



THEORETICAL BASICS OF USING MULTIMEDIA IN THE FORMATION OF STUDENTS' ORAL AND WRITTEN SPEECH IN MOTHER LANGUAGE CLASSES

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Article history:	Abstract:
Received: 26 th June 2023 Accepted: 24 th July 2023 Published: 27 th August 2023	The article discusses the theoretical basis for the use of multimedia vocabulary in the formation of oral and written speech in students in native language classes, its specific advantages. In addition, the use of different texts in native language classes and the role of the text in the formation of the student's speech culture were discussed

Keywords: multimedia, text, slide, communicative and creative thinking, educational process, modern approach, types of speech.

If students' vocabulary is developed at a high level, they can describe the world surrounding humanity and natural phenomena in a beautiful way using artistic image tools. The main task of the mother tongue teacher is not only to teach the educational material, but also to pay attention to the development of communicative and creative thinking potential, and not to avoid the focus of attention. In the course of his training, the teacher should explain to the students that it is necessary to have a wide vocabulary in order to observe the culture of behavior in various situations, to develop the ability to use the power of words, to develop the qualities of sweetness, humanity, a conscious approach to life, and initiative.

If the native language teacher enriches the information he wants to convey to the students with various multimedia tools in order to achieve his goal, the guarantee of achieving the above-mentioned educational goal will increase again. , the student's competence about the subject will be further formed, and we will definitely achieve the goal we set before the training.

According to A.N. Leontev, four tasks of demonstration play an important role in the teaching process:

- 1) introduction to local history materials;
- 2) explaining things, actions and events by means of visual aids;
- 3) description of problematic situations;
- 4) teaching sentences using visual aids.

Agreeing with the opinion of the scientist, it can be said that visualization is a necessary opportunity to improve the learning goal and students' knowledge. If we deliver it on the basis of multimedia tools, we will fully realize the main goal of mother tongue lessons, that is, the main goal of developing students' speaking competences. Explaining the grammatical rules that need to be learned on the topic with the help of visual aids develops

the ability to independently use the norms of the literary language in speech activities while mastering the educational materials related to science. Especially, if we use multimedia resources correctly and effectively during the explanation of the topics, the qualification requirements for teaching the subject to the students will be fully achieved.

The task of the subject of the mother tongue is to teach students to be able to express what they see and know in a logical sequence orally and in writing in a literate, pleasant and effective way. Teaching each of the features of speech separately teaches the student to use the communicative qualities that ensure the culture of speech in his oral and written speech and allows him to create an impressive speech. At the same time, in order for students to fully learn the topics in the native language classes, to increase their interest in the lesson, to learn how to choose words suitable for the text topic, using innovative technologies and multimedia tools, organizing the lesson and using proverbs, quick sayings, riddles, myths and legends, proverbs, Reading stories full of motivational life events is useful and effective. If we convey the information we want to convey to the students in the form of slides rich in various animations, firstly, the lesson process will not be boring for the student; secondly, if we explain it to the students in different forms of pictures, illustrations and slide shows, it will be easier for us to create practical skills in the students regarding this topic.

In our mother tongue classes, we often use a variety of texts to develop students' skills. With this, we set the main goal of forming students' oral and written speech, but we do not always achieve the intended goal. If we present our selected texts to students in small groups with the help of projectors, we will, first of all, involve all students in the lesson process and among them work



as a team, listen to each other's opinions, teach them to be competitive, and at the same time, the correct formation of their speaking skills. We will also create the ground for it.

Properly selected multimedia tools in the course of the lesson are of great importance to the educational and educational goal that we have set before us, that is, the strengthening of students' theoretical knowledge, the significant enrichment of their vocabulary, and the formation of the ability to compose oral and written texts.

It is important to note that some more complex topics in any subject require a certain amount of time for students to fully master, in this process, if we explain the topic in various audio or video formats, in the form of various diagrams on the slides, we have effectively used the time allocated for the topic and in a relatively shorter period of time. In particular, we would have achieved the formation of skills in the student faster.

Professor N. Mahmudov: "The power of speech, the ability to convey relevant information to the listener in a complete and convenient, "contagious" way depends on vocabulary, which is one of the important communicative qualities. Rich or poor speech is determined by the extent to which different elements of the language are used (word meanings, intonation, syntactic structures, phrases, etc.). For this purpose, the speaker should have a rich and active stock of language tools. In fact, if we write the lesson processes on the board without any multimedia tools and continue to explain it only verbally, we will only form the student as an active listener during the specified time. We create conditions for all students to express their thoughts orally or in writing, and this in itself leads to the correct formation of students' speech culture, their vocabulary is rich, and, of course, we form students as free-thinking individuals who can express their opinions without shame. Working with students in such an interactive situation during the lesson helps to develop their speaking skills.

The term interactive is actually derived from the English word "interactive", which means "to interact". It is assumed that the teacher and students develop their speech in cooperation and harmony. Imagine the implementation of such a process without multimedia tools, of course.

In the opinion of I.M. Podgaeskaya, "Non-standard tasks are often expressed through problem situations, that is, situations that create difficulties in which students need to creatively search for a solution"

We all know that the research situation makes students interested in learning and encourages them to

independently choose creatively how to complete the task, of course.

The conclusion from the opinions of scientists is that if the exercises and assignments arouse interest in learning the subject of the subject of study, the volume of knowledge expands and increases based on the interest. The training will not be boring, creative and logical thinking, creativity will develop more. This requires a creative approach to the lesson from the teacher, the use of innovative methods and methods, and effective use of multimedia tools.

In the system of language education, it is desirable to develop students' speech competences, to develop speech skills, to develop and improve their oral and written speech. In this case, we will achieve the complete solution of the goal we set ourselves to organize topics aimed at the development of speech competences on the basis of modern educational technologies, interactive methods, didactic games. Criteria such as "fundamental improvement of teaching by means of innovative pedagogical technologies" are defined as an urgent task in the UN Agreement on Education, Science and Culture.

Today, understanding the need to reform the educational system in all types of education, in practice requires educational institutions to be based on innovative approaches. This situation is very relevant today, because these innovative approaches will strengthen the scope of knowledge of the future generations and fulfill the goals of the pedagogic team in terms of providing modern knowledge. These innovative approaches are directly related to aspiring teachers, because the use of innovative approaches in educational institutions, that is, the organization of lessons in line with the times, leads to the emergence of competition among students, increases the quality and efficiency of education. This process has a positive effect on self-growth and development.

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