

Improving the Organizational and Methodological Basis of Using Multimedia Tools in Literature Lessons

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Abstract: This article extensively covers the modern organizational and methodological foundations of using multimedia tools in literature lessons. The advantages of using multimedia tools to revitalize the educational process, develop students' aesthetic taste, independent thinking skills, and organize lessons in interactive forms are analyzed. The need for purposeful, pedagogical use of multimedia tools in literature lessons is also substantiated. Practical recommendations are given to increase the effectiveness of the lesson, develop students' artistic thinking, and rationally use didactic materials. The study also scientifically analyzes the negative consequences of excessive or incorrect use of multimedia tools. The teacher's digital literacy and methodological potential are considered the main criteria for the correct use of multimedia technologies. In conclusion, the possibilities of raising the quality of lessons in literature to a new level using multimedia tools are substantiated.

Keywords: Literature education, multimedia tools, digital technologies, pedagogical methodology, lesson effectiveness, interactive education, artistic thinking, digital literacy, methodological approach, aesthetic education.

Introduction: Today, in a period of fundamental reforms in the education system, teachers are required not only to impart knowledge, but also to develop competencies such as critical and analytical thinking, independent learning, and the formation of a creative approach in students. In particular, the issue of effective use of modern technologies in teaching literature remains relevant. Because literature is not just memorizing information, but is a fundamental subject that provides artistic thinking, aesthetic taste, and spiritual and intellectual development. Therefore, the need for new approaches, innovative methods, in particular, the use of multimedia tools, is increasing in order to effectively convey this subject to students, encourage them to think with interest, and analyze works.

Teaching through multimedia tools not only makes lessons more visual and interactive, but also increases students' interest in learning, and allows them to understand literary texts more deeply by hearing, seeing, and feeling them. In particular, lessons enriched with multimedia capabilities such as didactic games, video lessons, interactive tests, audiobooks, electronic

textbooks, presentations, animated scenes among students encourage their active participation and independent thinking. This serves as an important factor in the effective implementation of the educational, educational and aesthetic tasks of the discipline of literature.

Also, the Law of the Republic of Uzbekistan "On Education", the "Concept for the Development of Science and Innovation", "Digital Education" projects, and strategies for using ICT in the continuous education system demonstrate the importance of digital pedagogical approaches in literature education. By integrating multimedia tools into literature lessons, we expand the ability of students to analyze text-based, experience images with musical and visual support, imagine the historical and cultural environment, and develop artistic thinking.

However, are technical capabilities alone sufficient when using multimedia tools? Of course not. Because the main attention should be paid to the correct establishment of their organizational and methodological foundations. This means that there should be a well-thought-out, well-founded plan for

the content of the multimedia tool, at what stage of the lesson, in what form, and for what purpose it should be used. The teacher should be able to see these tools not as a means of decorating the lesson or temporarily attracting students, but as a pedagogical resource that serves the educational goals of the lesson.

Despite the fact that many secondary schools currently have technical tools, problems remain with their effective integration into the lesson and their methodologically sound use. In some cases, on the contrary, as a result of excessive use of multimedia tools, the main goal of the lesson is forgotten and the student becomes a passive viewer. Therefore, it is important to work on the basis of principles such as norm, purposefulness, and didactic compatibility when using multimedia tools.

This scientific article is aimed at highlighting this issue, namely, analyzing the organizational and methodological foundations of the use of multimedia tools in literature lessons, identifying existing problems and providing practical recommendations for their improvement. Also, the need to improve the teacher's innovative literacy, didactic skills, and skills in the use of modern educational technologies is covered on a scientific and theoretical basis.

METHODS

Improving the organizational and methodological foundations of the use of multimedia tools in literature lessons

In the modern educational process, information and communication technologies, in particular multimedia tools, are playing an important role in increasing the effectiveness of education. Literature, on the other hand, is distinguished from other disciplines by its artistic and aesthetic nature, means of figurative expression, and the power to influence the human psyche. Therefore, the use of multimedia technologies in this discipline is not only a methodological necessity, but also a means of adapting to modern requirements of educational content.

By using multimedia tools, students have the opportunity not only to read works of art, but also to see, listen to them, get an idea of the author, understand the historical and cultural context, and vividly imagine the images. In particular, dramatization, staging, and analysis of literary texts in musical harmony through audio and video clips arouse aesthetic pleasure in students. This, in turn, increases the effectiveness of the lesson.

The role of the teacher in using multimedia tools in literature lessons is invaluable. Because technical means, software, and visual materials do not provide

pedagogical results by themselves. What is important is how they are recognized. It is important to know how to choose them, at what stage and in what form, and for what purpose they serve. To do this, the teacher must choose multimedia tools after thoroughly analyzing the content of the lesson and knowing the aesthetic, ideological and artistic layers of the work. For example, when studying Gafur Ghulam's work "Shum Bola", the interpretation of images can be enhanced through a film or animated clips based on this work, and the historical and cultural environment can be revived. Or when studying Abdulla Qodiriy's novel "Bygone Days", students can form a deeper understanding of images and social relations through video materials reflecting the culture, costumes, and values of the khanate period.

Organizational issues are also important in the process of using multimedia tools. Aspects such as the technical equipment of the educational institution, Internet speed, comfort of the classroom, and the availability of necessary programs directly affect the effectiveness of the lesson. At the same time, the teacher's awareness of information technologies, skills in using modern platforms, and openness to innovative pedagogical approaches are also important factors. [1, p. 21]

Unfortunately, today many teachers are not ready to use multimedia tools or do not have sufficient knowledge and skills in this area. This leads to the fact that lessons are held in a traditional way, as a result of which the student's active participation, analytical thinking, and motivation for independent research are not sufficiently developed.

From a methodological point of view, the use of multimedia tools can be effective at all stages of the lesson. At the introductory stage, motivation is enhanced through a video or slides about the author's life. At the main stage, the main ideas are analyzed using dramatization of the literary text, stage performances, musical clips, and graphic images. At the final stage, knowledge and skills are strengthened through interactive tests, quizzes, platforms such as Google Forms, Kahoot, and Wordwall. All of these are important tools for activating students and turning them into subjects of knowledge.

When organizing literature lessons using multimedia tools, the age characteristics, level of acceptance, and technical capabilities of students should also be taken into account. In particular, in general secondary schools, the availability of technical means in classes should be ensured, and equal conditions should be created for each student. [2, p. 111]

At the same time, excessive use of multimedia tools can distract from the main goal of the lesson and turn

students into passive spectators. Therefore, multimedia tools should be used as an auxiliary tool for the lesson, a methodological resource that serves the main goal.

As a final conclusion, it can be said that the use of multimedia tools in literature lessons is an integral part of modern education. It activates the lesson, deepens the content, arouses the student's interest, and broadens the aesthetic worldview. [3, p. 205]

However, these tools must be used correctly, purposefully, and methodically. Therefore, continuous professional development of teaching staff in information and communication technologies, the creation of methodological manuals on working with multimedia tools and their enrichment with practical experience are one of the urgent tasks of today.

CONCLUSION

The use of multimedia tools in literature lessons is becoming an integral part of modern education. The process of studying literary texts through digital technologies in education, in particular audio, video, graphic, animation and interactive tools, is reaching a new level. These changes, first of all, increase the student's interest in the lesson, allow him to form analytical thinking, figurative imagination, and artistic thinking. In activating literature lessons, especially illuminating dramatic works through live stage performances, enriching the author's life with visual materials, and explaining historical background and national values through visual presentations, have a strong impact on the students' worldview.

At the same time, the use of multimedia tools does not lead to positive results in itself. The question of how, when, at what stage, and for what purpose to use them depends on the didactic structure of each lesson, the age and intellectual characteristics of the students, and the methodological potential of the teacher. Otherwise, multimedia tools will bring artificiality to the lesson or turn the student into a passive viewer without activating him. Therefore, any modern tool should be used in its place, purposefully and based on pedagogical principles. [4, p. 21] In addition, for the effective use of multimedia tools, it is necessary to ensure that educational institutions are fully equipped technically, teachers have digital literacy, and methodological knowledge and skills. From this perspective, the integration of multimedia tools into the discipline of literature is not only a technological innovation, but also an important stage in the formation of a new pedagogical culture. The student no longer becomes a passive listener, but an active analyst, seeker, a person who thinks with images. This ensures an increase in the quality of education, the

expansion of students' literary and aesthetic outlook, and their learning to look at life from an artistic and theoretical perspective. In conclusion, improving the organizational and methodological foundations of the use of multimedia tools in literature lessons creates broad opportunities for modernizing the educational process, comprehensively developing the student's personality, and forming artistic thinking based on national and universal values. In the future, if systematic measures are taken in this direction to effectively use methodological manuals, a national electronic resource base, and digital platforms, the content of literature lessons will be further enriched and a deep interest and respect for fiction will be aroused in the hearts of students.

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