



Use Of Electronic Multimedia Educational Resources In Teaching English In Preschool Education

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Abstract. *In this article, conclusions are presented based on the results of research on the use of multimedia technologies in teaching English to children based on an integrative approach. Strengthening language skills through the use of multimedia tools together with poems, songs, reading books, dramatization is extremely effective in increasing the vocabulary of preschool children in English. English language - music - rhythm - creative activity In order to develop the child's ability to listen, understand and speak, and to increase the motivation to acquire the English language, the technology of using the multimedia educational resource "English is fun" has been highlighted within the framework of the research.*

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

Today we cannot imagine our life without multimedia. The use of modern technologies helps to make foreign language classes interesting and modern, solve cognitive and creative tasks. Recently, the inclusion of video materials in foreign language curricula has become an integral part of teaching children and adults of all ages. The introduction of real videos allows teachers to express their creativity and create unique materials. Video materials arouse children's interest in learning a foreign language, they hear spoken foreign language in various communicative situations. The video materials reflect everyday life communication situations of native speakers, which contain speech statements characteristic of native speakers.

The level of knowledge of a foreign language is determined not only by the child's direct contact with the teacher. In order to teach a foreign language as a



means of communication, it is necessary to create a real communication environment, establish a connection between teaching foreign languages and life, and actively use foreign languages in vital, natural conditions.

In order to determine the organization of the English language learning/teaching process in preschool educational institutions based on modern technologies and the impact of this process on the development of the knowledge of the students, "Using multimedia technologies in teaching English to 5-6-year-old children based on an integrative approach" During our scientific research on the subject of "use", modern methods were used in experimental groups. In the control group, the educational process was organized using existing traditional methods. Therefore, in the educational process organized based on excellent, stable experience, attention was paid to the number of students, the level of formation of skills and qualifications of educators in English, and the total number of hours allocated for the studied topics.

It is worth noting that the use of poetry memorization, video, song, fairy tale dramatization and didactic games in English lessons should be appropriate to the age of the children, their certain readiness and the content of the topic. He analyzed the technological aspects of the organization of English classes specific to preschool educational organizations based on the specific pedagogical conditions in our practical experiment-testing work related to the problem of our scientific research.[3]

As part of the research, a multimedia educational resource called "English is fun" was created (Fig. 1). This created conditions for children to learn English through information technology. There was an opportunity to further expand the knowledge of the English language of the students through instructions on using computers, televisions, interactive whiteboards and the Internet. The resource helps to quickly and conveniently learn video, audio, animation, didactic games. Animated topics create conditions for easy learning of the acquired knowledge. In the multimedia educational resource, topics are widely covered, and interactive tasks and games are performed to strengthen the topic.



Figure 1. "English is fun" multimedia educational resource creation technology and its use

It is made from Adobe Flash programs, which are intended for the preparation of modern animation in the creation of an electronic resource. In addition, Notepad++, Adobe Audition, Adobe Photoshop, Adobe Aftereffects, Adobe Premiere, Google Sketchup, Lumion, 3DsMax, Adobe Animate, Action Scrip, Adobe Dimension and other modern software systems were used in the preparation of this resource.

When using the "English is fun" multimedia educational resource, the "START" button is pressed and the home page opens. As a result, the table of contents will open. (Figure 2).



Figure 2. The menu for using the "English is fun" multimedia educational resource

The main goal of "English is fun" multimedia educational resource is to form children's cognitive interest in English and English language skills with the help



of multimedia technologies. Its task is to acquire knowledge through computer techniques and modern techniques in education, and the texts, pictures and audios in it help users to easily master the presented materials.

"English is fun" multimedia educational resource helps to quickly and easily learn video, audio, animation, didactic games. Animated themes help children to master the knowledge they are getting. The multimedia educational resource includes visual aids, songs, poems, cartoons, developmental videos, and didactic games for children to strengthen each topic in English.

The functional capabilities of the program provide an opportunity to quickly learn the methods used in English classes through computer technology, to repeat them at any time, to study practical work independently through videos, and to evaluate one's knowledge through tasks. In addition, the program provides the opportunity to study in a large-scale object or micro-environment and observe them in volume, and increases the opportunities for children to acquire knowledge through information and communication technologies and innovative technologies, and also through distance learning. provides learning. As a result, it was possible to check and evaluate students in an interactive way. This "English is fun" multimedia educational resource was officially registered and copyrighted as a program created for electronic computers at the state institution "Intellectual Property Center" under the Ministry of Justice of the Republic of Uzbekistan.

This resource was prepared in the form of a disk and the experiment was tested (Figure 3).



Figure 3. Integrative exercises using the "English is fun" multimedia educational resource.



This didactic support of the use of multimedia technologies in teaching English to children based on an integrative approach is a specially organized integrated educational activity. Its goal can be achieved through various activities of children to master their knowledge, which allows students to have a comprehensive understanding of the studied issue, to achieve a practical direction. In such an activity, the teacher can solve several developmental problems, generalize children's knowledge, teach a certain method of activity, activate children's speech, and contribute to the accumulation of experience in children's interactions in the process of joint activity.[5]

Integrative activity, first of all, gives the child the opportunity to realize his creative potential, because here he learns English pronunciation based on his mother tongue, new words for communication, and his interest in the language increases. Secondly, it should be conducted in an interesting, playful way, in which children's English vocabulary increases, the correct structure of speech is formed, and most importantly, dialogic and monologic speech develops - expressing one's opinion, sharing impressions, to talk about something. Thirdly, children develop cognitive activity, because questions and tasks require the activation of children's existing speech experience and the application of real life experience in a non-standard situation of an integrated lesson.

Thus, integration is a single system in which all components of preschool education exist together, including goals, tasks, content, forms, tools, methods, techniques, approaches, conditions, environment and resources.

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