

# TA'LIM, FAN VA INNOVATSIYA

2024  
5-son

ma'naviy-ma'rifiy, ilmiy-uslubiy jurnal



ISSN 2181-8274

<i>Kamolaxon Abrorxonova, Shukuronaxon Mеликузиева</i> ПЕДАГОГИ ЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ КРЕАТИВНОСТИ МЛАДШИХ ШКОЛЬНИКОВ .....	656	<i>Mirzaolim Mamatqulov</i> SINF DAN TASHQARI VAQTLARDA O'QUVCHILARDA JISMONIY TAYYORGARLIKNING BARQARORLIGINI TA'MINLASH STRATEGIYALARI.....	736
<i>Mohichexra Boltayeva</i> TARIX TA'LIM YO'NALISHI TALABALARINING RAQAMLI KOMPETENTLIGI TUZILMASI .....	658	<i>Muattar Nishonova</i> ELEKTRON AXBOROT TA'LIM RESURSLARINI LOYIHALASHDA UNIVERSAL TA'LIM FAOLIYATINI RIVOJLANTIRISH .....	739
<i>Abdusalim Kenjaboyev</i> MAGISTRATURA TA'LIM BOSQICHIDA BO'LAJAK TA'LIM MENEJERINI KASBIY TAYYORLASHNING DEONTOLOGIK TAMOYILLARI .....	662	<i>Dilfuza Nurmanova</i> SINF JAMOASI BILAN ISHLASHNING O'ZIGA XOS PEDAGOGIK-PSIXOLOGIK XUSUSIYATLARI (BO'LAJAK BOSHLANG'ICH SINF O'QUVCHILARI MISOLIDA).....	743
<i>Navro'zbek Qadamov</i> O'QUVCHI SHAXSINI SHAKLLANTIRISHDA OILA VA MAKTABNING O'ZARO TA'SIRI .....	667	<i>Bobir Nusharov</i> TASVIRIY SAN'ATDA DASTGOHLI RANGTASVIRNING O'RNI VA AHAMIYATI .....	749
<i>Dilfuza Amrieva</i> IMKONIYATI CHEKLANGAN TALABALARINING JISMONIY SIFATLARINI RIVOJLANTIRISHNING PEDAGOGIK OMILLARI.....	673	<i>Aziza Olimova</i> TALABALARDA TARIXIY HODISALARNI TAQQOSLASH ORQALI TAHLIL QILISH VA MANTIQUIY FIKRLASH KO'NIKMALARINI RIVOJLANTIRISH.....	753
<i>Noiba Sobirova</i> ONA TILI DARSLARIDA ETIMOLOGIK TAHLIL ELEMENTLARIDAN FOYDALANISH SAMARDORLIGI.....	677	<i>Oygul Ashurova</i> DUNYO PEDAGOGIK TADQIQOTLAR TIZIMIDA EKOLOGIK TA'LIM-TARBIYANI MODERNIZATSIYA QILISH ASOSIDA TABIATGA ESTETIK MUNOSABATNI SHAKLLANTIRISH ...	756
<i>Abdijabbor Abjalov</i> DAVLAT BOSHQARUVI TIZIMIGA "ELEKTRON HUKUMAT"NI JORIY ETISHNING KONSEPTUAL ASOSLARI XUSUSIDA....	681	<i>Aysha Qo'chqorova</i> O'SMIR QIZLARINING DUNYOQARASHINI KITOBXONLIK ASOSIDA SHAKLLANTIRISH.....	760
<i>Abduraim Ulug'ov</i> JAMIYAT IJTIMOIIY-SIYOSIIY HAMDA MA'NAVIIY-AXLOQIIY HAYOTINI RIVOJLANTIRISHDA BAG'RIKENGLIK MADANIYATINING O'RNI .....	684	<i>Mahliyo Sattorova</i> BO'LAJAK MUHANDISLARNI MUSTAQIL TA'LIM OLISH ORQALI KASBIY-IJODIIY FAOLIYATGA TAYYORLASHGA QARATILGAN NAZARIYALAR .....	764
<i>Shahnoza Abdug'aniyeva</i> BIOLOGIYA TA'LIMIGA ZAMONAVIIY YONDASHUVLAR VA UNING ASOSIIY OMILLARI.....	690	<i>Shoxrux Mirzayev</i> OLIIY TA'LIM MUASSASALARINI RIVOJLANTIRISHDA TA'LIMGA OID ME'YORIY-HUQUQIIY HUIJATLARNING ROLI VA AHAMIYATI .....	769
<i>Abdurashid Ashirov</i> KASB TA'LIMIDA O'QUV PEDAGOGIK FAOLIYAT SIFATINI TA'MINLASH OMILLARI.....	694	<i>Alisher Tilakov</i> SPORT MASHG'ULOTLARIGA O'RGATISHNING BOSQICH VA USLUBLARI.....	772
<i>Ziyoda Farxodova</i> ODAM SAVDOSIDAN JABR KO'RGAN ERKAKLAR VA AYOLLARNING IJTIMOIIY PORTRETLARI: GENDER FARQLARINING TAHLILI .....	698	<i>Qizlarxon Turdaliyeva</i> O'QUVCHILARNING INGLIZ TILI DARSLARIDA FUNKSIONAL SAVODXONLIGINI SHAKLLANTIRISH PEDAGOGIK MAHORAT SIFATIDA .....	776
<i>Nadira Gulyamova</i> OLIIY TA'LIM MUASSASALARI XODIMLARIDA TASHKILIIY XULQNI SHAKLLANTIRISH.....	701	<i>Arzayim Utambetova</i> THEORETICAL BASES OF USING MULTIMEDIA TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING .....	781
<i>Samadjon Ilmurodov</i> "KASB" TUSHUNCHASINING FALSAFIIY, PSIXOLOGIK VA PEDAGOGIK MANBALARDAGI TALQINI .....	705	<i>Xojiakbar Uzoqboyev</i> TABIIIY FANLARNI O'QITISHDA FOYDALANISH MUMKIN BO'LGAN ANIQ TARIXIIY MISOLLARNING PEDAGOGIK JIHATLARINI TIZIMLI TAHLIL QILISH.....	785
<i>Dildora Isayeva</i> TALABALARDA SANOGEN REFLEKSIYANI RIVOJLANTIRISH TEXNOLOGIYASI .....	708	<i>Xosiyat Xakimova</i> BOSHLANG'ICH SINF O'QUVCHILARINI INGLIZ TILI O'QITISHDA KOMMUNIKATSIIYA VOSITALARIDAN FOYDALANISHNI SAMARALI YO'LLARI.....	788
<i>Dilafruz Jabborova</i> ANALYSES OF DEVELOPING WRITING COMPETENCE BY INTEGRATING LANGUAGE SKILLS .....	713	<i>Alisher Yunusov</i> IJTIMOIIY-IQTISODIIY RIVOJLANISHNI SHAKLLANTIRISHDA YOSHLARNING ROLI: MILLIIY VA XORIIJIY TAJRIBA.....	791
<i>Dilafruz Jurayeva</i> TA'LIM-TARBIYA SIFATI SAMARADORLIGINI OSHIRISHDA ZAMONAVIIY TEXNOLOGIYALARNING O'RNI.....	715	<i>Шахноза Хайумова</i> МОДЕЛЬ ФОРМИРОВАНИЯ И РАЗВИТИЯ ТВОРЧЕСКИХ НАВЫКОВ У БУДУЩИХ УЧИТЕЛЕЙ МЕДИЦИНСКОГО ОБРАЗОВАНИЯ .....	796
<i>Madinaxon Arslanova</i> MAKTAB TA'LIMI SHAROITIDA BOSHLANG'ICH SINF AQLI ZAIIF O'QUVCHILAR IJTIMOIIYLASHUVI .....	720	<i>Murot Isokov</i> IJTIMOIIY KAPITAL – FUQAROLIK JAMIYATI RIVOJLANISHINING MUHIM OMILI SIFATIDA .....	801
<i>Shaxnoza Mamatqulova</i> BOLALARINING AQLIIY RIVOJLANISHIDA O'YINNING ROLI .....	723	<i>Maxbuba Xalmuxamedova</i> BO'LAJAK TEXNOLOGIK TA'LIM O'QITUVCHILARIDA NAQSHBANDIIYA TARIQATI VOSITASIDA KASBIY	
<i>Nigora Mirzoyeva, Marjona Hakimova</i> MAHMUDXO'JA BEHBUDIY ASARLARIDA MA'NAVIIY- AXLOQIIY TARBIYA MASALASI .....	728		
<i>Komiljon Mo'minov</i> TALABALARNI FORSAYT TADQIQOT METODLARI ASOSIDA KTEATIV KOMPETENTSIYALARINI SAMARALI TASHKIL ETISH USULLARI .....	731		

asoslari // Uzluksiz ta'lim. - 2012. - №4. - B. 8-12.

8. В.А.Болотов, И.А.Вальдман, Г.С.Ковалева, М.А.Пинская // Управление образованием: теория и практика. - М., 2013. - С. 55-56.

9. И.Ю.Алексашина, О.А.Абдуллаева, Ю.П.Киселёв Формирование и оценка функциональной грамотности учащихся. Учебно-методическое пособие. - Санкт Петербург. 2019. - 160 с.

10. Образовательная система "Школа 2100". Педагогика здравого смысла: сб. матлов / поднауч. ред. А.А.Леонтева. - М.: Баласс, Издательский дом РАО, 2003. - 368 с.

11. В.Ю.Кричевский Функциональная грамотность в развивающемся обществе // Функциональная грамотность взрослых: Современное состояние исследований и их перспективы (Материалы к международному семинару). - СПб.: ИОВ РАН, 1992. - С. 74-81.

---

## THEORETICAL BASES OF USING MULTIMEDIA TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

---

**Arzayim Utambetova,**  
**Tashkent Medical Academy**  
**teacher**

### *Annotation*

*This article is devoted to the issues of application of multimedia technologies in the educational process, their influence on the formation of communicative competences (reading, listening, speaking, and writing), on the development of critical, figurative and Annotation thinking of students, and development of critical, figurative and Annotation thinking of students. It proves the intensity of learning with the help of multimedia and their effectiveness. The connection between the possibilities of multimedia and the theory of Multiple Intelligence is considered.*

**Key words:** *multimedia technologies, information and communication technologies, e-learning, learning styles, learning styles, multimedia technologies, information and communication technologies, e-learning, learning styles, multiple Intelligence*

### *Аннотация*

*Статья посвящена вопросам применения мультимедийных технологий в образовательном процессе, их влиянию на формирование коммуникативных компетенций (чтение, аудирование, говорение, письмо), на развитие критического, образного и абстрактного мышления учащихся, а также развитию критического, образного и абстрактного мышления учащихся. Доказывается интенсивность обучения с помощью мультимедиа и их эффективность. Рассматривается связь возможностей мультимедиа с теорией множественного интеллекта.*

**Ключевые слова:** *мультимедийные технологии, информационно-коммуникационные технологии, электронное обучение, стили обучения, множественный интеллект.*

### *Annotatsiya*

*Ushbu maqola o'quv jarayonida multimedia texnologiyalaridan foydalanish, ularning kommunikativ (o'qish, tinglash, gapirish, yozish) kompetensiyalarini shakllantirishga, o'quvchilarning tanqidiy, xayoliy, mavhum tafakkurini rivojlantirishga ta'siriga bag'ishlangan. Multimediyadan foydalangan holda o'rganishning intensivligi va ularning samaradorligi isbotlangan.*

**Kalit so'zlar:** *multimedia texnologiyalari, axborot-kommunikatsiya texnologiyalari, elektron ta'lim, o'rganish uslublari, ko'p intellekt.*

The term "multimedia" related to the concept of "information" and its types. Multimedia is one way of presenting information. A person receives information from five sensory channels: visual, auditory, tactile, and olfactory and taste. In humans, certain channels of perception can dominate. Depending on this, we all observe



the world around us in different ways and process the information received. In educational activities, three channels of information perception are most often involved: visual, auditory, and kinesthetic. Each of them has its own type of memory: visual, auditory, motor. The effectiveness of the learning process depends on how many channels of perception used to receive and process information. Given that children with different perceptual abilities are in the same classroom, it is important for the teacher to present information in the form in which it will be most full and quickly perceived, using all channels of perception. A multimedia has the ability to influence several channels of perception at once and allow you to present information in different forms. In addition, at present, there are significantly more people of the «extreme visual type», which is associated with a passion for television, video films, and an abundance of all kinds of computer games, which have a more developed visual channel of perception. In the modern methodology of teaching foreign languages, the use of multimedia technologies plays a big role. Multimedia is a set of software and hardware tools that implement information processing in audio and visual forms. Graphics, animation, photos, video, sound, text in interactive mode create an information environment in which the user acquires qualitatively new opportunities.

The use of multimedia tools in teaching a foreign language has several advantages:

- The volume of exercises performed in the lesson increases;
- The material studied in more depth;
- Students have the opportunity to acquire cultural knowledge;
- Vocabulary replenished, both active and passive;
- develop abilities and readiness for independent language learning;
- Universal learning skills developed, training is individualized;
- improved technical skills.

Multimedia tools are becoming an effective way to intensify the educational process. They enrich the learning process. New information technologies attract students and are one of their main interests. Therefore, the use of information technologies in the educational process will contribute to the formation of positive motivation. The use of multimedia means allows not only to increase the effectiveness of training, but also to stimulate students to further independent study of the English language.

The tasks that solved with the help of multimedia technologies in English lessons include supporting students' academic work, ensuring communication with native speakers, access to information systems, developing cognitive interest and motivation to learn English. The multimedia lesson designed to study new material, expand horizons, consolidate, apply, and systematize knowledge.

To date, there are three main ways to use computers in teaching a foreign language. This is the use of ready-made software products on CDs, the use of software products that created by teachers and the use of Internet resources. Products containing media elements presented on the screen. Perhaps the most commonly used form we use is the presentation form. The teacher can use a bank of ready-made multimedia presentations created by colleagues and posted on professional websites and forums, which significantly reduces energy costs when preparing for the lesson. Alternatively, he creates his own presentation for a specific lesson or topic. The value of the presentations created by the teacher is that the material in them given to students compactly, in the right sequence; there is nothing superfluous in it, everything “works” to achieve the goals and objectives of a particular lesson, unlike ready-made films and slides. Multimedia presentations are also important when using the project method, one of the most promising pedagogical technologies, which allows revealing the most fully creative abilities of schoolchildren, forming the ability to navigate in a huge sea of information, focusing on the main thing. Working with multimedia tools, schoolchildren get at their disposal a rich arsenal for the self-expression of the material studied. Multimedia implements a more creative approach to the process of assimilation and presentation of knowledge.

Most English teachers prefer to use the Internet along with traditional teaching tools, integrating it into the learning process. The simplest application of the Internet is to use it as a source of additional materials and



exercises, both for the teacher and for the student, when studying, repeating, fixing or controlling a topic or when preparing for exams.

Teaching with the help of multimedia means is an attractive alternative to the traditional lesson. This form of presenting information has a great advantage over traditional methods, including the graphic form of presentation, which mastered by specialists in various fields, especially specialists in technical and natural sciences; use of electronic cards; the use of multimedia training programs; the use of network technologies and the extraction of information from the electronic network; A huge time saver. Time today is the main value. Wasting it, standing in «traffic jams» on the way to the teacher, it is wasted. The use of multimedia technologies allows the student to choose any time convenient for him. Especially promising is the combination of multimedia capabilities with the ideas of problem-based learning, the generation of various types of problem situations with the help of multimedia: those in which the learned unknown acts as the goal, method and conditions of action. There are fears that technology can displace teachers. Some teachers are skeptical about the new methodology, believing that no one can teach better than teacher, but no one is saying that a live teacher should be replaced by an electronic one. It is necessary to take into account that special responsibility when conducting such classes falls on the teacher, who acts as not only a consultant on a certain subject, but also an organizer of the entire educational process at a new stage as a whole. His task is to create conditions for practical mastery of the language for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. That is, the teacher's task is to activate the cognitive activity of the student in the process of learning foreign languages.

The use of a computer allows not only to increase the effectiveness of training, but also to stimulate students to further independent study of the English language. A computer course allows you to provide high quality education if you use it correctly. A big advantage of computer technology is that a student can add audio commentary, create a video clip. When developing a computer course, it should be taken into account that it is not just a matter of transferring typographical texts into electronic form, but of creating completely new didactic tools based on (or using) multimedia. The creation of such a module is a difficult and creative work, requiring from the teacher not only the knowledge of a foreign language, but also certain knowledge in the field of special subjects. For example, the module “Organic Chemistry and Organic Compounds” developed by us is devoted to the problem of environmental pollution and its solution, creation of new less toxic or non-toxic materials. It analyzes the harmful effects of plastics on human health and presents initiatives in the production of environmentally friendly plastics. The module intended for undergraduate, graduate and postgraduate students of chemical specialties who are continuing their independent study of a foreign language. All exercises in our modules are text-based. These are not only well-known exercises for teaching foreign languages, reduced to operations of filling in gaps, permutation, multiple choice, removal of an extra element, but also tasks requiring from the student certain knowledge in the sphere of his future activity: comparative tables, analysis of various production technologies, etc.

In the course of study of computer technologies and its distribution in the course of training reorganizes the student to a new, more active mode of activity, which contributes to the maximization of the student's future activity. The module also includes some game assignments, crosswords and tests so that students can distract themselves from serious exercises and relax - everyone knows that play helps to make the learning process more attractive. The material based on computer technologies and its distribution in the course of study rebuilds the student to a new, more active mode of activity, which contributes to the maximum manifestation of creativity and creates prerequisites for successful assimilation of increased amounts of information. These are only small possibilities of one of the electronic courses, which help the teacher to take a new look at his task and realization of the educational process with the use of computer technologies.

E learning allows students to learn at a pace and in a way that suits them. This means that they can take a short break without the risk of falling behind the group or earning “debts”. It also means that they can take their time when studying a topic they are not familiar with and, conversely, skip over topics they already know. The

electronic modules can be improved or supplemented at any time. By constantly making choices or decisions, the learner becomes an active participant in the learning process. Thus, a student who uses multimedia learning tools receives and assimilates much more information than a student sitting in a classroom assimilates. In addition, students can choose how much time they will devote to studying a given subject, create their own graphs, and then choose how much time they want to spend on the course. One-third of the students said that the online course had no impact on their language skills. More than sixty percent of the participants said that the program improved their vocabulary, knowledge of English grammar, and ability to understand and translate texts in their field of study. According to the responses, they liked the module because it provided a variety of exercises and activities. The difficulty arose with self-discipline and consisted in the fact that not all students could approach the learning process with due responsibility, knowing that they make their own decisions about what to learn and when. From we can conclude that when teaching a foreign language in higher education it is advisable to combine traditional teaching methods, when the teacher is present in the classroom and controls the process, and innovative methods, such as E-learning. Probably, a special responsibility in conducting such classes should fall on the teacher, who acts not only as a consultant on a particular subject, but also as an organizer of the whole learning process at a new stage in general. His task is to create the conditions of practical language acquisition for each student, to choose such teaching methods that would allow each student to show his activity and creativity. That is, the teacher's task is to activate the cognitive activity of the student in the process of teaching foreign languages. The use of multimedia programs in higher education does not exclude traditional teaching methods, but harmoniously combines with them at all stages of learning: familiarization, training, application, control. The use of a computer allows not only to increase the efficiency of learning many times, but also to stimulate students to further independent study of English. Computer course allows providing high quality education, as it is a means of complex impact on the learner. There may also be game components that facilitate understanding and assimilation of the material presented. Success depends to a great extent on how competently methodically organized the material, where part of the lessons can be implemented with the help of multimedia courses, and current control can be carried out with the help of a testing system. The material based on computer technologies and its distribution in the course of study rebuilds the student to a new, more active mode of activity, which contributes to the maximum manifestation of creativity and creates preconditions for successful assimilation of increased amounts of information. These are just a few of the features of one of the e-courses that help the instructor to take a fresh look at his/her task and his/her teaching process with the use of computer technologies. The effectiveness of computer-based language programs related to the environment in which they are used. In a monolingual society, such as Russia, English seen as course content rather than a medium for communication. Therefore, it is almost impossible to practice the skills learned outside the classroom. On the other hand, language learning requires students to interact with each other in order to achieve the desired result. Considering these local contextual conditions, it noted that even when using computer technology in teaching, it is necessary to have a teacher present to control and guide the educational process. Thus, the creation of computer-based language programs should take into account the local context and make the necessary modifications to meet the needs of the learners and the tasks.

#### REFERENCES:

1. Multimedia / under the editorship of A.I. Petrenko.-M.: BINOM, 1994.
2. Education and the twenty-first century: Information and communication technologies.-M.: Nauka, 1999.
3. Azimov. E.P. Materials of the Internet in the lesson IJ // "IYASH", 2001.-No1. - p.96.
4. Vladimirov L.P. The Internet in foreign language lessons // "IYASH", 2002.
- Harmer, J. (2001). Practice of English Language Teaching. Longman.
5. Jarvis, H. (2000). The Changing Role of Computers in Language Teaching and the Case for 'Study Skills'. Modern English Teacher.
6. Morgan, J. & Rinvolutri, M. (2004). Vocabulary: Resource Book for Teachers. Oxford University Press.
7. Scrivener, J. (2005). Learning Teaching, a Guidebook for English Language