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THE USAGE OF INTERACTIVE AND MULTIMEDIA TECHNOLOGIES IN ENGLISH LESSONS IN PRIMARY GRADES

Rustamov Ilkhom Tursunovich

Associate Professor,

Tashkent State Transport University

Annotation:

This article is devoted to the topic of using ICT technologies in English lessons in elementary classes. This research paper highlights the main tasks of interactive learning, and also considers the use of interactive techniques in various teaching materials. Emphasis is placed on the project method. In addition, the article focuses on the use of multimedia and interactive technologies, their main functions, didactic tasks are revealed. The author paid special attention to interactive language teaching, its specifics, functions, efficiencies with using on the information communication technologies in the primary classes.

Keywords: to increase receptive and productive skills, primary grade, teacher, computer games, educational computer games, modern interactive and multimedia technologies, education efficiency.

Rapid implementation of information processes in various spheres of life requires the development of a new models of the education system based on modern formation technologies, the use of ICT in general teaching have significantly changed the approaches to the development of teaching materials in foreign language. Interactive training based on computer training programs allows to more fully implement a whole range of methodological, didactic, pedagogical mental and psychological principles that make the process learning more interesting and creative, as well as teaching the individual characteristics of each student are reduced.

Practical use of ICT and Internet resources suggests a new type of cognitive activity in teaching, the result of which is the discovery of new knowledge, the development of cognitive independence of participation, the formation of skills to independently extract knowledge and navigate the flow of information [1].

Interactive learning simultaneously solves many tasks:

-develops communication skills and abilities that can establish emotional contacts;



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- solves an information problem;
- develops general educational skills and abilities;
- provides a solution to educational problems;
- teaches to work in a team, to listen to someone else's opinion [2].

Interactive learning partly solves another essential task. It's about relaxation, taking off nervous load, switching attention, changing forms activities, etc. Interactive techniques have long and firmly entered our work and presented through brainstorming, games, discussions, projects, research. They are included in all teaching materials and are their integral part, therefore in this article we will also talk about how they represent lens in the textbooks we use and how you can diversify their use with various Internet resources. Let's start with the project method. It is always oriented for independent activity of students - individual, pair, group, which the students fill up within a certain period of time.

The usage of ICT in teaching foreign languages to primary school children from 7 to 10 years old has its own specifics. Depending on the goals and the chosen strategy for their implementation, the using various ICT tools is divided into:

- training videos;
- computer programs;
- multimedia programs;
- Internet (network, educational games, Skype).

Studying language of primary school children should be amazing. Especially, hearing, listening skill is shaped with using ICT. During the mini lessons, the interaction between the teacher and the child is as follows: “teacher-computer-child”. In the scientific literature there are several classifications of computer games. Traditionally, all forming listening games are divided into educational, developmental and entertaining. J. Margolis suggests highlighting fixing (drill-and-practice), mentoring (tutorial), simulation with pedagogical modeling [4]. V.V. Gramolin classifies imitative and winning listening games based on motivational participation in the game [3]. According to Internet resources, educational games for forming listening comprehension in English for primary schoolers into interactive, network (flash games) and motivating. All of these games perform the main function that mastering English in a fun, playful way. Also, these games help to form, increase listening skill of children, motivate them to learn the language. Interactive games are usually multilevel. They develop children abilities and help them to study English



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with using interesting tasks [1]. Network games are focused on mastering or consolidation of certain lexical and grammatical material within one flash games.

The research method is now largely in depending on Internet resources: electronic encyclopedias, dictionaries, blogs, etc. help students to enrich, add useful information to knowledge. In the classroom more often everything is used in tasks requiring knowledge in other areas other than a foreign language, for example, in tests or quizzes, as well as a tool in the project work bot in high school. Although the leading activity at school age is studies progress, play remains an effective tool in achieving pedagogical goals. What is the active use the authors-creators of textbooks in English language. Also, many sites offer gaming exercises, for example, the well-known British council and FunEnglishGames.com. For the convenience of teachers, everything games are divided into spelling, writing, reading, grammar and word games.

The methodology distinguishes between the terms “method” and “methodical approach”, which is considered broader than a single method: a communicative approach can be used with different methods. For example, “the audiolingual method is quite consistent with the communicative-cognitive approach, since its the task is to form communication skills - speaking, listening, reading and writing” [5]. And the cognitive component of the communicative-cognitive approach is the knowledge of the culture of the country of the target language. Methods - a set of methods of cognitive activity, they have many various classifications and expressions in the process of teaching a foreign language. They are modified according to the requirements of the time.

In the education system, it is customary to distinguish between traditional and alternative teaching methods. The active implementation of ICT in the educational process, there was such a method-method for the implementation of educational activities, as it is presented. This method presentation of information is distinguished by the creative activity of students, independent search for information, motivation to tell about the subject of your message, as well as the fact that this method includes two directions - foreign language and computer science [4]. It is important to note that the presentation knowledge is a process, and a presentation made in the Power Point are teaching aids that are considered collectively.

On the last site that is advised the section "Debate game for kids", it will be useful for checking discussions. Choosing a topic, read opponent's phrase, choose one of the suggested phrases answer and press "Vote". Transforming practice this exercise



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and discussing all possible options. Choice of answers, collectively choosing the best one. Discussions are often found in the textbooks themselves, as they do possible to use elements of pedagogy of cooperation on the type "teaching - learning" and "teaching hopeful - learner", which erases the opposites between teacher and student positions and the outlook of the participants in the educational process became a common property.

"Brainstorming" is aimed at generating ideas for solving a problem, based on the process joint permission set in the course of the bathroom discussion of problematic tasks. Moreover, all ideas and suggestions made by group members, should be fixed on a board (or a large sheet of paper magicians) so that they can then be analyzed and generalize. Brainstorming the web can help many services, for example, Google docs. Google Docs is a free online office that uses the use of which has many advantages, for example, real-time collaboration [3]. Teacher can use Google to exchange material and, most importantly, in real time several people can edit at the same time various types of files - documents, electronic tables, faces, presentations and more. This is where taking all the ideas of the guys in text or graphic form-mate. The application of multimedia technologies in primary school is also relevant. The main functions of multimedia technology are [8]:

- providing the educational process with new educational materials that allow more attention to be paid attention, lead the creative activity of students;
- development of the cognitive activity of students;
- increasing the intensity of the educational process, activization of the thinking process of students;
- removal of the student's fear of giving the wrong answer;
- the development of the teacher himself [4].

With the help of multimedia, it is possible to solve a number of didactic tasks:

- Build reading skills and abilities using materials of the global network;
- to improve the skills of writing;
- to replenish the vocabulary of schoolchildren;
- practice pronunciation;
- to train students in the correct use grammatical structures [5].

It is advisable to use multimedia technologies at different stages of training:

- when introducing a new theme to create vivid images but associative links that contribute to better natural assimilation of program material;



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- when completing work on a specific topic, when students have already mastered some section of the educational material and can enjoy the application their knowledge when performing computer exercises;
- under control, with small verification works of students can be prepared by the same students for each other [6].

We also note the criteria for choosing effective multimedia:

- age-appropriate students;
- orientation towards conformity to learning objectives;
- orientation to the required topic.

The use of multimedia technology help to form motivation for learning communication in English lessons, develop communication, cognitive skills. Multimedia hardware, along with bases data, made it possible to create and use in the educational program process computer simulations, micro worlds and on their basis didactic and educational games that cause a special interest in children. Educational computer programs are created by the authors of all teaching materials in the English language, contribute to the formation of listening and reading skills, facilitate memorization and development of new vocabulary, give versatility and flexibility. Calculation program for collective and individual work in the classroom, using a multimedia projector, interactive boards or personal computers, and may also be used for independent work of students at home.

An interactive whiteboard is a touch screen that supports connect to a computer, the image from which transmits a projector to the board. Together they are interactive complex [6]. Each interactive whiteboard has a variety of functions, with the help of them teacher can work productively with any objects on the board: move, group, hide behind a curtain, do screen capture, video recording lesson and much more. SMART Notebook software is the most popular program for creating and delivering lessons on interactive whiteboards.

The main advantages of the software: The SMART Notebook software environment allows to [7]:

1. how to create new interactive animated lessons;
2. combine all previously created training materials in all common programs such as Word, Excel, PowerPoint;
3. include this environment available digital educational resources from any sources: internet, flash animations and video files.



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In conclusion, ICT, computer learning games are current trends in modern pedagogy for forming English listening comprehension of preschool children. Furthermore, there are a number of advantages, including educational and developmental games in the process of studying a foreign language: mastering a computer, intensification of the educational process, an interesting form of material presentation, visual images along with audio and video supports, interactive tasks. The introduction of information and communication and multimedia technologies contributes to the achievement of the main goal of modernization of education - improving the quality of education, increasing accessibility of education, ensuring harmonious development of a personality oriented in information space, attaching to information and communication, the technical capabilities.

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