
THE USE OF MULTIMEDIA TOOLS IN RUSSIAN LANGUAGE LESSONS

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Annotation

This article provides special attention to the study of foreign languages in our country, information on the use of multimedia tools in Russian language lessons.

Keywords: multimedia, computer, program, foreign language, disk, colon, Electronic Library

In accordance with the resolution of the president of the Republic of Uzbekistan No. 5117 of May 19, 2021 “on measures to bring the activities of popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level”, as well as in order to effectively implement organizational measures to popularize the study of foreign languages, the decision of the

By introducing advanced methods of teaching using modern pedagogical and information and communication technologies, it is necessary to radically improve the system of teaching the growing younger generation to foreign languages, training specialists who can freely speak the same languages, and at the basis of this, conditions and opportunities are created for their achievements of world civilization and wide use of World

Currently, in educational institutions, work is underway on such pressing problems as the creation of the scientific foundations of new pedagogical technologies, their classification, the establishment of methodological significance. New pedagogical technologies are understood as computerization of education along with traditional and non-traditional methods. In this sense, the increasingly formed Computer-Information Culture creates new relationships in the delivery and reception of information, characterizes a new type of thinking. In this, a person enters into an inter-Ozar dialogue with the inofrmatsion universe. The combination of telecommunication (telephone, television, radio) networks with computer networks forms a single World Information Space-multimedia. The most important part of this space is the internet network especially its hyper-media services (World-Vide Web), hypermediapochta, videoconferences.

Multimedia ("kup means mediocrity") - modern information technology is divided and means a complex concept. Multimedia performs the functions of collecting, storing, processing and transmitting information using various types of information-text, table, graphics, speech, animatsia, multiplicity), video image, music. Multimedia” man-computer ” is a new, improved Pogon of interactive (diologig) communication, in which the user receives very extensive and comprehensive information. Multimedia tools are used in areas such as humiliation, education and advertising.

The enslavement of multimedia tools in the educational process is of great importance from a pedagogical and psychological point of view. The material provided in it is deeply disconnected, the possibility of saving time is achieved, the information received is stored in a person's memory for a long time, the participation of younger school-age students as passive listeners is reduced, multimedia programs are introduced aimed at improving research and cognitive activity, artistry is introduced into the educational process. In other words, multimedia fulfils motives of education, such as emotional-aesthetic exposure, goal aspiration, research. It is known that the educational person remembers only one part of the cake of the topic he heard for the first time, and only one third of kurgan's materials; he keeps in mind fifty percent of the information both when he dries and hears it. And when using interactive multimedia technologies, this indicator is 75%.

Therefore, it is necessary to strive to create multimedia theory in particular multimedia pedagogy, which takes into account the psychophysiological and aesthetic qualities of receiving, understanding a large amount of information and nurturing an active and responsible attitude towards reality.

To handle multimedia, the following technical means are needed: a computer, an SD ROM device that authenticates laser discs, a SI-sound map, an AS active column, an SD CD in most modern computers, some of the above devices are placed inside the computer. The enslavement of multimedia tools in the educational process is of great importance from a pedagogical and psychological point of view. The material provided in it is deeply disconnected, the possibility of saving time is achieved, the information received is stored in a person's memory for a long time, the participation of younger school-age students as passive listeners is reduced, multimedia programs are introduced aimed at improving research and cognitive activity, artistry is introduced into the educational process. In other words, multimedia fulfils motives of education, such as emotional-aesthetic exposure, goal aspiration, research. It is known that the educational person remembers only one part of the cake of the topic he heard for the first time, and only one third of kurgan's materials; he keeps in mind fifty percent of the information both when he dries and hears it. And when using interactive multimedia technologies, this indicator is 75%. Therefore, it is necessary to strive to create multimedia theory in particular multimedia pedagogy, which takes into account the psychophysiological and aesthetic qualities of receiving, understanding a large amount of information and nurturing an active and responsible attitude towards wakefulness.

To handle multimedia, the following technical means are needed: a computer, an SD ROM device that authenticates laser discs, a SI-sound map, an AS active column, an SD CD in most modern computers, some of the above devices are placed inside the computer. In the process of education, the authenticator should be closely assisted by a specialist who is currently responsible for the maintenance of multimedia. Programs have been developed by software developers that help you quickly and easily beat Russian and foreign languages.

In general, there are the following ways to use computer technologies in the educational system:

1. Multimedia textbook.
2. Methodological recommendations that provide a set of tasks to strengthen knowledge and skills.
3. A test program designed to check to what extent theoretical knowledge on the topics being addressed is being reconciled by beginner class students.
4. Electronic virtual Library;
5. Each student of the usun program for the preparation and printing of practical assignments;
6. The system of teaching in the distance style, that is, in the distance distance between the teacher and the student.
7. Multimedia computers connected to the Internet network.

In conclusion, the methodology for organizing the process of authenticating on the basis of multimedia tools is fundamentally different from the traditional authenticating method. When organizing classes through Multimedia tools, we will have the opportunity to present authentic materials in the form of images, to evaluate the process of identification in the differential and individual case, to connect feedback, to control and correct the interaction in the process of disconnecting authentic material.

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