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LEARNING DESIGN ACTIVITIES IN SCHOOL EDUCATIONAL INSTITUTIONS

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Abstract: This article systematically outlines the methods used to work with children's speech in preschool educational institutions, as well as the approaches employed to develop their vocabulary.

Keywords: speech, logical thinking, independent thinking, innovative approach, methodological system.

In his address at the 72nd session of the UN General Assembly, our President Sh.M. Mirziyoyev stated: "Our President's early life and integrity are closely tied to how our children grow up." He emphasized, "Our primary duty is to create the necessary conditions for young people to demonstrate their potential."

It is noteworthy that today, in our republic, strengthening the pedagogical–technical foundation of the preschool education sector, equipping educators with professional competence, and applying modern teaching and educational programs, methods, and technologies throughout the teaching–learning process—all hold paramount importance for fostering children's holistic intellectual development by producing a new generation of pedagogical and methodological literature. The internationally proven instructional programs and methodological system developed for preschool-aged children aims to develop their logical thinking skills, broaden their understanding of the world, and foster cognitive abilities through an interactive approach. Zero, In our republic, while establishing key requirements for the methodological professionalism of educators in pre-school education, it is also essential to develop mechanisms for enhancing their pedagogical-psychological professionalism, organize the teaching and nurturing process in accordance with curriculum standards, apply various methods and tools creatively in practice, and cultivate their pedagogical professional competence—these are among the pressing issues of today.

Multimedia (from English: multimedia) refers to content presented simultaneously in various formats—audio, animated computer graphics, and video. For example, a single container object may include textual, audio, graphic, and video data, as well as potentially an interactive interaction mechanism with them. This is achieved using specific hardware and software components. Multimedia is also used for storage media capable of storing large amounts of data and providing very fast access to them (the first mass media of this type were CDs). Thus, multimedia enables computers to utilize this medium beyond traditional methods of information delivery, allowing them to provide users with information through all possible types of data—including audio, video, animation, images, and more. Multimedia can be classified as either detailed or non-detailed in terms of its presentation style. It may be analogous to detailed cinematographic filming: anyone who reviews this material cannot be influenced in any way by its content. The non-linear (interactive) approach to information presentation enables users to actively engage in information extraction, with multimedia content interacting in some way with the display devices. Human participation in this process is also referred to as "interactivity." This mode of interaction between humans and computers is fully embodied in computer gaming genres. The non-linear method for presenting multimedia content is sometimes called

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"hypermedia." Using the detailed and undetailed presentation methods as examples, we can examine such a scenario. If the presentation is written on paper and shown to the audience, then by using this method of information delivery, those viewing the presentation cannot influence the speaker. A live presentation allows the presenter to pose questions and engage in discussions with the audience through various other means, enabling them to step away from the topic—for example, by explaining certain concepts or highlighting contentious sections—as detailed in the report. Thus, a live presentation can be presented as a flexible method for delivering information. Multimedia presentations can be displayed on a stage, via a projector, or on other local display equipment. The presentation format may be live or pre-recorded. Audio or video recording and transmission may rely on analog or electronic technologies. It should be noted that multimedia online users can load content onto their computers and play it directly over the Internet using certain technologies for playing or data transfer. Media played via streaming technologies can be either live or on-demand. Multimedia games are games that interact with a virtual environment created by a computer player. The state of the virtual environment is transmitted to the player through various methods of information delivery (auditory, visual, tactile). Currently, all games on computers or gaming consoles are multimedia games. It should be noted that this type of game can be played on a local computer or console.

Multimedia Internet resources are characterized by the following: they can include all types of information (not only text, but also October, graphics, animation, video, and more); (The high-quality appearance of the material; Supports various file types: text, graphics, audio, and video; (The opportunity to utilize it for promoting creative work across various artistic fields.) This type of resource provides timely information about upcoming events, offers general information about the sector, organization, or creative group, facilitates dialogue with visitors, and helps promote and identify objectives and materials by leveraging modern information delivery mechanisms—delivered via the Internet.

The term "multimedia" first emerged in the 1960s; it was used to describe the extravagant theatrical performances of that era by employing various forms and formats of information delivery: slides, film, video, audio clips, lighting effects, and live music.

The term "multimedia," coined by Bob Goldstein in July 1966 at the port of Southampton (a major southern British port), was used to promote the launch of the "LightWorks at L 'Oursin" exhibition. It was a simple image of light, but over time the term's semantic meaning evolved. By the 1990s, it had already acquired a new, contemporary, and intuitive meaning.

On August 10,1966, Richard Albarino, a reporter for the weekly Variety magazine, used the term "multimedia" in his article featuring Bob Goldstein's show.

Before his death, in 1968, he was appointed "multimedia" by government advisor David Saverga, and through this appointment he showcased the work of his colleague Iris Saviern, one of the producers of the show "LightWorks at L'Oursin." In the late 1970s and early 1980s, under the term "multimedia," performances were understood to involve static or dynamic images captured from multiple projectors, accompanied by sound or live music. In the 1990s, the term "multimedia" acquired its modern meaning. In 1993, McGraw-Hill—a company providing American publishing, radio broadcasting, financial, and business services—published its first article, "Multimedia: How to Implement It," which stated: "Multimedia is a combination of text, graphics, animation, sound, and computer-generated video." If you allow the user (your project's audience) to manage these elements, the multimedia becomes interactive, transforming into interactive multimedia. When you provide an element integration structure—a navigation—it becomes an interactive multimedia hypermedia.

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Currently, millions of people are deeply immersed in the multimedia Internet. This trend began in the first half of the 1990s, when "multimedia" emerged—computers equipped with compact disk drives capable of handling hundreds of megabytes of video, audio, and photo data.

When discussing the development pace of emerging technologies, including multimedia, foreign experts emphasize that the World Wide Web—the Internet since its launch in 1969 and through the initial stages of its adoption in the 1980s, roughly a decade—was in a formative phase for its creators. Subsequently, especially starting in the late 1980s, new technologies began to find practical applications. Place internet users at the heart of the new multimedia revolution. Multimedia is a modern technology that integrates text, sound, graphics, images, and video into a single digital representation, utilizing interactive software and hardware to enable the seamless interaction of visual and audio effects. It offers rapid access capabilities. In other words, it is multimedia. Information delivery technologies encompass both hardware and software. Computer games are among the earliest applications of multimedia software. In general, multimedia computing capabilities (graphics, sound, animation, and more) are of particular importance. They not only enhance the visual presentation and usability but also enable multisensor awareness of the teaching material. Accordingly, it must be understood that in the field of multimedia teaching tools, the computer holds a dominant position. The use of multimedia technologies in the secondary education system, particularly multimedia delivery, is integral to this process. Integrating information technologies into educational systems at all levels is one of the most prominent trends in the current development of the education process. All information channels are considered highly visual and auditory. From this perspective, the application of various technologies in multimedia-based education has been highly advanced. Multimedia technologies make learning more effective, as their use helps engage students 'multi-sensorial analyzers in the information-processing process. In today's evolving modern information society, it has become an objective necessity for children to acquire computer skills early, starting in preschool age. Currently, multimedia technologies are being used more extensively and successfully in preschool education institutions. The training process significantly enhances learning efficiency and makes it more effective and productive. Information technologies enable the most comprehensive and successful development of children's cognitive abilities, fostering a lasting interest in new information. Cognitive activities involving snakes can be highly effective motivators, as they encourage individuals to explore and utilize information and tools that help solve engaging, authentic problems and offer previously unseen opportunities for learning. Along with this, boys' interest in educational activities has increased significantly, their level of academic ability has risen, and the potential of pre-school-aged boys is developing effectively. The application of new, diverse, and innovative teaching and reinforcement methods—particularly in instructional style—enhances children's voluntary attention during the learning process, helps activate their voluntary focus, and supports the development of all cognitive processes in children. Information technologies adopt a student-centered approach.

The use of multimedia technologies among preschool-aged children is aimed at effectively integrating knowledge-based learning—one of the most important educational priorities outlined by the Federal Government's national education standards—into preschool education. The widespread use of multimedia tools in preschool institutions is contributing to the successful implementation of children's school readiness process. The foundational principles of information literacy for preschool and elementary school girls—such as mathematics and computer science—play a pivotal role in solidifying young learners' information literacy during their education. When working directly with children, teachers often do not utilize multimedia presentations; instead, they rely on traditional methods and also indirectly search for information using Internet resources and prepare for various activities, among other things. Teachers

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recognize the advantages of multimedia presentations in delivering knowledge within a specific context and in enhancing learning motivation, since deficiencies have a negative impact on a child's physical and mental well-being. A similar perspective is also reflected in the teaching methods. Most teaching practices do not organize children's computer activities and do not utilize multimedia resources in traditional instruction.

The content of games and multimedia films is typically not strictly monitored by parents. The integration of multimedia technologies into the learning process by adult and preparatory groups shows that children better perceive the final outcome of tasks completed with multimedia support, are more motivated to complete them faster and more accurately, and produce more precise and correct results. This encourages perseverance, thereby fostering greater interest in learning activities. Of course, materials presented in a way that sparks personal interest are easier and more effectively tailored.

Utilize multimedia presentations during the teaching process. A multimedia presentation is an innovative work that incorporates various multimedia technologies. To create one, the necessary materials (text, audio, graphics, video) are first selected and produced. These materials are then assembled in a specific sequence—the presentation. Presentations are purposeful information delivery processes; they serve as a means to convey new material to learners. High-quality presentations include demonstration materials for any presentation format. The computer's multimedia capabilities enable the creation of diverse presentations by utilizing textual, illustrative, audiovisual, and other information formats. A computer presentation is a file containing exhibition materials. During the learning process, such presentations play a crucial role, as they enable the delivery of outstanding, well-structured recordings filled with complete, systematically organized information on teaching and instructional materials. This allows the material's polysensory integration to store information not only in a factual but also in an associative manner within children's memory. For younger secondary school students, utilizing multimedia presentations during the teaching and learning process—thanks to the excellence of the visuals presented—simplifies visual comprehension and information retention, thereby reducing learning time. Multimedia presentations enhance the sensory richness of lessons. As high-quality instructional materials, they improve classroom efficiency.

However, regardless of all these advantages, it is essential to highlight a number of objective challenges associated with the use of multimedia technologies in the teaching process of preschool education institutions: the insufficient development of sanitation and hygiene standards, and the challenges inherent in creating a healthy learning environment in the classroom; the inadequate use of multimedia equipment in preschool education institutions; and teachers' insufficient proficiency in "technical" and "computer" skills. The forms, scope, and principles for utilizing multimedia technologies, as well as their alignment with conventional pedagogical approaches, remain stylistically underdeveloped; there is often a lack of high-quality, didactically sound, and motivating software; and there is no clear systematization of computer development software. In fact, using modern multimedia technologies is precisely an unregulated activity.

Therefore, teachers in preschool institutions must independently study this approach and implement it in their own practice. Moreover, the broad possibilities offered by multimedia technologies enable preschool education institutions to diversify their teaching processes and make them more adaptable and flexible.

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