THE ROLE OF LINGUISTIC MULTIMEDIA IN TEACHING UZBEK AS A FOREIGN LANGUAGE

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ABSTRACT

The article presents the experience of creating a multimedia complex in the Uzbek language for foreigners of levels A1 and A2, where special attention is paid to the coverage of national and cultural words related to the life of the Uzbek people, their traditions, national and spiritual values. This article is devoted to the use of multimedia technologies in the educational process, their influence on the formation of communicative competencies (reading, listening, speaking, writing), on the development of critical, figurative, abstract thinking of students. The intensity of learning with the help of multimedia and their effectiveness are proved. The relationship between the capabilities of multimedia, the criteria of which correspond to the linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, intrapersonal and interpersonal abilities of a person, as well as the relationship between the grammar of classical languages and the development of human thinking, is considered. The article provides a description of the psychological, didactic and technological aspects of the technological approach to teaching foreign languages and a brief overview of modern teaching technologies. Various points of view of the concept of "learning technology" are presented.

KEYWORDS: *Uzbek As A Foreign Language, Multimedia Complex, Multimedia Product, Electronic Textbook, Multilingual Dictionary, National Cultural Words, Sociocultural Knowledge, Lexical Minimum.*

INTRODUCTION

Currently, the thesis about the inseparability of learning a foreign language from familiarization with the culture of the country of the language being studied, its history, sociocultural traditions, features of the national vision of the world by the native people is generally recognized in the methodology of teaching a language as a foreign language. As Eduard Sapir wrote: "Language does not exist outside of culture, i.e. outside the socially inherited set of practical skills and ideas that characterize our way of life" **[1, p.185].** In the new conditions of teaching foreign languages, the role of language as a means of intercultural communication involves the communication of linguistic personalities belonging to different linguocultural communities. Therefore, each lesson in a foreign language is a crossroads of cultures, it is the practice of intercultural communication,

because each foreign word reflects a foreign world and a foreign culture: behind each there is an idea of the world conditioned by national consciousness **[2, p. 99].**

Radical reforms carried out in Uzbekistan in recent years and cooperation with hundreds of countries in the economic, social, cultural, scientific, educational and sports fields have led to an increase in interest in Uzbekistan and the study of the Uzbek language. Today, the Uzbek language is taught in more than 70 prestigious universities around the world, and foreign specialists, entrepreneurs and students strive to master the Uzbek language in order to cooperate with Uzbekistan in various fields in the future, which is of great importance for the development of our country and language. In this regard, one of the most pressing issues today is the creation of curricula for teaching the state language to foreigners, textbooks and teaching aids that reflect the rich historical heritage of the Uzbek people, invaluable national and spiritual values, explanatory and translation dictionaries, phrasebooks.

One of the first steps in this direction is the set of multimedia products "Uzbek language for native speakers of foreign languages", which is being prepared at the Uzbek State University of World Languages as part of an innovative project. The complex consists of an electronic textbook for levels A1 and A2, a multilingual phrase book and a dictionary of national cultural words of the Uzbek language, a set of audio and video materials.

Multimedia-based teaching aids help the student to carry out informative, introductory, training, and control functions and can be used by him both independently and under the guidance of a teacher. The effectiveness of the use of multimedia aids in the educational process is determined by a number of factors, the main of which are:

- Visual representation of language material;

- The presence of a standard that allows to assess the assimilation of educational material;

- Activation of educational and cognitive activity and increasing the motivation of students;

- Formation of stable skills and abilities;

- Development of information culture of students;

- Development of memory (visual, auditory, emotional, motor) due to the simultaneous impact of visual and audio information;

- Development of thinking (visual-dual, creative, logical);

- Activation of attention due to immersion in the real educational process, which ensures successful independent work of students **[3, p.82].**

In addition, the expedient practical use of educational multimedia tools is ensured by their authenticity and, as a result, the ability to introduce them to a foreign culture. Their advantage is also that they stimulate communication that is as close as possible to genuine: the student, as it were, lives through events, plays a certain role, solves problems, and expands his cognitive abilities.

The intensive development of modern telecommunications and information technologies allows them to be widely used in the practice of teaching foreign languages, directly immersing students in the linguistic and cultural environment of the language being studied. In other words, the

study of a foreign language cannot be limited to its sign system, due to the fact that it carries information about the culture, history, realities and traditions of the country of the language being studied. "Teaching people to communicate…, create, and not just understand foreign speech is a difficult task, complicated by the fact that communication is not just a verbal process. Its effectiveness, in addition to knowledge of the language, depends on many factors: the conditions and culture of communication, the rules of etiquette, knowledge of non-verbal forms of expression (facial expressions, gestures), the presence of deep background knowledge, and much more" **[4, p.101].**

Hence, in the teaching of foreign languages, the need to take into account a whole range of sociocultural knowledge (everyday life, living conditions, interpersonal relationships, a system of values, beliefs and relationships, body language, etiquette rules, performing rituals, etc.) is actualized.

The electronic textbook contains audio and video materials aimed at developing the skills of correct pronunciation, listening, reading and writing in the Uzbek language, which are presented in 3 parts.

In the first part of the electronic textbook, it is planned to teach the sounds of speech in the Uzbek language, their correct pronunciation and writing. This section contains audio recordings of the most active words of the Uzbek alphabet, including toponyms and national realities. These authentic materials, designed for listening, observing and pronouncing the sounds and words of the Uzbek speech, have hyperlinks to the textbook using special characters, and language learners are given texts of small dialogues aimed at mastering the orthoepic and orthographic norms of the Uzbek language.

In the electronic textbook, in brief grammatical comments, the most important rules are given in the native language of the student, definitions and explanations of the orthoepic, spelling and grammatical structure of the Uzbek language. Linguistic and cultural comments provide information about the way of life and national and cultural values of the Uzbek people.

Level A1.1 of the textbook consists of 3 sections, part 1 provides for the initial (phonetic) part of the Uzbek alphabet and the pronunciation of speech sounds, learning to read and write in the Uzbek language, mastering the minimum of active words (thematic vocabulary) necessary for basic needs. In the initial course, students get acquainted with the Republic of Uzbekistan, the Uzbek people and the Uzbek language, the main features and differences of the Uzbek language: sound composition, graphics and features due to the agglutinative system. **[5]**

This course is also aimed at studying the necessary vocabulary, which includes toponyms and national realities, helping students to understand the socio-geographical position of the republic, the cultural and ethnic identity of the Uzbek people. When allocating a lexical minimum for the initial level of teaching the Uzbek language to foreigners, it is advisable to take into account the following:

- take into account that this multimedia complex in the Uzbek language for foreigners is intended for adults;

- pay attention to the fact that the layer of words used in acquaintance, interaction consists of words and phrases that are widely used in the work environment and social relations;

- pay special attention to national and cultural realities, their brief description;

- provide a wide range of speech etiquette necessary for tourism (questionnaires, information);

- pay special attention to familiarization with the words necessary for professional communication in business.

The lexical minimum, of course, is structured separately for each level and covers an ever wider range. In the multilingual multimedia dictionary of national-cultural words of the Uzbek language, terms related to the socio-economic life of the Uzbek people, their traditions, national and spiritual values (for example: tandir, do'ppi, ko'rpacha, dutor, navruz, kelinsalom, atlas, palov). The interpretation of the meaning is explained in 5 languages, it is intended for their concise understanding, and in some cases for additional information.

Foreigners, studying the Uzbek language, at the same time will also get acquainted with the country, traditions and national values of the Uzbek people, master everyday speech etiquette, gradually enrich their vocabulary. The use of this multimedia complex contributes not only to the intensive assimilation of knowledge of the Uzbek language, but also to the enrichment of knowledge in the field of regional studies, linguoculturology. **[6]**

Information technology has now become an integral part of our lives. Now it is almost impossible to find a sphere of human activity where some of the tasks would not be solved with the help of a computer and the Internet. The active use of information technology is also observed in the field of education.

Recent achievements in the field of high technologies provide teachers with extensive opportunities to improve the educational process and transfer it to a qualitatively new basis. It became possible to transmit information by various software and hardware tools that allow you to process information in sound and visual forms, i.e., multimedia tools.

The use of multimedia technologies plays a significant role in the modern methods of teaching foreign languages. The use of electronic dictionaries, encyclopedias, interactive textbooks and manuals, games, Internet resources, simulators, electronic presentations, etc., allows you to increase the efficiency of mastering the material.

Traditionally, the process of teaching a foreign language involves the transfer of theoretical information and the development of the skills necessary for successful communication within the discipline being studied. The use of multimedia can positively affect several aspects of the educational process at once. In the conditions of the classroom form of education, the teacher does not always have the opportunity to pay due attention to each student, which leads to a loss of motivation for learning and a decrease in the level of knowledge, skills and abilities. Multimedia can be used in the context of a wide variety of learning styles and be perceived by a wide variety of people: some prefer to learn through reading, others through listening, still others through watching videos, and so on.

The use of multimedia tools in foreign language classes makes it possible to implement a student-centered approach, promotes individualization and differentiation of learning, i.e., activates the activity of students, increases interest in the subject and makes it possible to organize independent work of each student, taking into account his age, psychological characteristics and level language proficiency. "By working with multimedia tools, students can

influence their own learning process, adjusting it to their individual abilities and preferences. They study exactly the material that interests them, repeat the study as many times as they need, which contributes to a more correct perception.

One of the main advantages of using multimedia tools is that they allow you to organize a variety of learning activities for students, providing various ways to expand vocabulary and get acquainted with new patterns of statements, improve the memorability of the studied language structures and the relationship between these structures, and train certain skills and abilities.

The use of audio and video materials in the classroom (songs, educational films with various thematic orientations, news programs, TV shows, commercials, etc.) also contributes to the diversity of students' learning activities and allows you to artificially create a language environment, immerse students in the realities of another reality. countries and, thus, to form not only linguistic, but also socio-cultural competence. Multimedia technologies make it possible to make the student not only a contemplator of the finished educational material, but also a participant in its creation, transformation, and operational use.

A significant role in the process of modernization of education is played by various Internet resources. Firstly, these resources implement the principle of authenticity, which is important in the modern methodology of teaching a foreign language. The use of unadapted texts from foreign newspapers and magazines, various websites and other sources allows you to study the language in its modern functioning. Chats, various types of Internet telephony (Skype), "instant messaging" programs (ICQ, QiP), "social diaries" (LiveJoumal) and "social networks" (Facebook), as well as video conferencing provide ample opportunities for effective language acquisition. These means of communication allow for "live" communication with native speakers in the situation "here and now". It also contributes to the immersion of students in the natural language environment without additional material and time costs and the formation of communicative competence.

It is important to note that Internet resources help to make the process of learning a foreign language more exciting, as they provide an opportunity for teachers to vary the ways of presenting information and make learning practically oriented. Moreover, due to the fact that Internet technologies are one of the most important sources of information in modern society, when they are included in training, students acquire the necessary skills to use Internet resources.

The introduction of computer technologies in the educational process helps not only students to improve, but also teachers, because it provides an opportunity to exchange methodological experience with foreign colleagues.

The computer is the most important information technology. The computer has a number of advantages: it combines audio-video information, textual information, the ability to record one's own voice and further self-correct pronunciation. Computer technologies can be used at all stages of learning: when presenting new material, consolidating, repeating, controlling knowledge, skills, and extracurricular activities. The use of a computer allows you to make the lesson attractive, informative for students and truly modern. This contributes to the formation of cognitive activity of schoolchildren and, accordingly, to improving the quality of knowledge. As a learning tool, a computer is able to realize all the advantages of technical learning tools (TUT). At the same time, the use of computers in the learning process is regulated by the requirements

for technical devices and must comply with certain principles. In computer linguodidactics, the following principles of using TSO are considered relevant:

- Conditionality;

- Need;

- in formativeness;

- Reliability.

Computer Features:

1. Primary:

- Informative - the main advantage of a computer is the ability to store and process large amounts of information, so the PC is widely used in the process of teaching languages as an information system;

- training - the use of a computer for training in order to form strong skills has remained until recently the main area for the introduction of computer technology in the educational process in a foreign language. There are even some advantages of a personal computer compared to a teacher in the process of training and consolidating educational material: an unlimited amount of time, complete impartiality, objectivity and unlimited patience;

- controlling and correcting - the use of a personal computer for the current and final control of the results of educational activities gives the following advantages: the implementation of differentiated and individual approaches in the conditions of frontal control; implementation of strong feedback; implementation of the requirement of maximum objectivity of control; reduction of time spent on control; the release of the teacher from the laborious work of processing the results of control.

2. Minor:

- Communicative - it is possible to communicate on foreign chats;

- organizational and stimulating - at present, the computer attracts with its novelty and in itself is a stimulating factor; These advantages have contributed to the widespread use of control programs and the inclusion of control modules in most computer training programs, which provide for the automatic execution of the following operations:

1) Acceptance and recognition of the student's answer;

2) Analysis and determination of the correctness of the answer;

3) Remembering the result and / or reporting it to the student.

In relation to the student, the computer can perform numerous functions, acting as:

- Teacher;

- An expert;

- Business partner;

- Activity tool;

- Trainee.

Students can use the PC in accordance with their individual needs at various stages of work and in various capacities.

Due to the possibilities of implementing the functions of a teacher, a computer is often used in the process of independent and homework of students, in the course of autonomous language learning, in order to fill knowledge gaps for lagging students. In this situation, training and teaching computer programs are used, specially created for educational purposes. When working independently with computer training programs (CEP), the student can:

- receive a training task;

- Request additional information necessary for its implementation;

- understand how to complete the task;

- enter the answer;

- get an analysis and evaluation of the answer.

One can even note a number of advantages of using a PC for self-study of educational material in comparison with classroom lessons with a teacher:

- Unlimited time of work, determined by the needs of the student;

- Free mode of work (selection of work time, determination of pauses in work and the rate of assimilation of the material);

- exclusion of the influence of subjective factors in the work (no bias towards any of the students, evaluation of the answer on the basis of clear criteria without comparison with the results of the work of other students, unlimited patience, non-disclosure of work shortcomings).

Many students prefer to use a computer in the process of performing "large" tasks (writing an essay, term paper, abstract) associated with writing large texts. In this situation, the computer is used as an activity partner and at the same time an information and technical support tool **[8, 9].**

Using computers, students:

- enter new textual information using the keyboard or use already prepared materials by scanning them or entering them into new files from diskettes;

- get access to extensive information in native and foreign languages, thanks to reference and information systems and networks, using machine translation systems if necessary;

- draw up, edit and improve written works with the help of programs such as "text editor", spellers and document templates;

- Work with interactive text generation programs and automatic text processing systems (abstracting abstracts, etc.);

- systematize and supplement textual information with tables, graphs, diagrams and drawings.

As practice shows, of all existing teaching aids, the computer best "fits" into the structure of the educational process, most fully satisfies didactic requirements and brings the process of teaching foreign languages as close as possible to real conditions.

Let's consider the main types of linguodidactic tasks that can be solved with the help of a computer, that is, the linguo-methodological possibilities of using computer learning tools in mastering aspects of the language, developing skills and abilities in various types of speech activity.

When teaching phonetics using computer learning tools, the pronunciation visualization method is often used.

When teaching grammar:

a) The formation of receptive grammatical reading and listening skills;

b) The formation of productive grammatical skills, mainly written speech;

c) Control of the level of formation of grammatical skills on the basis of test programs;

d) Provision of reference and information support.

When teaching vocabulary:

a) Formation of receptive lexical skills of reading and listening;

b) The formation of productive lexical skills, mainly written speech;

c) Control of the level of formation of lexical skills on the basis of test and game computer programs using visual clarity;

d) Expansion of passive and potential vocabularies of trainees;

e) Provision of reference and information support (automatic dictionaries, programs for selecting synonyms and antonyms).

When learning to read:

a) The formation of skills for establishing sound-letter correspondences;

b) Teaching the technique of reading aloud;

c) improving the skills of reading technique through the use of such techniques as varying the field of perception and the tempo of presentation, changing the location of the text, etc.;

d) Consolidation of receptive lexical and grammatical reading skills;

e) Mastering the skills of extracting semantic information of various types from the text (basic, secondary, clarifying, etc.);

f) Training in various types of text analysis;

g) The formation of the ability to independently overcome language difficulties;

h) Provision of reference and information support by providing linguistic or extralinguistic information (through the use of automatic dictionaries, electronic encyclopedias);

i) Control of the correctness and depth of understanding of the read text.

When learning to listen:

a) The formation of phonetic listening skills;

b) Control of the correct understanding of the listened text.

When learning to speak:

a) The formation of phonetic speaking skills;

b) Organization of communication in pairs and small groups using role-playing simulation programs.

When learning to translate:

a) The formation of lexical and grammatical skills of translation;

b) Control of the correctness of the translation;

c) Mastering the ability to edit translation texts using text editors and machine translation systems;

d) Provision of reference and information support (use of automatic dictionaries, glossaries, systems for selecting antonyms and synonyms) **.**

It should be taken into account that the introduction of information technologies in the process of teaching a foreign language culture will be successful only if the level of information culture of the teacher himself meets modern requirements. Only by mastering informatics as a science can the whole approach to the organization of the process of education and upbringing be changed.

Next, it was necessary to help the trainees understand that the word "computer" is associated not only with the word "game". Explanation of the whole variety of computer capabilities in the study of foreign languages, the formation of an "educational vector" of its use contributes to an increase in cognitive activity and, accordingly, the quality of students' knowledge. Thanks to the use of information technology, the information content of the studied material increases, which increases interest in the subject "foreign language". It becomes important to strengthen the feedback in the "student-teacher" system, which makes it possible to timely evaluate and correct the effectiveness of the learning and upbringing process **[7].**

It should be noted that the use of information technology has a positive effect only when combined with traditional teaching methods and techniques.

Note that the key figure in the process of introducing information technologies into the educational process is the teacher, who must have the necessary qualifications.

One of the advantages of using multimedia tools is also the fact that they contribute to the optimization of the system of control and self-control, thereby facilitating the work of the teacher, as well as developing the independence of students. Thanks to the use of computer tests, students get the opportunity to independently control the degree of assimilation of the studied material and, if necessary, repeat it.

Integrating multimedia tools into the educational process helps to save materials by the teacher and educational institutions. With the advent of computerized classrooms, multimedia aids, interactive whiteboards and other multimedia tools, the need for printed publications and additional handouts is decreasing.

It should be mentioned that the introduction of multimedia technologies into the educational process can be both positive (to contribute to the effectiveness of learning) and negative (in case of incorrect or inappropriate use of multimedia tools). It is obvious that the solution of the problems of appropriate and justified informatization of education should be carried out in a complex manner. There are two possible directions for the introduction of multimedia in the educational process. The first of them is due to the fact that "such means are included in the educational process as "supporting" means within the framework of traditional methods of the education system". In this case, multimedia resources act as a means of intensifying the educational process, individualizing learning and partially automating the work of teachers related to taking into account, measuring and evaluating students' knowledge.

The introduction of multimedia resources in the framework of the second direction "leads to a change in the content of education, a revision of the methods and forms of organization of the educational process, the construction of holistic courses based on the use of content content of resources in individual academic disciplines". Knowledge, skills and abilities in this case are considered not as a goal, but as a means of developing the student's personality. The use of multimedia technologies will be justified if full-scale training without their use is impossible or difficult.

When using multimedia tools in the methodology of teaching a foreign language, it seems appropriate to introduce them as "supporting", and not as the main ones, since the specificity of teaching a foreign language implies the key role of a teacher who not only manages the learning process, but is also its direct participant.

It is important to emphasize that the excessive use of information technology can lead to some negative results. For example, as a result of the widespread use of multimedia, social contacts are curtailed, social interaction and communication are reduced. Communication through various communicators (Skype, Facebook) is effective, but it cannot completely replace "live" communication.

The role of multimedia means when using interactive textbooks seems to be ambiguous. Feedback in this case does not go beyond the "true-false" parameter. The interactive factor, the factor of surprise, non-standard answer, curtailment of meaning is completely excluded, which once again emphasizes the need for a teacher to participate in teaching a foreign language.

Another disadvantage of the overuse of information technology is the fact that if the student is presented with different types of information at the same time, he is distracted from some types of information in order to follow others, missing important information. Complex ways of presenting information distract students from the material being studied, which again reminds them of the need to clearly understand and be able to determine how deeply multimedia tools should be integrated into the learning process.

It should be noted that the transition to the use of multimedia tools is also associated with other kinds of difficulties: the insufficient degree of technical equipment in many educational institutions does not allow full use of the opportunities provided by information technologies. Insufficient staffing of classrooms hinders the actual use of multimedia in teaching.

In addition, any activity involving the use of technology is not without disruptions, which can lead to interruption of classes and force teachers to use additional materials.

Due to the differentiated approach to teaching, the inability to work according to a single program and the variety of multimedia tools, more time is also spent on the selection and adaptation of materials in the preparation of the lesson. In this regard, teachers need to independently model training courses.

However, at the moment, not all teachers are ready to modernize the educational process with the help of multimedia tools due to insufficient awareness in the field of computer technology. Thus, there is a need to train qualified specialists, to conduct various advanced training courses, in which teachers will not only be introduced to technical means, but will also be taught how to create multimedia courses and use them methodically in the educational process.

It should also be emphasized that a methodological note should be drawn up for each multimedia program, which indicates what audience the program is designed for, the types of skills that are developed with its help, what educational material it is based on, how many hours it is designed for, the place of this programs in the educational process, etc., that is, "the program must have a scenario for use in order to be able to use it by other teachers" **[8].**

In conclusion, we note that the process of teaching a foreign language is a complex, constantly evolving system. Therefore, teachers need to use in their work the opportunities that appear in the modern world. Today they are multimedia tools. They are effective educational technologies due to their inherent qualities of interactivity, flexibility and integration of various types of educational information, as well as the ability to take into account the individual characteristics of students and help increase their motivation.

The use of multimedia technologies makes it possible to form and develop reading skills, directly using the materials of the network of varying degrees of complexity (educational and authentic materials); to form and develop listening skills based on authentic audio texts on the Internet; to improve the skills of monologue and dialogic utterance on the basis of a problematic discussion of the materials presented by the teacher or one of the students of the network, as well as to improve the skills of dialogic speech through the use of various oral communicators; improve writing skills by compiling answers to correspondence partners; replenish the vocabulary with the vocabulary of a modern foreign language, reflecting a certain stage in the development of the culture of the people, the social and political structure of society, using authentic texts from the country of the language being studied; receive cultural knowledge, including speech etiquette, features of the speech behavior of various peoples in the conditions of communication, features of the culture, traditions of the country of the language being studied.

Working with a computer contributes to an increase in interest in learning, makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, and encourage correct decisions. 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, since the student is given the opportunity to use various reference books and dictionaries. Working on a computer, students get the opportunity to complete the solution of the problem, relying on the necessary help. However, it must be remembered that computer technologies do not determine the content of education - they are only an effective means of teaching a foreign language. The use of information technologies should be motivated by their necessity, and not be a tribute to fashion.

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