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DEVELOPMENT OF STUDENTS' SPEECH AND LINGUISTIC SKILLS THROUGH DIGITAL TECHNOLOGIES

Sanobar Kuldasheva
Senior Lecturer at Tashkent State University of Uzbek
Language and Literature named after Alisher Navoi, (PhD)

Abstract
The article discusses the effective use of multimedia tools in native language lessons, requirements for creating multimedia technologies and tasks, and their implementation. The opinions of scholars and methodologists are analyzed.

Keywords: Virtual world, cyber pedagogy, multimedia technology, animation, video, activity approach.

Introduction

In recent years, the concepts of "information explosion" and "virtual world" have appeared in speech activity. The concepts of cyberreading, cyberletter, cyberpronunciation, and cybercommunication are also being absorbed into it. Even the concept of cyberpedagogy has entered the science. These should be considered as factors that can have a positive impact on the processes we are accustomed to, such as seeing and hearing. Here, in addition to reading words accurately and correctly, writing beautifully and without errors, their ability to enter into colorful forms and forms is of particular importance. In this case, it is very clear that it is possible to influence the layers of meaning of sounds, words, word combinations, and sentences through expressive reading. As a result, the student's relevant skills and qualifications are implemented faster, more conveniently, and more enjoyable.

As A. Gartsov noted, each pedagogical era gives rise to its own generation of technologies[1]. Gradually, oral theoretical education began to be replaced by demonstrative education. “Later, it was found that demonstrative education was also not acceptable, and it was replaced by education based on an activity approach”[2]. The effectiveness of covering the sensory, emotional, attention, memory, imagination, thinking, speech, mental and spiritual processes of human activity with the help of multimedia tools, which are rapidly developing in the information age, has been recognized. When working with multimedia tools, the student directly observes the process, experiences it and draws his own conclusions. When comparing traditional lessons and multimedia lessons, the following advantages are noticeable: in traditional native language textbooks, the text of materials related to the topic and, in some places, a static image is provided; In multimedia lessons, there is the possibility of presenting the text of the material related to the topic, a voice or video explaining it, several pictures, diagrams, tables, animation, and music related to the topic. “While working with a textbook,

students develop the skills of independent reading, learning or recalling rules, and identifying and explaining grammatical phenomena based on exercise assignments, working with multimedia applications increases students' desire to learn, improves their relationships with peers, and enables them to independently master new topics and assess themselves"[3]. At the same time, the variety of multimedia tools interests students, encourages them to think, broadens their worldview, and connects knowledge, skills, and abilities. To create a perfect multimedia lesson project, a scientist, a science teacher, and a computer specialist must work together. In addition, the goals and requirements for creating electronic educational resources should not be overlooked. When creating multimedia technologies, it is necessary to take into account pedagogical, psychophysiological, and methodological requirements.

The pedagogical requirements are that the product created should comply with state educational standards and current curricula; psychophysiological requirements should be developed in a simple, clear, understandable and convenient way, taking into account the age, worldview and interests of the student; methodological requirements should be developed in a logical sequence, ensuring coherence, taking into account the complexity of the level of acquired knowledge using various methods. In addition, if it is harmonized with technical, aesthetic, didactic and other requirements, scientific, understandable, continuity and integrity are ensured, the topic is systematically covered, the interactivity of communication, the integrity of teaching, upbringing and development are taken into account, a positive result will be achieved in terms of compatibility of requirements and implementation.

Ignoring multimedia conditions when creating multimedia technologies for use in native language lessons can also lead to the failure of the prepared lesson from a didactic point of view. Unfortunately, many teachers do not pay attention to small details when using multimedia tools. To use a projector, it is not necessary to cover the classroom windows with curtains, but rather to place the projector or interactive whiteboard in an area where there is no light and pay special attention to the colors on it. If the classroom is not equipped for multimedia lessons, it is advisable to hold multimedia lessons in computer rooms.

An innovative approach based on these requirements serves as an effective factor in educating students with independent intelligence, along with gaining new experience, developing creative and critical thinking, and striving for the future. Another possibility is that multimedia developments are used in classroom lessons, in working with gifted students, in working with low-achieving students, in native language circles, as well as for independent work at home. It is only required that the teacher determine the speed of learning the educational material, the amount of material, the level of difficulty, and, most importantly, form the skills and culture of the student to appropriately use the necessary media. Scientists emphasize that a number of positive factors can be achieved through the use of multimedia technologies in education.

The selection and selection of practical tools for using multimedia in native language education, and the writing of multimedia scripts based on the purpose of the lesson are carried out directly on the initiative of subject teachers. Cooperation with programming specialists is established to turn their ideas into products. The technological process of creating multimedia technology is as follows: first, a script is written based on the idea. Individual information on the topic (presentations, text, tables, images, diagrams, charts, audio recordings) is prepared.

Everything is collected in one folder and technologically processed (animation movements, color, sound). A multimedia information set is created and stored (See Figure 1).

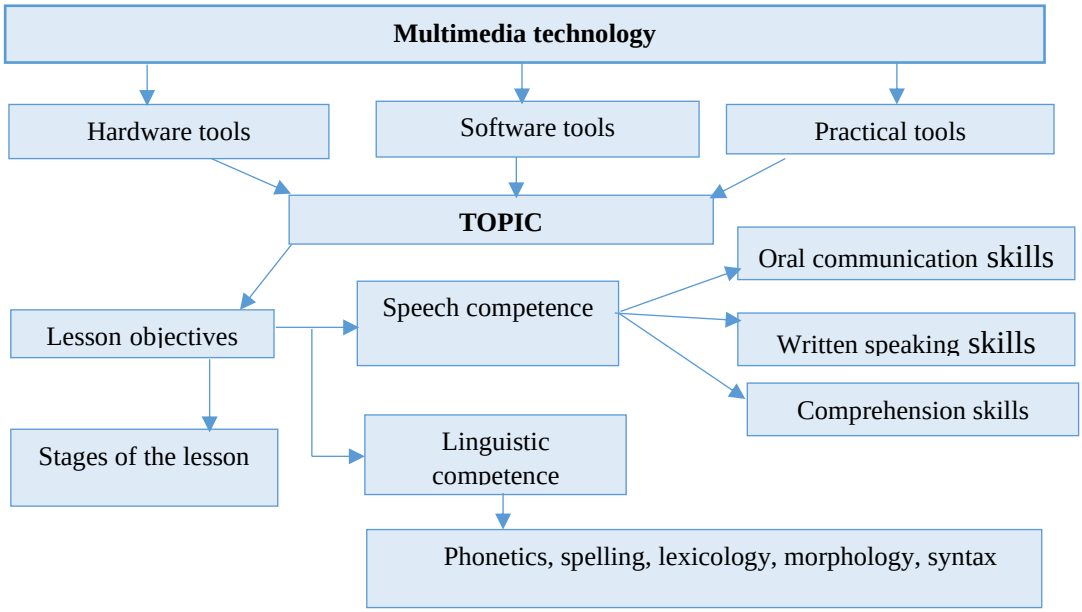

Figure 1. Multimedia technology

The issues of expanding the use of information technologies in mother tongue education are among the priorities of the state education system. However, most mother tongue teachers understand the use of computer capabilities only as using text editors and Power Point programs. In fact, there are a number of programs that serve to improve the quality of education, but mother tongue teachers are unaware of the advantages of such programs[3]. Typically, subject teachers implement such projects with computer programmers. Computer programmers may have sufficient knowledge and experience in the quality of the created product, but they cannot fully meet the methodological requirements. Therefore, modern mother tongue teachers must master not only their specialty, but also the skills to create software multimedia products.

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