



## Use Of Multimedia Tools In Mother Tongue Education

**Sanobar Kuldasheva**

Phd Student Tashkent State University Of Uzbek Language And Literature Named After Alisher Navoi, Uzbekistan

### ABSTRACT

This article is dedicated to improving the use of multimedia in education, the formation of students' digital knowledge skills.

### KEYWORDS

Multimedia, methodology, lingvodidactics, audiovisual technology, integration, creative thinking

### INTRODUCTION

Acquisition of modern knowledge, true enlightenment and high culture is becoming a constant vital necessity. To achieve development, we need to acquire digital knowledge and modern information technology. This will allow us to take the shortest path. It is no coincidence that 2020 has been declared the “Year of Science, Education and the Digital Economy”. At a time when digital knowledge is in demand, it is important to acquaint children with information and communication technologies from an early age. As a result, a person begins to understand and enrich his “I”, to find his social role in the relationship with the outside world, to develop creativity. One of the priorities of modern pedagogy is to bring up a

highly spiritual, well-rounded person who is constantly working on self-development”[1: 341]. Modern virtual reality, created with the help of rapidly developing technologies, is becoming an effective means of intercultural communication, therefore one of the most important capabilities of a modern person, ICT and multimedia, has begun to be measured by the effective use of audiovisual technologies. Living in the information age, we are witnessing the rapid use of information technologies, which open up new opportunities and require a new approach to the educational process in educational institutions, and these processes are expanding and improving.

Along with a number of didactic possibilities of information technologies in education, they are recognized as an important factor in increasing the effectiveness of the educational process. The information and communication technologies used in the educational process affect not only the formation of knowledge and skills in this area, but also the expansion of the student's worldview, improvement of personal qualities, increased interest in the process of learning and study. serves for development. According to many scholars, ICT also has a significant impact on the development of students' creative thinking. Ensuring the content and form of the lesson by using text, speech, graphics, animation, music, video, and a combination of different methods effectively and appropriately in the classroom opens the door to new opportunities in developing students' creative abilities: quick access to information, Combining audio and visual materials makes it easier to draw conclusions independently and consciously. The integrated approach of teachers, scientists and programmers creates a new learning environment and plays an important role in improving quality.

### **THE MAIN FINDINGS AND RESULTS**

“It should be noted that the formation of multimedia information (material) requires the participation of at least three elements (speech, image and animation). For example, the use of multimedia technology in the presentation of information on radio or television, silent images, or the presentation of materials studied by the educator using the traditional method (explanatory-visual method, “chalk-board” method) it cannot be”[2:27]. Multimedia developments are created based on special programs and requirements.

Presentation of educational materials in the form of multimedia reduces reading time. In the new innovative information environment,

students actively participate in the learning process, learn to think independently, put forward their views, analyze real-life situations. Especially in native language classes, it is easier to take students from the lower stages of thinking (such as reading, telling, copying) to the higher stages of thinking (analysis, synthesis, creative thinking) through multimedia. Mother tongue lessons focus on developing a child's speaking skills and vocabulary, as well as spelling skills. The use of video, audio and graphics in this process increases the efficiency of achieving the goal.

It is recommended to use multimedia opportunities at any stage of education and training. And the fact that it can be used at all stages of the lesson shows that the technology is almost universal.

This versatility creates additional convenience for both teacher and student. This is one of the main reasons why these technologies are now becoming one of the main forms of science. It offers a wide range of resources and materials to choose from. The presence of various tables, diagrams, diagrams and animated materials next to the plain text not only enriches the content of the lesson, but also makes it easier for the student to master. Especially in the consolidation phase of mother tongue lessons, it is advisable to use videos based on literary works or to find audio and video (combining exercises and assignments) based on poems (pieces of speech) performed by the artist himself. In this case, firstly, interdisciplinary integration takes place, secondly, the student receives additional information, thirdly, he analyzes and draws conclusions, the process takes place before his eyes. Graphics and animation can be effectively used during the homework phase. Naturally, animations developed in accordance with the conditions of the exercises and tasks (taking into account age and worldview) will arouse the student's interest. This interest motivates you to do

your homework and prepare well for the next lesson. In addition, seeing, hearing, and doing exercises at the same time can increase a child's self-confidence.

### **CONCLUSION**

The priority of multimedia lessons is the development of effective independent creative skills in students in a modern information-rich learning environment. With this in mind, when developing a multimedia program, the teacher determines not only the educational tasks of the topic, but also the goals (educational, educational, developmental), in addition to the components of information culture (the ability to choose the necessary information). development, acquaintance with new methods of processing technical information, the formation of practical skills in computer processing of information, etc.).

At the same time, the responsibility of the teacher increases: in addition to deep knowledge and experience in his subject, he must be able to widely use digital educational resources and form them among his students. we must not forget.

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