USE OF MULTIMEDIA TOOLS IN THE DEVELOPMENT OF STUDENTS' SPEECH AND LINGUISTIC SKILLS IN MOTHER TONGUE CLASSES.

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Abstract. The article discusses the effective use of multimedia tools in native language classes, the requirements for multimedia technology and the creation of tasks, and their implementation. The opinions of scientists and Methodists are analyzed.

Key words: virtual world, cyber-pedagogy, multimedia technology, animation, video, active approach.

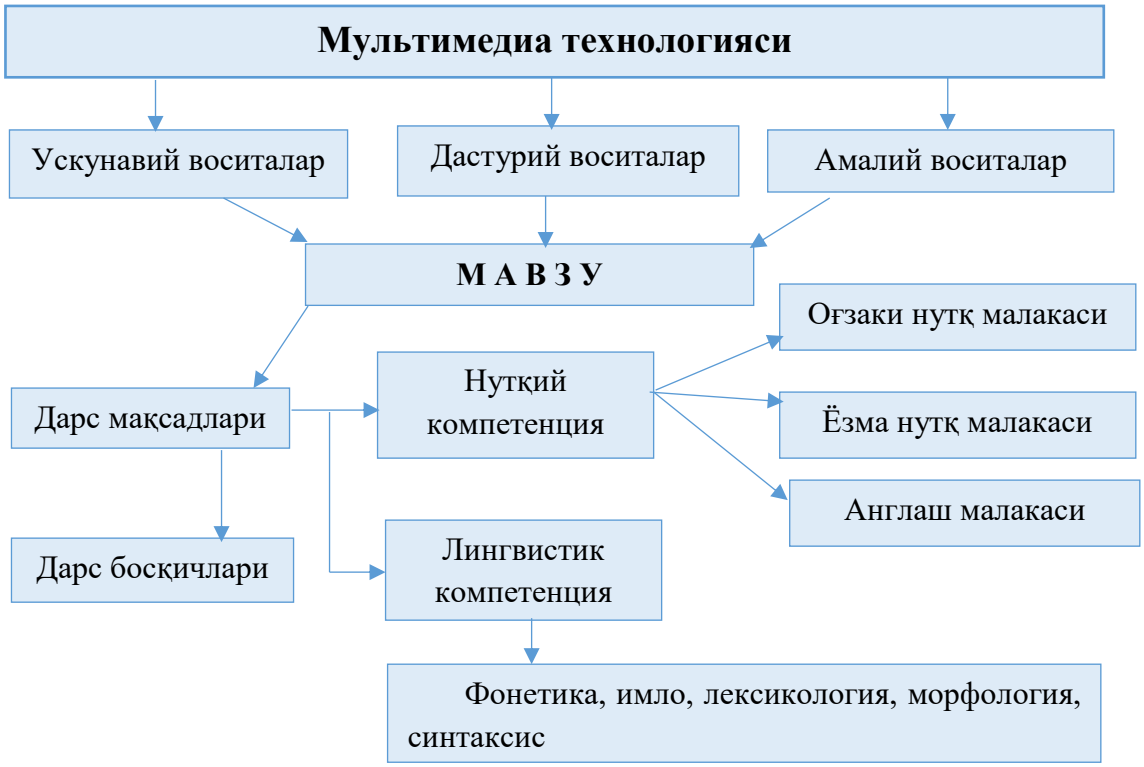
In the following years, the concepts of "information explosion" and "virtual world" appeared in speech activity. The concepts of cyber-reading, cyber-letter, cyber-pronunciation, and cyber-communication are also being absorbed into it. Even the concept of cyber-pedagogy has entered the science. These should be considered as factors that can have a positive effect on the processes we are accustomed to, such as vision and hearing. Here, in addition to clear and correct reading of words, beautiful and error-free writing, their ability to enter various forms and appearances is of particular importance. In this, it is very clearly demonstrated that the means of expressive reading of sounds, words, phrases and sentences can influence their layers of meaning. As a result, the relevant skills and competencies of the student are realized faster, more conveniently and more pleasantly.As noted by A. Gartsov, each pedagogical period gives birth to a generation of unique technologies[1]. Gradually, visual education began to take the place of verbal theoretical education. "Later, it was found that visual education was not acceptable, and it was replaced by activity-based education" [2]. Effectiveness of implementation of education based on the activity approach in connection with intuition, feeling, attention, memory, imagination, thinking, speech, mental and spiritual processes of human activity with the help of rapidly developing multimedia tools in the information age has been recognized. When working with multimedia tools, the student directly observes the process, experiences it and makes his own conclusions. When comparing traditional lessons and multimedia lessons, the following advantages are noticeable: in traditional mother tongue textbooks, the text of materials related to the topic and in some places static images are given; lessons with the participation of multimedia have the possibility of sharing the text of the material related to the topic, voice or video commenting on it, several pictures, diagrams, tables, animation, and music related to the topic."In the process of

working with textbooks, students' skills of independent reading, learning or re-remembering rules, identifying and interpreting grammatical events 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"[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 not be overlooked. To create multimedia technologies, it is necessary to take into account pedagogical, psychophysiological and methodical requirements. Compliance of the product created with the educational requirements of the state education standards, current educational programs;simple, clear, understandable and convenient development of psychophysiological requirements, taking into account the student's age, outlook, and interests; and for methodical requirements, the studied educational material should be developed in a logical sequence, ensuring coherence, taking into account the complexity of the mastered level of knowledge, based on various methods. In addition, if it is balanced with technical, aesthetic, didactic and other requirements, scientific, comprehensible, continuity and integrity are ensured, the topic is systematically covered, interactivity of communication, integrated unity of teaching, upbringing, development is taken into account, then a positive result is achieved in the harmony of demand and execution.Ignoring multimedia conditions in the creation of multimedia technologies for use in mother tongue classes can also lead to a didactic failure of the prepared lesson. Unfortunately, many teachers do not pay attention to the small details when using multimedia tools. In order to use the projector, it is not necessary to block the windows of the classroom with curtains, on the contrary, it is important to place the projector or interactive whiteboard 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 computer rooms.The innovative approach based on these requirements serves as an effective factor for students to gain new experience, to understand creative 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 are used in classroom activities, in activities for working with gifted students, in activities for working with low learners, in mother tongue circles, as well as for independent work 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 competence and culture of the student to use the necessary media. Scientists

emphasize that a number of positive factors can be achieved through the use of multimedia technologies in education.

Selection, selection of practical tools for using multimedia tools in mother tongue education, writing of multimedia scenarios based on the purpose of the lesson is carried out directly on the initiative of subject teachers. Cooperation is established with programming specialists in turning their ideas into products. The technological process of creating multimedia technology is carried out as follows: first, a script is written based on the idea. Individual information on the topic (presentations, text, table, image, scheme, diagram, audio recordings) is prepared. Everything is collected in one folder and technological processing (animation movements, color, sound) is given. A multimedia information set is created and stored (see Fig. 1).



2-расм. Мультимедиа технологияси

Issues of expanding the use of information technologies in mother tongue education are among the priority tasks of the state education system. But most of the native language teachers understand the use of computer capabilities only by using text editor and Power Point programs. In fact, there are several programs that serve to improve the quality of education, but teachers of mother tongue science are not aware of the benefits of such programs[3]. Usually, science teachers do such projects with computer programmers. Computer programmers may have sufficient knowledge and experience on the quality of the product to be created, but cannot fully meet the methodological requirements. Therefore, modern native language teachers should acquire not only their specialties, but also the ability to create software multimedia products.

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