educational Environment on the Basis of Media Technologies

Nargiza Nigmatovna Yusupova
Teacher of the Foreign Languages Department
Tashkent State University of Uzbek
Language and Literature
named after A. Navai
E-mail: mbganikhanova@gmail.com

Madina Bahreddinovna Ganihanova
Teacher of the Foreign Languages Department,
Tashkent State Technical University Named after Islam Karimov

Yakubjonova Maftuna Rustamjonovna
Teacher of the Foreign Languages Department,
Tashkent State Technical University Named after Islam Karimo**v**

Abstract: Today's pedagogy requires further colorization and enrichment of methods of cultivation in the field of education, proper and productive use of pedagogical technologies. In particular, the use of multimedia in teaching foreign language subjects plays an important role in achieving the intended goal.

Media education, as a set of means and methods of teaching youth today is more relevant than ever. Changes in education occurring under the influence of the rapid introduction of information technology in all spheres of life, impose serious requirements on the level of competence of a teacher who needs to master the role of a consultant for a student. Researchers and educators from around the world emphasize the special need for media education. It is assumed that a media literate teacher will be able to:

- encourage and develop students' desire to ask well-founded problematic questions related to the media;
- use a research methodology in teaching, when students can independently search for (media) information to answer various questions, apply the knowledge gained in the training course to new areas.

- help pupils / students to develop the ability to use a variety of primary sources (media) of information to explore problems and then draw general conclusions;
- organize discussions, where students learn to listen to others tolerantly and tactfully express their own opinions, including about media texts;
- support open discussions where there are no definitive answers to many questions;
- encourage students to reflect on their own media experiences and act on the basis of understanding.

Key Words: Media education, pedagogical level, methodological level, Projects Method, Case Study Technology, Technology "Debate.

Introduction

Pedagogical design-the use of knowledge (principles) about effective educational work (teaching and learning) in the process of design, development, evaluation and use of educational materials.

The lesson, as a direct tool for the implementation of the basic ideas of information and communication technologies, requires the most careful development. It is the lessons that are the litmus test that show the effectiveness of a particular development. This is both the final result and the last stage of design, implementation of ideas laid down by the developers of certain technologies.

The preparation of such lessons requires even more careful preparation than in the normal mode. Concepts such as the script of the lesson, directing the lesson - in this case, not just newfangled terms, and an important part of the preparation for the training session. Designing a future multimedia lesson, the teacher must consider the sequence of technological operations, forms and ways of presenting information on the big screen. It is worth immediately thinking about how the teacher will manage the educational process, how pedagogical communication will be provided at the lesson, constant feedback from students, developing the effect of learning.

A multimedia lesson is a lesson that uses multi-media representation of information using technical means, primarily a computer. In numerous articles devoted to this topic, the expression "lesson with multimedia support" is often found. It is quite obvious that this is the name of a lesson where multimedia is used to enhance the learning effect. In this lesson, the teacher remains one of the main participants in the educational process, and often the main source of information. At any time, the teacher can use hyperlinks to go to the details of the information, "revive" the studied material with the help of animation and so on.

It is obvious that the degree and time of multimedia support for the lesson can be different: from a few minutes to a full cycle.

However, a multimedia lesson can also act as a" mini-technology", that is, as a teacher-prepared development with specified educational goals and objectives, focused on quite specific learning outcomes. This lesson has a sufficient set of information component, didactic tools. The role of the teacher who in this case is, first of all, the organizer, the coordinator of cognitive activity of pupils significantly changes at its carrying out. Conducting a lesson in the mode of mini-technology does not mean that the teacher is deprived of the possibility of maneuver and improvisation. It will not be surprising that such a lesson can play with new faces, pass more attractive, interesting, dynamic. But the lesson is a mini - technology implies a significant reduction of "pedagogical marriage".

When designing a future multimedia lesson, the developer should think about what goals he pursues, and what role this lesson plays in the system of lessons on the studied topic or the entire training course. What is the multimedia lesson for:

- to study new material, present of new information;
- to consolidate the past, working out educational skills;
- for repetition, practical application of the acquired knowledge, skills;
- for generalization, and systematization of knowledge.

It is necessary to determine at once: thanks to what the training and educating effect of a lesson will be strengthened that carrying out a multimedia lesson did not become just a tribute to newfangled Hobbies. Based on this, the teacher must choose the forms and methods of the lesson, educational technology, teaching techniques.

Forms and place of use of multimedia presentations (or even a separate slide) in the classroom depend, of course, on the content of the lesson, the goal set by the teacher. However, practice allows us to identify some common, the most effective methods of application of such benefits:

In the study of new material. It allows you to illustrate a variety of visual AIDS. The application is particularly beneficial in cases where it is necessary to show the dynamics of any process.

When pinning a new topic

To test knowledge, Computer testing is a self-examination and self-realization, it is a good incentive for learning, it is a way of activity and expression. For a teacher it is a means of quality control of knowledge, a programmed way of accumulating assessments.

To deepen knowledge as additional material to the lessons.

When checking the front independent work. Provides along with oral visual control of the results. When solving problems of

educational nature. Helps to execute the drawing, make the decision plan and control intermediate and final results of independent work on this plan

A means of emotional relief. During the block lessons or long consultations before exams-it is necessary to include video sequences of experiments or cartoons at the same time the students disappear fatigued, there is interest, they are looking for answers, turn to the teacher with questions, charged with new energy. Multimedia programs look like a video, but with the ability to intervene in the course of action and dialogue.

As a means to making distributing didactic material, codogram and cards. Personal computer in the hands of teachers, in addition to the scanner and printer is a mini-printing office of a teacher.

In educational activities, the use of the computer is possible in three forms, 1) the machine as a simulator, 2) the machine as a tutor, performing certain functions for the teacher, and such that the machine can perform better than a person. 3) a Device that simulates a certain environment and the actions of specialists in it.

Training systems are most appropriate to apply to consolidate previously acquired skills. Tutoring systems are best used provided that the goals and objectives of training are clearly defined. Simulation training modeling is most suitable when the training material is not systematic and its boundaries are not clearly defined.

When using a multimedia presentation, it can be used in a classroom system or use new models of its application.

It is possible to note a method of projects as the most perspective pedagogical technology which allows opening most fully creative abilities of training, to formability to be guided in the huge sea of information, focusing attention on the main thing, to take responsibility and to make decisions.

Of course, the method of projects requires the highest qualification of the teacher, a creative approach to the school curriculum, the ability to aggregate knowledge in several subjects, and, of course, organizational skills. The use of information technology in the project at school and, of course, in the development of materials for it, was decisive, breathed new life into the well-known design methodology for a long time. The main components of the project method are the research work of schoolchildren and the evaluation of this activity

Of all the tools of cognition, multimedia is the best way to represent knowledge in a variety of ways, including all the modalities of perception. Working with multimedia tools, students have at their disposal a rich Arsenal for self-expression of the studied material. Multimedia implements a more creative

approach to the process of assimilation and presentation of knowledge.

The system of training, in which students acquire knowledge and skills in the process of planning and implementation of gradually increasing complexity of practical tasks-projects. One of the personality-oriented technologies, a way of organizing independent activities of students, aimed at solving the problem of the educational project, integrating the problem approach, group methods, reflexive and other techniques.

In our opinion, the most progressive possibilities of multimedia are to use them in the educational process as an interactive multi-channel learning tool. Research, project approach in the system of education, development of their own multimedia / hypermedia projects, constant use of multimedia for educational purposes in all blocks of disciplines of General cultural and subject training, allow to transform the traditional learning process into developing and creative. Information technology allows students to give a unique opportunity to learn a new concept independently of the teacher, to notice a pattern, to put forward their own hypothesis, to feel how mathematical questions arise. The ability to use the method of projects-an indicator of high qualification of the teacher, his progressive methods of teaching and development of students.

No wonder these technologies are referred to the technologies of the XXI century, assuming, first of all, the ability to adapt to the rapidly changing conditions of human life of post-industrial society. But it should also be noted that the project method can be useful only if it is used correctly, a well-thought-out structure of the projects and the personal interest of all project participants in its implementation. Teaching methods have a close relationship with the nature of presentation and perception of information for both the learner and the trainer. And in connection with this fact it should be noted that the use of multimedia technologies significantly affects the nature of the presentation of information, and, consequently, on the methods of teaching there Are opportunities to use the methodical technique of do as I do - it is a joint activity of the teacher and the student. Or option the presentation is not brought to the end, and it is offered to the trained to illustrate the text. Game teaching methods are widely used.

Multimedia elements create additional psychological structures that contribute to the perception and memorization of the material, for example, the summing up of each presentation is preceded by a certain sound or melody that sets the student to a certain type of work. The following problems can be identified in current research on the use of multimedia: personalized learning styles are

not taken into account when using multimedia. In other words, the real individualization of learning through the use of multimedia occurs only if the cognitive style of the author of multimedia programs matches the style of the user; communicative or socio-cognitive aspects of learning are not taken into account.

The introduction of graphics, video images and audio information does not solve the problems of ensuring effective communication, which has a significant emotional (and therefore motivational) impact on the student; the introduction of different types of media impact (including sound, graphics, video, animation) does not always solve the problem of improving perception, understanding and memorization of information, and sometimes interferes with the perception of students due to noise channels; the lack of preparedness of teachers to free use of multimedia in education due to low media literacy (the ability to make informed choices of media tools to achieve educational goals, knowledge opportunities and modern trends in the development of multimedia capability of developing multimedia educational purpose for the Assembly of multimedia modules); the problem of rejection of existing programs and resources, which occurs for reasons of inadequacy multimedia programs real educational process; the use of multimedia as a new didactic tool in traditional learning systems does not allow optimal implementation of educational and developmental multimedia resource. A multimedia lesson can achieve maximum learning effect if it appears as a meaningful whole product rather than a random set of slides. A certain list of oral, visual, textual information turns a slide into an educational episode. The developer should strive to turn each of the episodes into an independent didactic unit.

Pedagogical reference books define a didactic unit as a logically independent part of the educational material, in its volume and structure corresponding to such components of the content as the concept, theory, law, phenomenon, fact, object, etc. Thus, preparing a training episode and considering it as a didactic unit, the developer must clearly understand what training objectives he pursues this episode, what means he will achieve their implementation. One of the obvious advantages of multimedia lessons is to enhance visibility. The use of visibility is all the more important because in schools, as a rule, there is no necessary set of tables, diagrams, reproductions, illustrations. In this case, the projector can provide invaluable assistance. However, it is possible to achieve the expected effect if certain requirements for presentation are met.

1. Visibility, which must correspond to the presentation of written or oral information.

2. The dynamics of presentation of visibility. Demonstration time should be optimal, and correspond to the currently studied educational information. It is very important not to overdo the effects.

3. Sophisticated algorithm of video sequence of images. Multimedia provides the teacher with the ability to present the desired image to the nearest instant. It is enough for the teacher to think over the sequence of images on the screen in detail, so that the learning effect is as large as possible.

4. The optimal size of the visibility. And this applies not only to the minimum, but also the maximum size, which can also have a negative impact on the learning process, contribute to more rapid fatigue of students. The teacher should remember that the optimal size of the image on the monitor screen in any case does not correspond to the optimal size of the image of the large screen of the projector.

5. The optimal number of images presented on the screen. Do not get carried away by the number of slides, photos, etc., which distract students, do not allow to focus on the main thing. When preparing an educational episode, the teacher will necessarily face the problem of presenting a printed text. It is necessary to pay attention to the following requirements to the text: structure; volume; format. The text on the screen should act as a unit of communication. It has either a subordinate character that helps the teacher to strengthen the semantic load, or it is an independent unit of information that the teacher deliberately does not voice. It is quite natural when definitions of terms and key phrases appear on the screen. Often on the screen we see a kind of thesis lesson plan. In this case, the main thing is not to overdo it, not to clutter the screen with text. Obviously, a large amount of writing is poorly perceived from the screen.

The teacher should strive to replace the printed text with clarity whenever possible. In fact, this is also a text, but presented in a different language. Recall the definition of text in encyclopedic reference books as a sequence of graphic or sound language characters, limited to a single purpose. It is also important how the printed text will be presented from the screen. As well as visibility, the text should appear in advance thought-out by the teacher time. The teacher either comments on the presented text, or reinforces the oral information presented to them. It is very important that the teacher in any case does not duplicate the text from the screen. Then the students will not have the illusion of an extra link of incoming information. Although there may be cases where duplication of printed text by the teacher or student didactically justified. This technique is used in primary school, when the teacher achieves a comprehensive approach to learning, connecting different channels of perception.

Skills of reading, oral account and so on are improved. Duplication of printed text is also mandatory at any age when conducting multimedia didactic games. Thus, the teacher achieves equal conditions for all students: both those who are easier to perceive oral information, and easier to assimilate the information of the printed text. While preparing a multimedia lesson, the developer should have at least an elementary idea of color, and color gamut, which can successfully affect the design of the color scenario of the educational episode.

Do not neglect the recommendations of psychologists, and designers about the influence of color on the cognitive activity of students, the combination of colors, and the optimal number of colors on the screen. It should be noted that the color perception on the monitor screen and on the big screen are significantly different, and multimedia lessons should be prepared in the first place with the expectation of the projector screen. Also important is the use of sound in the classroom. Sound can play the role of noise effect; sound illustration; sound accompaniment. As a noise effect, sound can be used to attract the attention of students, switching to another type of educational activity. The presence of a multimedia collection of Microsoft Office sound effects does not necessarily mean their use. The noise effect should be didactically justified.

For example, in the case of a multimedia educational game jerky noise effect can be a signal to the beginning of the discussion of the question or, conversely, a signal to the end of the discussion and the need to present an answer. It is very important that students are accustomed to this, so that the sound does not cause them excessive excitement. An important role is played by sound illustration as an additional channel of information. For example, a visual image of animals or birds can be accompanied by their growling, singing and so on. A drawing or photograph of a historical figure may be accompanied by his recorded speech.

Finally, the sound can play the role of educational sound visual image, animation, video. In this case, the teacher should carefully weigh how it will be rational to use sound in the classroom. What will be the role of the teacher during the soundtrack? It will be more acceptable to use sound as a teaching text in the course of self-preparation for the lesson. At the same lesson it is recommended to reduce the sound to a minimum. Summing up the above, we can say that modern technology can be successfully used in the multimedia lesson fragments of videos. The use of video information and animation can greatly enhance the learning effect. It is the film, or rather a small educational fragment, that most contribute to the visualization of the educational process, the presentation of

animated results, simulation of various processes in real-time learning. Where learning does not help with stationary illustration, the table can help with multidimensional moving figures, animation, video, and more.

However, when using video information, do not forget to keep the pace of the lesson. The video should be extremely short in time, and the teacher should take care of providing feedback to students. That is, video information should be accompanied by a number of questions of a developing nature, causing the guys to dialogue, comment on what is happening. It is preferable to replace the sound of the video with the live speech of the teacher and students.

Conclusion:

In addition, there is a close relationship between thematic interest and knowledge acquisition. A well-organized educational work using the media can be unsuccessful if students show little interest in the proposed topics. The use of media most often brings with it some novelty effect, which can lead to a motivated and interesting presentation (consideration) of the material, but this interest decreases again after a certain time.

The differences between inexperienced users and so-called experts are also important. As modern children and adolescents grow up in a world of strong media influence, the forms of mastering new media technologies should look different than in the case of adults.

References

1. Rabinovich F.M., Sakharova T.V. Intensive teaching methods and high school. - Foreign languages at school, 1991, No. 1.
2. Merkulova I.I. The system of problem tasks in teaching reading // IYASH, 1991, No. 6.
3. Milrud R.P. Discussion of the problem in the lesson of a foreign language // IYASH, 1986, No. 4.
4. Mirolyubov A.A. Palmer's method // IYASH, 1995, No. 1.
5. Mirolyubov A.A. Audio-lingual method // IYASH, 1995, No. 4.
6. Rabinovich F.M., Sakharova T.V. Intensive teaching methods and high school. - Foreign languages at school, 1991, No. 1.
7. Denisova L.G. The place of intensive methodology in the system of teaching a foreign language in high school. - Foreign languages at school, 1995, No. 4.
8. Dianova E.M., Kostina L.G. Role-playing game in teaching a foreign language (review of foreign methodological literature) // IYASH, 1988, No. 3.
9. Theory of teaching foreign languages: Linguodidactics and methodology: textbook / ND Galskova, NI Gez.-6th ed., Sr.- M.: Academy, 2009.-333c.