METHODS OF APPLICATION OF MULTIMEDIA TECHNOLOGIES AND INTERACTIVE METHODS IN THE CLASSROOM OF THE UZBEK LANGUAGE

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ABSTRACT

Innovative pedagogical technologies and multimedia in teaching have led to the emergence of new technologies and forms of teaching for the processing and transmission of educational information. The article examines the main problems and ways of effective application of innovative pedagogical technologies, multimedia technologies in the Uzbek language classes in secondary schools of Uzbekistan.

KEYWORDS: *Innovation, Pedagogical Technology, Multimedia, Teaching, Uzbek Language And Literature.*

INTRODUCTION

Evidence of this is that education in our country is carried out in seven languages (Uzbek, Karakalpak, Russian, Kazakh, Kyrgyz, Tajik and Turkmen).

Speaking about the state language, it is worth remembering the wise words of the great enlightener Abdullah Avloni: "Language and literature is a mirror of the life of every nation, which demonstrates its existence to the world."

Indeed, language is the spiritual wealth of a nation. It is not only a means of communication, but also culture, traditions, way of life, history of the people. And respect for the languages of different peoples, in turn, creates an opportunity for mutual understanding and dialogue.

The dynamic development of society and technology leaves its mark on all spheres of human activity, including the study of languages. The educational process can be brought to a qualitatively new level by significantly expanding the information space of its participants, updating its content and structure, and providing free access to information sources.

All this becomes achievable subject to the active use of the colossal advantages that the use of computer technology provides. The innovative processes taking place in Uzbekistan today are not just about introducing something new, they are called upon to radically change the way of thinking, lifestyle and human activity. The introduction of innovations in the study of languages is accompanied by a qualitative renewal of the education system, a rejection of a number of norms and rules that have lost their relevance, a revision of the roles of a student and a teacher **[1].** The crucial importance of equipping the classrooms of universities with the latest computer

technology and the introduction of ICT is noted in the decree of the President of the Republic of Uzbekistan No. PP-2909 dated 20.04.2017 "On measures for the further development of the higher education system." It sets the task of gradually updating the computer hardware park, including servers, devices for wireless connection, various multimedia equipment, introducing database management systems and other information systems in accordance with the uniform requirements for higher educational institutions [2].

The active development and introduction of ICT in the higher education system is also due to the fact that the study of the opinions of students and the experience of teaching practice confirms the higher interest of students in the educational process, if it takes place using innovative technologies compared to traditional forms of information presentation. The use of ICT in the learning process increases the motivation of students to learn new information, contributes to their interest in acquiring knowledge.

The use of multimedia computer programs of the educational type today is an affordable means for teaching students the Uzbek language both in the classroom and for their self-education in their free time. Programs designed for students to work on grammar and phonetics cover the following main linguodidactic goals: reading, writing, listening, speaking [1], setting pronunciation and intonation, as well as conducting individual tests on the grammatical topics covered, distributed by difficulty levels. In order for students to learn how to conduct an oral dialogue, the following types of exercises are used:

• Simultaneous listening and reading of the dialogue, with each spoken sentence highlighted in color.

• listening to dialogues, while giving several answers to the question, from which the student must choose one.

• Dialogue in which you can freely construct a response. The tutorial provides such a dialogue and contains all possible answers to the question posed. In order to master grammar, vocabulary and syntax, the following types of exercises can be used:

• Exercises in which you need to fill in the gaps;

• Exercise games in which you need to make sentences. During the game, the student alternately hovers over the desired word, then the word is inserted into the constructed sentence;

• programs that offer lists of words from which you need to choose one to complete a sentence correctly, or choose a verb in the correct form;

• in the training programs lists of words and their definitions are presented.

During the exercise, the student must combine words with their corresponding definitions. Practice exercises for mastering grammar in multimedia format may include tasks for making sentences with substitution of words, with spaces, exercises for making sentences from suggested words, interrogative, affirmative, negative and other forms.

In principle, there is nothing unusual about such training exercises, but the advantage is that students do them not on paper, but on a computer monitor. At the same time, the student can immediately see whether he completed the task correctly, receive a hint or move to the next level of difficulty. During the listening process, each student can hear Uzbek speech. When teaching

spoken language, students can pronounce phrases in Uzbek into the microphone and check the sound. When teaching writing, the student solves crosswords, performs exercises in a playful way, enters words from the keyboard and immediately checks the correctness of the assignments.

Multimedia programs offer a fairly large selection of all kinds of exercises and ways of working. They have an attractive design that arouses students' interest and desire to complete assignments. During the testing of students' knowledge by the programs, the progress achieved by them, the speed of solving the tasks, can be noted, if necessary, tips can be given. Means and technologies of multimedia provide an opportunity to intensify learning and increase motivation for learning through the use of modern methods of processing audiovisual information **[3].**

Thus, the methods of using multimedia educational programs in the lessons of the Uzbek language are characterized by variety and fun. They contribute to the effective development of various communication skills of students, faster formation of reading skills, improvement of written speech, replenishment of vocabulary and, importantly, sustainable motivation to learn the Uzbek language.

In the Uzbek language classes, you can use the following types of collaboration:

1. Team training. This method pays special attention to "group goals" and the success of the whole group, which can only be achieved as a result of the independent work of each member of the group (team) in constant interaction with other members of the same group while working on the topic / problem / question to be studied. Thus, the task of each student is not only to do something together, but to learn something together, so that each team member will acquire the necessary knowledge, form the necessary skills and, at the same time, so that the whole team knows, what each student has achieved. It is advisable to apply this method to topics such as: "Speech", "Connection of words", "Vocabulary", "Constructions of words for the purpose", "Spoken words", "Cut", "Simple and simple words", "Undalmaligaplar".

2. Another approach to organizing training is collaborative. In pedagogical practice, this approach is abbreviated as "saw". Students are organized into groups of 6 people to work on educational material, which is divided into fragments (logical or semantic blocks). The specificity of this method allows it to be applied on the following topics: "Dunyotillarivauzbektili", "Boglangankushmagap", "Zidlovboglovchilariyorida boglangan kushmagap", "Ergashgankushmagap".

3. A variant of the learning method in collaboration "Learning Together". The class is divided into heterogeneous (according to the level of training) groups of 3-5 people. Each group receives one assignment, which is a subset of a larger topic that the entire class is working on. As a result of the joint work of individual groups and all groups as a whole, the assimilation of all the material is achieved. The basic principles - rewards for the whole team, individual approach, equal opportunities - work here as well. The group receives awards based on the achievements of each student. According to the developers of this method, the teacher should pay great attention to the issue of completing groups (taking into account the individual and psychological characteristics of each member) and the development of tasks for each specific group. It is desirable to use such a method in high school, because the specific of this method allows you to work on complex topics. These topics include topics such as «Мустақилсўзтуркумлари», "Сўзларнингмуносабатшакллари", "Ёрдамчисўзтуркумлари" and etc.

4. Student research in groups is also a form of collaborative learning. In this version, the emphasis is on independent activity. Students work either individually or in groups of up to 6 people. They choose a general topic under the topic, which is scheduled for study by the whole class. Then, in small groups, this sub-topic is broken down into individual tasks for an individual student. Everyone, therefore, must contribute to the overall task. Discussions, group discussions provide an opportunity to get acquainted with the work of any student. Based on the tasks completed by each student, a single report is jointly drawn up, which is subject to presentation in the lesson to the whole class.

When organizing group discussions, in the process of working on projects, cognitive activity based on learning technology in cooperation becomes, as it were, an initial, elementary particle of the independent collective activity of students in the classroom. And the successes achieved, on the one hand, affect the result of group and collective work, and on the other hand, they absorb the results of the work of other members of the group, the entire team, since each student uses what is obtained both in independent group work and in collective, but already at the next stage, when summarizing the results, discussing them and making a common decision, or when performing the next new task / project / problem, when students use the knowledge gained and processed by the efforts of the entire group. It is advisable to entrust students with such topics on the Uzbek language as students' research work in groups:«Мураккабқўшмагаплар», "Кўчирмагапликўшмагап", "Нуткуслублари", "Сўзлашувуслуби", "Публицистикуслуб", "Бадиийуслуб", "Расмийуслуб" etc. And one more method that gives a good result in teaching the Uzbek language is business games (integrated lessons). In a business game, several players interact, making decisions in a situation that simulates a real one, and the teacher guides the game, analyzes and evaluates the actions of the players. Each of the participants plays a role, he makes decisions and can quickly see the result, thus gaining his own experience.

Business games when studying the Uzbek language provide directed activity of students' mental processes: they stimulate thinking when using problem situations, ensure memorization of the main thing in the classroom, arouse interest in the studied discipline and develop the need for independent acquisition of knowledge. To increase the motivation of the educational process, the use of the project method is one of the most successful ways in teaching the Uzbek language.

The project method is a flexible model of the organization of the educational process, focused on the self-realization of students by developing their intellectual and physical capabilities, creative abilities in the process of studying the educational material. When studying the Uzbek language, students carry out various projects, such as the creation of crosswords, cartoons, educational and developmental games, etc. planning classes, increasing motivation when studying the content of the subject.

In the process of teaching the Uzbek language, students develop the ability to work with information to complete the assigned task, put forward their ideas, analyze educational material.

Computer training technologies. In the educational process, new information and innovative technologies do not separate from each other, since the widespread introduction of new innovative technologies will change the paradigm of education and only modern information technologies ensure the effective use of new innovative technologies. In the conditions of multilingualism in the Republic of Uzbekistan, the use of innovative technologies in teaching the Uzbek language is due to modern trends in teaching, implying a communicative orientation

(working with text, analyzing current problems, mastering the rules in the process of completing assignments); text-centric approach (multifunctionality of the text: text as a standard for your own text; text as a basis for organizing conversations and discussions); functional approach (what, how and why is used in the text); cultural approach (expanding students' knowledge with the help of textual material on the relationship of Uzbek culture with the cultures of other peoples); comparison (one of the most important methods of teaching in a multilingual environment). Effective use of multimedia technologies is possible at the stage of explaining a new topic. For example, when studying any topic, you can use a hypertext document created by WORD. A blank sheet is taken, the text of the proposal is typed on it, from which links to other documents are made. If the student does not remember, for example, what "parts of speech" are, then the link provides information about this. This work is good because you can independently repeat almost all the material with the help of a computer. A favorable psychological climate is created in the lesson, since the student does not become complex due to ignorance of the topic, but independently obtains knowledge using hypertext. Observations show that after classes in a computer class, students begin to take spelling and punctuation more seriously, they are convinced that spelling or punctuation illiteracy creates real obstacles to communication.So, the computer is a good helper along with other teaching aids for such sections of the Uzbek language as: word formation: "research laboratory" (analysis of the structure of words); "Parse the word" (find part of the word); "Assembly shop" (form new words from these morphemes); "Collect the word" (compose words according to the model); "The fate of words" (to analyze the etymology of words in the Uzbek language); morphology: "Song" (find the given parts of speech in a song piece); lexicology: "Textologist" (among the three versions of the text with a synonymous-antonomical replacement, find the author's), etc. Summarizing thoughts, it should be emphasized that the introduction of innovative pedagogical technologies in teaching has led to the emergence of new technologies and forms of teaching for processing and transferring educational information. Technologies should be used taking into account the specifics of the age, knowledge of students. In this article, we have tried to show exactly what modern pedagogical technologies should be used in the Uzbek language lessons in secondary schools of Uzbekistan.

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