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Princples Of Using Multimedia Tools in Teaching Children's Literature Samples

Moxidilkhon Abdullayeva Dilshodbek qizi

Doctoral student at Tashkent State University of Uzbek Language and Literature named after Alisher Navoi, Uzbekistan

Abstract: This article shows the importance of using multimedia tools in teaching children's literature in proportion to the age characteristics of students. The ways of using multimedia tools in teaching children's literature samples are analyzed and explained with scientific grounds. Comments are made on the effectiveness of multimedia tools in teaching children's literature at different stages of education. When allocating certain topics for students at different stages of education, when giving them assignments, it is very important to take into account their age characteristics from the point of view of pedagogical and psychological sciences. Especially when writing and choosing certain works for children, the age and character characteristics of children are primary. Age characteristics are also important in terms of the scope of information that a person receives throughout his life. In addition, children have a very strong interest in knowing, in understanding the world. Their cognitive motives are precisely at the stage of understanding the world.

Introduction: Cognitive motives determine the goal of acquiring knowledge, knowledge and skills in a person, that is, they direct the person towards an epistemological goal. Cognitive motives are formed through internal and external factors. In lessons organized using multimedia tools, both external and internal factors of cognition are used the formation of learning motives in the student is achieved. For example, by uniting students in small groups and forming a team, assessing their knowledge through animations, not moving to another page until they reach a clear and correct conclusion, introducing a modern communication environment into the classroom, leading the student to new ideas, encouraging creativity and creative thinking, etc., directly create an external factor in relation to the learning goal using multimedia tools. [1; 89]

LITERATURE REVIEW

Knowledge motives go hand in hand with age characteristics in a person, and in the formation of knowledge motives, it is important that the topic is selected in accordance with the age characteristics. Our great thinkers also expressed their opinions on this issue. Anatomical, physiological (physical) and psychological characteristics characteristic of a certain age period are called age characteristics. Educational and upbringing work is organized taking into account these age characteristics. Then the influence of upbringing on the development of the child will be strong. [4;3]

The age, cognitive abilities, and level of students are very important factors in choosing topics and teaching methods. One of the primary tasks facing a teacher teaching children's literature is to introduce students to the world of the most beautiful, both complex and simple phenomena, forms of beauty and elegance of literature, taking into account their age characteristics. Working with children in the process of education and upbringing, taking into account individual and age characteristics, forms their independent work and labor skills. The use of multimedia technologies that correspond to the age characteristics of children during the lesson is the right approach from both a

psychological and methodological point of view.

The use of multimedia tools in teaching literature textbooks gradually forms literary abilities in the psyche of students. Literary ability, as a high level of development of the senses of refinement, strengthens the vividness of vivid visual images in memory, "language intelligence", curiosity and aspiration for the imagination. [9; 95]

METHODOLOGY

The following principles are considered important in the use of multimedia tools in teaching children's literature. Without forgetting these principles, the use of multimedia materials in lessons significantly contributes to increasing the effectiveness of education.

– – the principle of demonstrability. In the lesson, students first acquire knowledge by perceiving the teacher's verbal explanations. The perception of the material explained with the help of words largely depends on the characteristics of the teacher's speech. Another important condition for the successful perception of the material is the use of visual aids. [3, 351]

– Multimediaization of children's literature education based on the principles of demonstrability and demonstration helps students' participation in the lesson to move from passive to active. Especially when explaining a new topic, the use of this principle increases efficiency. Because in this case, information enters the students' memory even through viewing and is retained for a long time.

– – the didactic principle. According to this principle, each multimedia tool should serve an educational purpose. That is, its characteristic is that it is a media tool, but its educational significance serves as the basis for using these tools in lessons. The selected works should be easy to read for the student in form, easy to express, and unobtrusive in tone, as well as suitable and understandable to the child in content. Didactics is a theory of education, but it is not separated from education. At these stages, which include cognitive processes, cooperation with other principles is of great importance.

Changes in the content and purpose of education and upbringing also cause changes and development of didactic principles, methods and organizational forms. Didactic principles play an important role in the study of all subjects. Didactic principles relate to the content of the lesson and the organization of the lesson. Didactic principles must be observed as rules in the process of teaching and learning. [8; 92]

– the principle of gradualism. According to this principle, when using multimedia tools in teaching children's literature, emphasis should be placed on first understanding the topic, then perceiving it, and then analyzing it, and this is done using multimedia materials. This principle also applies to the stages of education, and the knowledge given to children should gradually increase from easy to difficult. In this case, the creation of problem situations by the teacher helps to understand even complex works and find solutions to the problems in them.

When it comes to problem-based learning, a problem situation is raised under the leadership of a teacher (pedagogue), and this problem is solved as a result of the active independent activity of the teacher and students, which allows for the creative mastery of knowledge, skills and competencies and the development of mental activity. [5; 67] Step-by-step problem situations help students develop their artistic analytical skills and identify the differences between analysis and interpretation.

To create a problem situation, the teacher must first find such a situation from the educational material. It is known that not every question can be a problem. A problem is a scientific question, which differs from a question in that it has several basic answers. [4; 183] Processing it using multimedia tools also requires additional skills from the teacher.

– the principle of activation. In this process, aimed at ensuring activity, multimedia tools should encourage students to think actively, reflect, and teach them to express their free thoughts expressively and fluently. They should also involve students who are not focused in the lesson in the lesson, and be a pedagogical assistant to the teacher in all parts of the lesson, such as mastering topics, checking homework assignments, and asking questions about the topic covered. It is desirable that this principle works not only with students, but also with teachers, activating the entire lesson process. Two-way activity also enlivens the lesson environment, causes the creation of living thoughts and analyses, and counteracts the inactive atmosphere of the lesson. Children are active by nature, which further increases their activity.

– aesthetic principle. Materials should be useful not only from the point of view of educational, but also from the point of view of aesthetic education. In fact, the use of multimedia tools in teaching children's literature should not only enliven the learning process, but also allow for the effective implementation of aesthetic education. Text, images, sounds and animations presented through digital means enhance children's interest in elegance, help them to understand the images of literary works more deeply.

Multimedia materials created on the basis of aesthetic principles serve as an important tool in shaping children's tastes and teaching them to perceive beauty. The aesthetic principle is associated with the concepts of aesthetic education and the aesthetic system.

The aesthetic system is a tool that determines the high level of education, and each student, class, and school team strives to instill its requirements in the minds of the student. In order to achieve ambitious educational goals in the aesthetic system, the teacher is required to be extremely skillful in demanding and achieve aunity of means of positive influence. [6; 178]

– The principle of an individual approach. The use of multimedia tools in the education of children's literature requires individuality from both the student and the teacher. The creative process is transferred to the lesson, and individuality is paramount. In this process, it is very important to create an opportunity for each child to work independently at his own pace, on his own worldview, his own thoughts, and analyzes through multimedia. An individual approach is a method of organizing education taking into account the age, abilities, interests, and learning pace of each student. This approach is aimed at fully realizing the potential of the child, taking into account his personal characteristics.

RESULTS

Individual education is a form and a modern model of organizing the educational process, its purposeful use has its own priority in preparing specialists who will serve the future of the state and society.

• The principle of integration. It is advisable to ensure integration of the literature lesson with other subjects, in particular:

• art and folk songs.

• history, by looking back at history in the story "Shum Bola", integration with this subject can be ensured by revealing the atmosphere of that time.

• lessons conducted in combination with information technologies also develop mathematical and logical intelligence in children.

• by creating a connection with fine arts lessons, it is possible to ensure activity in the lesson by assigning students to analyze a work or draw pictures on a certain plot, and to capture the images that come to life in their imagination on paper.

In this principle, it is also correct to initially understand the child's integration and adaptation. Or it can also explain the integration of children into society. The reason is that children encounter some problems when they start communicating with their peers. This makes it difficult for them to integrate into society. When multimedia tools are prepared based on this principle, they can help teachers and students in solving such problems. When organizing the educational process using multimedia tools in teaching children's literature, it is advisable to work on the basis of the above methods and principles. They make the lesson process modern, interesting and effective at the same time. Through audio, video, animation, interactive slides and virtual environments, students understand the content of literary works more deeply, feel images better and receive aesthetic pleasure. This approach simultaneously develops students' abilities such as hearing, seeing, and thinking, and increases their interest in literature. Most importantly, organizing the lesson process through the use of multimedia materials also provides an opportunity to take into account the individual learning needs of children and act accordingly. It teaches students in grades 5-6 to think creatively, logically and critically. In this process, it is necessary to enrich the approach to the child's personality, humanized pedagogy with modern principles.

CONCLUSIONS

After all, the science of pedagogy will have high practical and scientific significance in the current conditions only if it sets itself the goal of improving the personality of the student and develops the most appropriate system of didactic tools for achieving this goal. The humanization of pedagogy requires that the approach to the personality of the student as the highest value becomes the rule. [7;35]

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