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ROLE OF MULTIMEDIA IN RUSSIAN LESSONS IN PRIMARY SCHOOLS

In the context of globalization and integration, which have become essential elements of our socio-cultural and economic life, it is necessary to rethink the education system of each country, develop and use new teaching methods.

This mainly applies to language teaching, since the globalization of education and the development of international programs, grants and educational projects make the knowledge of any language a key factor for many students and exchange researchers in order to integrate into both local and international society.

Thus, teachers face the problem of how to effectively and efficiently teach students foreign languages. This article focuses on the role of multimedia in student learning, especially in formal and non-formal education. The article is based on the observations of teachers and researchers of multimedia in the practice of teaching languages.

Technology has so many possibilities because it makes teaching interesting and productive because it can engage language learners. Thanks to these technologies, the traditions of the process of teaching languages have changed dramatically. This article is not going to deny that the old ways of learning have their place in language learning, despite the presence of multimedia technologies. The main thing that teachers should do is combine these two ways together and create more effective teaching methods.

There are many opportunities for learners to gain confidence in learning foreign languages who learn more simply to the fullest. For them to continue learning languages and gain confidence, the world of multimedia technology is the most productive.

Here, multimedia technologies refer to computer interactive applications that use both hardware and software and allow people to exchange ideas and information. Multimedia technologies are considered as a combination of text, graphics, animation, video and sound. Computer-aided language learning offers many resources for learners who want to learn languages on their own.

Interaction with computers is "fundamentally social and natural". In addition, multimedia programs help students improve their pronunciation by listening to native speakers. They are encouraged to learn how to pronounce the words correctly. Besides, following the speech of native speakers and imitating their pronunciation helps them speak correctly and fluently. Also, using multimedia technologies, students can get more information related to the culture of the languages being studied than other textbooks or resources. With help, students not only improve their listening skills, but also learn the culture of the target language. Having abundant information with the help of multimedia technologies, students can gain knowledge about the culture of the language being studied. The ability to exchange information between students makes them actively participate in classroom activities, which helps students learn the language faster and more actively.

It is wrong to think that through multimedia programs students can only improve their speaking or listening skills, but at the same time they learn both grammar and vocabulary.

There are so many activities belonging to these aspects. Teaching grammar through multimedia claims to be more useful and progressive, since the use of structural models and some of the described actions of pictures is more recognizable and easier to understand than explaining or understanding the rules of grammar in its entirety. They engage students not only in learning grammar, but also in learning how to use what they already know.

The word multimedia has nothing to do with computer technology. English singer and songwriter Bob Goldstein first used it in 1966 when he arranged his new-fangled show. Later, this term began to refer to any entertainment product with various sound and video effects. But only in the 1990s this word was defined as follows: "multimedia is modern computer information technologies that allow combining text, sound, video in a computer system, as well as graphic image and animation. Multimedia includes a combination of text, audio, still images, animation, video, or interactive forms of content". Previously, a teacher-led lesson was called multimedia and included the teacher's story, tape recording, slide film, and any technical training. Today, a "multimedia" lesson is understood as a lesson using a multimedia textbook, computer or laptop, projector and webcam. In the theory of learning, even several modern areas of research have been singled out, in particular, the theory of multimedia learning. There was even an unofficial term "edutainment" – a new formation from the words "education" and "entertainment" used to connect education and entertainment, especially multimedia. Adaptation reflects the relationship between learning and entertainment, that is, the student focuses on the learning process, while having entertaining goals. The greatest impact on students is multimedia. They enrich the learning process, make learning more effective, involving in the process of perception of educational material. They have become an objective reality of our time, and a foreign language teacher cannot, but with the help of the opportunities they provide, teach real communication in a foreign language. Along with multimedia technologies, a new ideology of thinking has come into the education system. According to the previous model of education in the centre of technological education was a teacher; there was an unspoken competition between the students; students played a passive role in the classroom.

The essence of learning is the transfer of knowledge (facts). The new model of education that is coming to replace it is based on the following provisions: the student is at the centre of the technology of education; the basis of educational activity is cooperation; students play an active role in learning; the essence of the technology is to develop the ability for self-learning and communicative competence of trainees. The main group tasks are: supporting

students' learning activities with the help of multimedia in English classes; ensuring real communication with native speakers; providing access for all participants in the educational process to rapidly growing information funds stored in centralized information systems; development of cognitive interest and motivation for learning English. The degree and time of multimedia provision of a lesson can vary from a few minutes to a full cycle. The main objectives of the multimedia lesson: learning new material; presenting new information and expanding the horizons of students; consolidation of the learnt material; development of training skills; repetition of the studied material; practical application of acquired knowledge and skills; generalization and systematization of knowledge. What are the main ways to use the capabilities of modern multimedia technologies in teaching a foreign language? For example, N.S. Kirginseva singled out the following:

- the use of ready-made software products for learning a foreign language, supplied mainly on CDs;

- the use of software products created directly by teachers (or teachers together with students) in various instrumental or visual design environments);

- use of Internet resources.

The most accessible multimedia means should be recognized as the so-called electronic textbook and various training simulators. According to the type of organization and method of delivery to the student, multimedia text-

books are of three types: 1) on a CD with or without a printed application; 2) on the Internet, sites were printed without an application; 3) on CD, but with links to some Internet sites, with or without a printed application. Electronic applications for English textbooks contain a learning program for memorizing words – ABBYY TUTOR, which greatly facilitates the work of memorizing new words. Working with programs in a foreign language in a computer class helps students overcome the psychological barrier. When students see a graphic image or pictures on a computer screen, they better perceive and learn new material. The material included in the program makes it possible to achieve the solution of the following methodological tasks, for example, when studying and consolidating new words, to form and consolidate the skill of recognizing the meaning of a word.

As a conclusion, it should be noted that computer technology and multimedia programs are becoming one of the main components of learning foreign languages. Teachers should provide their students with the most suitable programs, and also make students feel the beauty of the language being studied, students should also avoid teacher-oriented lessons and feel not in a boring lesson, but in one of the favourable and interesting lessons. So only with the help of multimedia programs can we achieve these goals.

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SHE'RIYATDA XALQONA MOTIV VA AN'ANALAR IFODASI
(Eshqobil Shukur she'rlari misolida)

Zamonaviy o'zbek she'riyati keyingi bir asr davomida har tomonlama turlandi, shaklan yangilandi, mazmunan teranlashdi. Ayni jarayonda xalqona motivlar, hikmatli iboralar va xalqchil ohanglar shoirlarga har jihatdan qo'l keldi. Bu o'sish va o'zgarish, yangilanish samarasini taniqli shoir Eshqobil Shukur ijodida kuzatishimiz mumkin. Shoirning bir suhbatida aytgan fikr-mulohazalari [1], "Bobo so'z izidan. So'zlar bilan so'zlashuv" kitobidagi etimologik kuzatishlari ham uning she'riyatida ayni yuqorida aytilgan xususiyatlarning samimiy e'tirofidir [2: 336].

Biz quyida shoir she'rlaridagi xalqona motivlar misolida ularning lingvistik xususiyatlarini kuzatishni maqsad qildik.

E.Shukur she'riyatida qo'llangan so'zlar ohangi xalqonaligi bilan ajralib turadi:

Tilim tiyildi mening, so'zim **qiyildi** mening,
Po'lat til topib oldim, havo so'z topib oldim.
Changovuz chanqab qoldi –
Ko'z yoshga chayqab oldim ("Changovuz").

She'rdagi *tilim, tiyildi, qiyildi; chanqovuz, chanqab, chayqab* so'zlari ohangdorligi bilan o'zaro uyg'unlik hosil