

ORGANIZATION OF CHILDREN'S LITERATURE LESSONS THROUGH MULTIMEDIA EDUCATIONAL TOOLS

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Annotation: this article highlights the effectiveness, methods and benefits of teaching children's literature through modern multimedia tools. Multimedia technologies revitalize the course process, attract the attention of students and promote a deep understanding of literary texts. The study justifies the place of multimedia tools in the development of literary thinking, imagination and creative thinking.

Keywords: children's literature, multimedia tools, digital education, interactive lesson, didactic materials

Annotatsiya: Ushbu maqolada bolalar adabiyoti fanini zamonaviy multimediya vositalari orqali o'qitishning samaradorligi, usullari va afzalliklari yoritiladi. Multimediya texnologiyalari dars jarayonini jonlantiradi, o'quvchilarning e'tiborini jalb qiladi va adabiy matnlarni chuqur anglashga ko'maklashadi. Tadqiqot multimediya vositalarining adabiy tafakkur, tasavvur va ijodiy fikrlashni rivojlantirishdagi o'rnini asoslab beradi.

Kalit so'zlar: bolalar adabiyoti, multimediya vositalari, raqamli ta'lim, interaktiv dars, didaktik materiallar

Introduction

Today, with the modernization of the education system, the use of information and communication technologies, in particular multimedia tools, in lessons is becoming a pedagogical necessity. Multimedia tools are especially important in teaching subjects rich in aesthetic and figurative imagination, such as children's literature. Through audio, video, animation, graphic and visual materials, literary images, events and ideas can be conveyed to students in a lively, understandable and interesting way. This article presents experience and analysis of organizing children's literature lessons using these tools.

Methodology

This study was conducted in two secondary schools located in the city of Tashkent and its surrounding areas. The schools were selected according to their socio-economic conditions and level of technical equipment, which allowed for a comparative assessment of the results of the experiment. The study involved 5 literature teachers working in primary schools and a total of 85 students in grades 2, 3 and 4. The students were aged 8–10 and were at the stage of perceiving literary texts, distinguishing images and expressing individual reactions to the content.

The study was conducted in the form of experimental lessons for three weeks. In each lesson, an approach based on the integrated use of multimedia tools was used, unlike the traditional method. Each teacher conducted a lesson according to a specially developed multimedia-based lesson plan and monitored students' participation, level of understanding of the text and skills in assimilating information.

The following multimedia tools were tested in practice:

Video materials: Short animated videos based on popular children's fairy tales and stories. These materials greatly helped students visualize, remember, and relate the story to emotions. For example, fairy tales such as “Zumrad and Qimmat” and “The Wolf and the Goat Children” were presented in animated form.

Audiobooks: Texts read by a professional voice developed students' auditory perception skills. Students listened to the story and then answered questions about it, drew conclusions, and compared images.

Graphic tools: Character maps, sequence diagrams, and diagrams representing cause-and-effect relationships increased students' level of structural perception of the text. These tools were especially effective for children who are prone to visual thinking.

Presentations: Each lesson topic was explained using slides created in PowerPoint or Google Slides. Slides played an important role in attracting students' attention, visually presenting the main idea, and maintaining the logical sequence of the lesson.

Interactive platforms: Real-time tests, tasks such as “find the pair”, “place in the correct order” were performed in the lesson through online learning tools such as Wordwall, LearningApps, Quizizz. This was effective in encouraging students to argue, think quickly and actively engage in the lesson.

Special observation sheets were developed by teachers as an assessment system. After each lesson, the active participation of students, the quality of completing the assigned tasks, the speed of answering questions and the ability to express meaningful thoughts were recorded on these sheets. In addition, teachers assessed the level of understanding of the text through oral conversations at the end of the lesson. In some cases, children's participation in the lesson was also measured through small written tasks, drawing and dramatic expression.

Also, semi-structured interviews were conducted with teachers at the end of the experiment. They expressed their opinions on how multimedia tools affected the teaching process, what pedagogical changes occurred, and changes in the level of student motivation. These opinions served as the main empirical source in the formation of the next section - the results and analysis section. Conclusion

The use of multimedia educational tools is one of the innovative and effective methods in teaching children's literature. Through them, teaching lessons in a visual and audible form deepens the student's understanding of the content, develops independent thinking and a creative approach. For the full use of such tools, it is important to regularly train teachers in the field of ICT and expand the fund of modern electronic resources.

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