

THE USE OF MULTIMEDIA TEACHING TOOLS IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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Annotation:

Today, when there is a significant rearrangement of priorities in the education system in the world, information technologies are coming to the fore, allowing the use of continuing education, a competence-based approach, as well as distance learning. It is these changes that set the goal for educational institutions today: to teach students how to solve problems and tasks in all spheres of life.

Keywords: teaching foreign language, multimedia teaching tools, modern education, information technologies, training programs.

The introduction of a foreign language into the education system at the initial stage is an urgent topic for the national school today, and requires attention from teachers as direct developers of training programs. But we note that at this stage the issue under consideration can be classified as polemical.

Opinions differ among methodologists regarding the components used in the learning process in primary school. In the final qualification work, we will adhere to such a structure of the teaching content, which includes learning skills, as well as rational methods of intellectual work of students, which in turn ensure the formation of oral and written language skills and abilities. We believe that general academic skills should be formed already at the stage of primary school education, since it forms the social development of students, which in turn requires a special type of activity from the child, namely educational. When a child comes to school, he does not yet have an educational activity, it is formed directly in the process of education in the form of learning skills. This is the specific task of primary school education. Thus, based on the above theses, we determine that the fundamental skills, which in turn are the structural components of primary school education, are precisely general academic ones, which are formed based on the peculiarities of the development of cognitive activity of younger schoolchildren and their age abilities themselves.

The main idea of multimedia is the use of various ways of presenting information to simplify human-computer interaction. The modern multimedia concept includes software, high-quality graphics and animation, video and audio accompaniment of texts. This allows you to make the software product information-rich and at the same time easy to understand.

Multimedia is an extremely useful and fruitful educational technology due to its inherent qualities of interactivity - providing the necessary information in response to user requests. Interactivity provides the ability to control the presentation of information: students can individually change the parameters of the studied processes, objects, phenomena; analyze the results; set the speed of material delivery and the number of repetitions, and the like. The undoubted advantages of multimedia technology are:

- the preservation of a significant amount of information on a single medium ;
- image detail while maintaining its quality (this property is especially valuable for the presentation of works of art and unique historical documents);
- the implementation of musical accompaniment, which corresponds to a static or dynamic visual range and is necessary for a better perception;
- the inclusion of a software resource of educational material with the function of "freeze frame or frame-by-frame "scrolling through" video recordings;
- the use of Internet resources;
- the inclusion of game components in the multimedia product.

Such features of multimedia technologies provide ample opportunities for various aspects of learning:

- involvement of various sensory organs to perceive information;
- visual representation of educational information, the visualization of which in natural conditions causes certain difficulties (reproduction of complex real experiments, experiments, events in real time);
- fixation of the selected part of visual information for its subsequent detailed study "under a magnifying glass" (consideration of works of art);
- influence on the motivation of younger schoolchildren, retention of attention due to the storyline of video clips (vivid representation of objects of study, the presence of famous cartoon characters, etc.);
- influence on the effectiveness of learning by providing timely and prompt individualized assistance to the student (highlighting "hot spots" in the visual image, with the help of which instant reference information is obtained, speech messages, etc.);
- activation of learning through the use of various forms of encouragement (appropriate musical accompaniment, positive comments and approving gestures of the main characters of the program).

Such multimedia technologies can be used at different stages of learning: presentation of educational material, updating of basic knowledge, working out ways of educational actions, control of knowledge, skills and abilities of schoolchildren. Taking into account the content of the primary school curriculum, the psychophysiological characteristics of younger schoolchildren, we consider it advisable to use certain types of multimedia products in the practice of primary education:

- multimedia presentations;
- multimedia simulators;
- electronic publications (electronic educational and visual aids, electronic anthologies, electronic encyclopedias, electronic atlases);
- multimedia Internet resources (virtual reality, games).

The use of multimedia tools contributes to the implementation of a personality-oriented approach to learning, provides individualization and differentiation taking into account the characteristics of students. Computer-based learning makes it possible to organize the independent work of each student. The selection of training programs depends on the educational material and the level of training of the student. Working with a computer helps to increase motivation and interest in learning. In addition, the computer allows you to completely eliminate one of the most important reasons for a negative attitude to learning - failure due to a lack of understanding of the material or a problem in knowledge. It is this aspect that is provided by the authors of many computer training programs. Working on a computer, the student gets the opportunity to complete the task, relying on the necessary help. The use of multimedia presentations in the classroom is effective for visual support of speech learning. The advantages of multimedia presentations include the following:

- a combination of text, audio and video clarity;
- the ability to use an interactive, multimedia whiteboard for presentation, which allows you to more clearly semanticize new lexical, grammatical and phonetic material, as well as provide basic support in teaching all types of speech activity;
- the ability to use individual slides as handouts (supports, tables, diagrams, graphs, diagrams);
- activation of students' attention;
- ensuring the effectiveness of perception and memorization of new educational material;
- monitoring the assimilation of new knowledge and systematization of the studied material;
- saving educational time;
- formation of computer multimedia competence of students.

The advantage of using multimedia presentations in training is the convenience and effectiveness of visualizing static information. Having basic computer skills, the teacher has the opportunity to make a presentation for the needs of a particular lesson. Multimedia presentations make it possible to apply a wide range of modern technologies in the practice of teaching to illustrate educational material.

In particular, the presentation provides the teacher with the opportunity to:

- promptly edit theoretical material taking into account new search achievements of a particular branch of science;
- to interact with objects or processes of cognition displayed on the screen;
- simulate reality by participating in the processes taking place on the screen and influencing their development and functioning.

The creation and use of multimedia presentations is possible only if certain requirements for them are met, as well as the availability of technical means that meet the necessary characteristics. An equally popular way to use computer technology is to create multimedia Power Point presentations. The use of computer presentations in the classroom allows you to introduce new lexical, regional studies material in the most fascinating form, the principle of clarity is implemented, which contributes to the solid assimilation of information.

The use of PowerPoint presentations in the educational process simplifies the use of various types of language and speech exercises: imitative, substitution, transformational, reproductive. For teachers, the Microsoft Power Point program opens up wide possibilities, it is easy to use, almost no special skills are required to work in it, but at the same time the program allows you to create not only a diverse illustrative series in it but also interactive games, tests, diagrams, tables and even cartoons. Students can make reports in this program, various virtual excursions, and use them to protect their projects, because younger students need project skills. Thus, I believe that there are many advantages to using this program for the education system. It is advisable to use presentations not only in the classroom, but also during class hours, other events, even on school holidays, presentations can be used.

Educational information products have multidimensional uses. They can be divided into types: electronic encyclopedias, reference books, textbooks that contain only a presentation of the material; electronic training textbooks that allow you not only to familiarize yourself with the material, but also to answer certain questions and perform some exercises to consolidate the material; controlling environments that allow you to control the level of the studied material; a combined resource (the most desirable, but significantly rarer type), which contains all the components, has adaptive and extensible properties; creative environments that allow students to identify and develop their unique abilities while working on information projects, allow them not only to passively receive ready-made material, but also to put forward their own versions and form their own worlds; design programs that allow you to conduct research in different or highly specialized fields of knowledge; games that are aimed at intellectual development.

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