



Teaching English To Children Based On Multimedia Technologies On The Basis Of An Integrative Approach

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Abstract. This article describes the content and essence of using multimedia technologies in teaching English to 5-6-year-old children based on an integrative approach. scientific-methodical recommendations on the use of multimedia technologies in teaching have been developed.

Key words: multimedia educational resource, modern technologies, integrative approach, computer, television, interactive board, video, audio, animation, didactic games, preschool educational organizations, foreign language curriculum.

Integrativ Yondashuv Asosida Bolalarga Ingliz Tilini Multimedia Texnologiyalari Asosida O'rgatish

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Annotatsiya. Ushbu maqolada 5-6 yoshli bolalarga ingliz tilini integrativ yondashuv asosida o'rgatishda multimedia texnologiyalaridan foydalanishning mazmuni va mohiyati yoritib berilgan, 5-6 yoshli bolalarning ingliz tiliga qiziqishini shakllantirishning yosh va pedagogik-psixologik o'ziga xosliklari aniqlashtirilgan, 5-6 yoshli bolalarga ingliz tilini integrativ yondashuv asosida o'rgatishda multimedia texnologiyalaridan foydalanish bo'yicha ilmiy-metodik tavsiyalar ishlab chiqilgan.



Kalit so'zlar: multimedia ta'lim resursi, zamonaviy texnologiyalar, ntegrativ yondashuv, kompyuter, televizor, inteaktiv doska, video, audio, animatsiya, didaktik o'yinlar, maktabgacha ta'lim tashkilotlari, chet tillari o'quv dasturlari.

Innovative technologies for learning foreign languages are being put into practice in the conditions of the integration process, socio-economic and cultural cooperation in world educational institutions. Systematic work is underway to start learning foreign languages from an early age, to introduce optimal methods of education and upbringing of children in preschool educational organizations, to improve educational programs for quality preparation of children for school, to improve the methodology of using innovative pedagogical technologies, and to modernize the content of teaching foreign languages.

The word "integrative" is translated from the Latin language as "restoration", "whole", and this concept means to make a whole by connecting one thing to another.

N.S. Svetlovskaya understands integration as "creating a new whole on the basis of defined elements of the same type and "parts of several units that were previously different from each other (educational subjects, types of activities, etc.), and then the adaptation of these elements and parts.

In preschool educational organizations, the use of an integrative approach has been used in the implementation of activities. In pedagogy, this approach helps the child to form a holistic understanding of the world around him and himself in this world.

Taking into account the level of development of the problem, it should be noted that integration in preschool education in Uzbekistan has not been sufficiently studied and researched from a scientific-pedagogical and research point of view. In the field of preschool education, scientific research was carried out in other areas, in particular, G. Nazirova studied the problem of improving the pedagogical process in preschool educational institutions [3], N. Mominova developed media competence in the process of professional development of preschool education pedagogues. focused on the problem [2].

Candidate I. Toychieva touched on the issues of integration in preschool education and chose the development of mental activity of children of the preparatory group in preschool educational institutions as the goal of scientific research. In his opinion: "the integration of elements of folk pedagogy is



important in the development of mental activity of children in the preparatory group" [5]. But we especially note the contribution of Z. Azizova to preschool education, she studied the moral and aesthetic qualities of older preschool children through puppet theater [1]. F. Kadirova studied the issues of developing children's speech based on speech, developing phonetic, lexical, grammatical aspects of speech [4].

In modern conditions, a child's holistic perception of the world makes it possible to use it in effective teaching of a foreign language. As a component of such a model, an integrative-communicative approach to education based on the creation of a communicative connection between students in the process of combining various activities familiar to a certain age of a child serves.

Taking into account the serious interest of children in modern information technologies, it is appropriate to make good use of these opportunities in English classes. Multimedia plays an important role in learning to listen and understand the content of foreign language teaching. The use of audio and video materials in educational activities, together with training program materials, helps to teach preschool children a foreign language based on an integrative approach and develops motivation for speech activity.

The use of multimedia technologies along with traditional forms of education for preschool children arouses great interest in children and greatly increases the efficiency of their knowledge level. Nowadays, our life cannot be imagined without multimedia. Teaching English to children on the basis of an integrative approach on the basis of multimedia technologies helps to make English lessons interesting and modern, solve cognitive and creative tasks.

In pre-school educational organizations, teaching English to 5-6-year-old children in educational processes, learning the lexical minimum specified in the organization of educational activities, using subject-demonstration methods, reading books in English, memorizing poems, teaching them to sing songs; an integrative approach is realized as a result of performing musical rhythmic movements according to the text, teaching how to perform staging, participating in games, watching and listening to audio-video materials, cartoons, and performing creative tasks.

Multimedia plays an important role in learning to listen and understand the content of foreign language teaching. The use of audio and video materials, cartoons, together with curriculum materials in educational activities helps to teach preschool children a foreign language on an integrative basis and



increases motivation for speech activity.

Teaching English to children on the basis of an integrative approach on the basis of multimedia technologies helps to make English lessons interesting and modern, solve cognitive and creative tasks.

Movement on the screen, sounds, animation attract the child's attention for a long time and help to increase his interest in the studied material. Multimedia technologies optimize the pedagogical process, allow children to individualize, significantly increase their cognitive development.

Based on the results of research on the use of multimedia technologies in teaching English to 5-6-year-old children based on an integrative approach, the following conclusions were reached: in increasing the vocabulary of preschool children in English, poems, songs, reading books, acting together strengthening language skills through the use of multimedia tools is extremely effective, and the unit of English language - music - rhythmic - creative activity develops the child's ability to listen and understand, and increases the motivation to learn English.

The penetration of digital technologies and Internet-related devices into our lives and into the field of education has made computer and information technology integration one of the essential needs in every field, especially in the field of education. Nevertheless, the problem of access to modern technologies, i.e. "digital disparity", began to emerge in the middle of the 21st century. For example, this is evident in the case of people living in remote areas, low-income families, and the elderly (for example, over 65).

Most of the young generation cannot imagine their life without devices such as tablets, smartphones, and laptops. The presence of such gadgets that can perform several tasks at the same time does not affect the educational process. Today's teachers, accordingly, are starting to transform and electronicize information, and are trying to combine the balance of lessons with chat, blogs, wikis, game environments, three-dimensional environments, and the virtual world. However, the degree of use of technology for teaching purposes varies, some use it as a tool for multimedia publications on various sites, distance learning, personal reference, communication with the public, while others simply translate or search for specific information. used only as a tool for However, even when used in the second situation, the difference between a traditional lesson and a technology lesson is clearly visible.



When the Task-based approach based on the performance of a specific task is coordinated with technology, its superiority over traditional lessons where the source of information for the student is a textbook or a teacher can be seen. Researchers cite several reasons for this:

1. In the process of using a computer for the purpose of language learning, tasks for mutual communication play a major role directly and indirectly [6;22].
2. The importance of assignments for telecollaboration in the study of intercultural communication is incomparable [3;82]

The main properties of the task for teaching based on the task-based approach ensure its suitability for coordination with technology [1; 275]:

1. The main focus is on the content - even when the teacher has a pre-planned goal of language teaching, a certain part of the learning process is carried out synchronously, based on the environment created by the students themselves.
2. Setting the goal clearly - when planning the task, based on the student's wishes and interests, ensuring their interaction, encouraging them to use the language; in case of fulfilling this task, it requires a design that aims to achieve a specific result, that is, a lesson map [5;506]. It includes communicative (using written or oral communication that can effectively influence the interlocutor or others) and non-communicative (giving orders, making plans, gathering information, winning by playing games) results are also taken into account [4;17].
3. Student-oriented education - the wishes and needs of students should be taken into account through the task, this process also requires conducting analysis tests to determine certain needs. Tasks should engage learners in using their linguistic and non-linguistic resources, including digital technology skills, thereby avoiding uniformity in the process and medium of the task and calling for flexibility and diversity[2;272].
4. Integrity (Holism) - assignments are given by combining form-task-content, using language in connection with real life[4;15]. This ensures the authenticity of the task.
5. Reflective learning - learning based on experiences may require repeated evaluation and self-evaluation. After all, the goal of teaching a foreign language is first of all knowledge creation, intellectual and spiritual growth. Therefore, assignments should not only offer direct experiential learning, but should also allow for reflection.



If these 5 properties of tasks in the task-based approach are developed, adapted, monitored and evaluated in a form coordinated with technology, a great achievement in foreign language teaching will be achieved. Because, as the researcher and scientist Varsher pointed out, it is impossible to solve the pedagogical problems of teaching a foreign language with technology alone, for this it is necessary to have a program with a perfect formula that integrates well with technology.

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