

**CHET TILI DARSLARIDA MULTIMEDIADAN FOYDALISH ORQALI
DARS JARAYONINI YANADA TAKOMILLASHTIRISH BILAN BIR
QATORDA MEDIAKOMPETENTLIKKA E'TIBOR QARATISHDAGI
AYRIM KAMCHILIKLAR**

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Annotatsiya:

Ushbu maqola mediakompetentlikni rivojlantirish orqali talabalarga chet tili hususan Ingliz tilini boshlang'ich sinflarda tadbiq etishga bag'ishlanadi. Shuningdek mediata'limni qanday olib borish , ulardan samarali foydalanish usullariga alohida to'xtalib o'tiladi.

Kalit so'zlar: boshlang'ich sinflar, mediakompetentlik didaktik ta'lim animatsiyalar, interfaol, component, raqamli, samara, dars jarayoni.

**SOME DISADVANTAGES IN FOCUSING ON MEDIACOMPETENCY ,IN
ADDITION TO FURTHER IMPROVING THE COURSE PROCESS BY
USING MULTIMEDIA IN FOREIGN LANGUAGE LESSONS.**

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Annotation:

This article is devoted to the application of a foreign language, especially English, to students in elementary grades through the development of media competence. It also focuses on how to conduct media education and how to use them effectively.



Key words and expressions:, components, tendency, media textbook, interactivity, didactic study, primary school, lesson process, animation

НЕКОТОРЫЕ НЕДОСТАТКИ СОСРЕДОТОЧЕНИЯ ВНИМАНИЯ НА МЕДИАКОМПЕТЕНТНОСТИ, А ТАКЖЕ НА ДАЛЬНЕЙШЕМ СОВЕРШЕНСТВОВАНИИ ПРОЦЕССА УРОКА ЗА СЧЕТ ИСПОЛЬЗОВАНИЯ МУЛЬТИМЕДИА НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА.

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Аннотация:

Данная статья посвящена применению иностранного языка, особенно английского, у учащихся младших классов посредством развития медиакомпетентности. В ней также уделяется внимание тому, как проводить медиаобразование и как его эффективно использовать.

Ключевые слова:, компетенция, электронных учебников, медиа в эффективность дидактика, интерактивный.

Introduction

The need to use multimedia training programs from the very beginning in the educational process is dictated by the introduction of a foreign language as a compulsory academic discipline in primary school and the shortage of textbooks and training programs that would correspond to the goals and objectives of this stage of education. By multimedia programs¹, we understand the multifunctional presentation and activation of material, the ability to work with information in various types of oral foreign language activities. Multimedia language teaching programs have wide methodological capabilities that allow solving various methodological tasks, using all kinds of linguistic and didactic techniques for

familiarization, training and control, without detracting from the role of the teacher, the organizer of the educational process.

Methods

Thus, the concept of a multimedia program it is multifaceted and multicomponent. On the one hand, as a source of knowledge, it represents the content of education, and reflects the main features of the types of speech activity to be mastered, on the other hand, it is an effective means of learning. It should also be noted that as a means of teaching, a multimedia program is a specific manual of a well-defined methodological form to a much greater extent than an ordinary book that promotes the assimilation of information by children of primary school age.

Results

Among other things, it is necessary to note the multifunctional nature of multimedia learning software as their main characteristic. In this sense, it should be considered as a purposeful tool for mastering activities, and as an "active" mandatory component of the educational process. In other words, multimedia learning software, facilitating the work of a teacher, allows you to operate with large amounts of educational information, organize, process this information, and provide quick access to any necessary part of it.¹ This, in turn, makes it possible to increase the accuracy and objectivity of the educational process, to adjust the teacher's work by choosing the most effective methods and techniques. Modern multimedia learning software, in terms of presentation of subject content, is very They are widely implemented in the teacher's demonstration function, which is manifested in the systematic use of various visual means of visualization, including static (photographs, drawings, diagrams, graphs, tables) and dynamic (video, animation) allowing you to present the educational situation in an accessible way, explain the way of action, exclude or minimize the use of your native language.

¹ Sh.Valiyeva "Ingliz tilini boshlang'ich sinflarda o'qitishda media ta'limni an'anaviy o'quv faniga integratsiya qilish" AQSH, Current research journal of pedagogics (issn –2767-3278) volume05 issue 10



Discussion

Working with multimedia programs in the classroom makes it possible not only to introduce new lexical material, but also to consolidate to form the sound image of the word, to form articulation skills, etc., but also to control the acquired knowledge, skills, skills. They were used in almost every lesson for 5-10 minutes in accordance with the requirements of the curriculum and sanitary standards. It is important to emphasize that the thematic language material of all multimedia programs was coordinated by us with the lesson plans to ensure simultaneity in working with sound, sound combinations and sound design of the word as a whole, for the assimilation of graphic images of words and other video images, etc. and, in general, the implementation of the principle of interactivity². Summing up, we emphasize that the use of multimedia programs by children of primary school age does not exclude traditional teaching methods at all, but allows you to harmoniously combine all types of work at the stages of familiarization, training, application, control, which naturally and justifiably increases the effectiveness of learning a foreign language and encourages students to further study it independently.

Conclusion

Uzbek pupils studying English revealed the following shortcomings: mistakes are corrected without explanation, there are not enough diverse, interesting types of work, it is better to master spoken language with a real, rather than a virtual teacher³. Other common uses of computer technology in English as a foreign language lessons are similar the fact that they are used in any subject areas. Teachers post their course program, necessary information resources, etc. on the Internet site. Teachers together with students conduct online forums, e-mail exchange (diaries, Q&A, homework), students make individual or group presentations at Power Point. With this approach to integrating multimedia into foreign language teaching, some goals

² Носирова, С. М. O'quvchi yoshlarning mediakompetentligini rivojlantirish muammosini yechish yo'llari / С. М. Носирова. — Текст : непосредственный // Молодой ученый. — 2019. — № 51 (289). — С. 513-515. — URL: <https://moluch.ru/archive/289/64890/> (дата обращения: 01.02.2024)

³Lasagabaster, D., Doiz, A., & Sierra, J. M. (Eds.). (2014). Motivation and foreign language learning: From theory to practice. 2003].



of media education are achieved related to the students' abilities to find, prepare, transmit and receive the required information, however, such important components of media literacy as the ability to interpret, analyze, "read" media messages, and the development of critical thinking remain unclaimed.

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