

IMPROVING THE TEACHING OF THE SUBJECT EDUCATION BASED ON MULTIMEDIA TECHNOLOGIES ON THE EXAMPLE OF PRIMARY CLASSES

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ANNOTATION

Today, when teaching the subject “upbringing” for Primary School students, teaching with the help of today's modern multimedia technologies and their involvement in the lesson through various skills is a priority. Changes in the system of primary education are developing in a wide range, and the consciousness of young people is implementing the knowledge learned through various gadgets.

In the process of National Education and education of Uzbekistan, the experience of using multimedia tools is being formed. Because this is a requirement of the time at the same time. Developing information means are the traditional opportunities that determine the basis of social development in our society, as well as factors such as the ability of people, Initiative, creative approach to work, intellectual activity, independent improvement of their knowledge and skills. The process of creating information related to the storage, transmission, reception of a large amount of information provides for the development of computer technologies in various spheres of human activity.

Human thought is developing so much that the process of technologization and computerization is boldly penetrating not only into various spheres of production, but also into the spheres of culture and education. The rapid development of computer technology has brought the educational process to a new level. This in its place gave rise to the need for further enrichment with new knowledge and skills to revise the content, methods and forms of Education.

Today, the level of professionalism of specialists operating in various spheres of our society is also determined by the fact that they master computer technologies. This situation has become a demand of the Times. To meet this requirement, a sufficient base must be created in the process of training specialists, that is, in educational institutions.

Currently, in educational institutions, work is underway on such pressing problems as the creation of the scientific foundations of new pedagogical technologies, their classification, the establishment of methodological significance. New pedagogical technologies are understood as computerization of education along with traditional and non-traditional methods. In this sense, the increasingly formed Computer-

Information Culture creates new relationships in the transmission and reception of information, characterizes a new type of thinking. In this, a person enters into interaction with the information universe. The combination of telecommunication (telephone, television, radio) networks with computer networks forms a single World Information Space-multimedia. The most important part of this space is the internet networks especially its hyper-media services (World-Wide Web), hypermediapochta, videoconferences.

Multimedia (which means "multi-environment") is a modern technology of information and means a complex concept. Multimedia performs the functions of collecting, storing, processing and transmitting information using various manifestations of information-text, table, graphics, speech, animatism, multiplicity), video image, music. Multimedia "Manson-computer" is a new, improved stage of interactive (dialoging) communication, in which the user receives very extensive and comprehensive information. Multimedia tools are used in areas such as humiliation, education and advertising. Teaching younger school-age students based on Multimedia tools is one of the current issues of today.

The use of multimedia tools in the educational process has a huge commitment from a pedagogical and psychological point of view. The material provided in it is mastered more deeply, the opportunity to save time is achieved, the information received is stored in a person's memory for a long time, the participation of students of younger school age as passive listeners is reduced, multimedia programs are implemented aimed at improving research and cognitive activity, artistry is introduced into the educational process. In other words, multimedia faults motives of education, such as emotional-aesthetic exposure, goal aspiration, research. It is known that the educational person remembers only a quarter of the subject he heard for the first time, and only a third of the material he saw; he keeps in mind fifty percent of the information both when he sees and hears it. And when using interactive multimedia technologies, this figure is 75%.

Therefore, it is necessary to strive to create multimedia theory, in particular, multimedia pedagogy, which takes into account the psychophysiological and aesthetic qualities of receiving, understanding a large amount of information and nurturing an active and responsible attitude towards wakefulness.

To apply multimedia, the following think tools will be needed: a computer, an SD ROM device that reads laser discs, a SI-sound map, an as active column, an SD CD in most modern computers, some of the above devices will be placed inside the computer.

When applying Multimedia in the educational process, the teacher should be closely assisted by a specialist who is currently practicing. Programs have been developed by the developers that help to quickly and easily learn Russian and foreign languages. However, there are practically no programs for learning the Uzbek language. DTS has been created for educational institutions of the Republic of Uzbekistan, new

pedagogical technologies are being implemented in teaching, and great attention is paid to the state language. But excellent multimedia programs for learning the Uzbek language have not been developed. In this case, the creation of multimedia programs for teaching the Uzbek language is associated with a number of material difficulties. But trying to write a script for a multimedia program, the size of which is not so large (for example, designed for 10-15 minutes of the lesson), which uses simple tools and a bunch of personal computers, should be an urgent problem for a Methodist and elementary school teachers, and at the same time an interesting activity.

Thanks to independence, morality and decency pay creative attention to science and spirituality.

The law "on education", the National Program "training of Personnel", promotes the task of educating a competent person in our independent country.

In our people there is a saying "from the beginning of a child, from the age of a son." Proper upbringing in youth brings up human maturity.

The goal of the science of "etiquette" is to scatter the rays of decency and morality into the hearts of the younger generation. The lessons of etiquette are aimed at educating our children's feelings of insight, justice, faith, conscience and kindness. The lessons "Odobnoma" will acquaint students with the rich history, cultural and spiritual heritage of our people, the art of speech, folk pedagogy and national values. In order to apply these documents in life, from the 1998-1999 academic years, the subject "Odobnoma" was taught on the basis of the state curriculum as an education for grades I-IV to secondary schools. The program "etiquette" was re-developed on the basis of an existing program for grades I-IV, in accordance with the demand of the time. It is necessary that our teachers are closely assisted by the school, family, neighborhood and the general public in instilling the knowledge of decency and morality in the minds and hearts of our children. The science of etiquette-the sense of Homeland means the etiquette of greeting, the observance of national traditions and traditions in the family. The epic, fairy tale, narration and creativity of great personalities, which are materials of folk pedagogy, parental exhortations, folk oral creativity, is to bring up a murgha soul by making samples of their lives and studying their steps. In grades I-IV, the program "etiquette" goes from simple to complex. One complements the other, enriches. In Grade I, on the topic "etiquette begins with greetings", students are taught the etiquette of initial greetings. In Grade II, it is gradually developed and tied to the theme "good word-soul food". In the lesson on the topic "Orastalik-good manners" in Grade III, it is substantiated that the means of bringing people closer together, their manners are open faces, greeting on the topic "decency-human adornment" in Grade IV, kindness, decency in Man are qualities. It is also necessary to give importance to children from an early age to learn concepts characteristic of the Uzbek lifestyle, such as what a reward is and what a sin, what is a Haram is. The importance of the newly created program "Etiquette" for grades I-IV is that in the place where it is needed, the

Quran, using the science of Hadith, also revealed the issues of preventing religious fanaticism. Each topic in the lessons is connected with the daily life, lifestyle of children. Not every department and subject is part of the educational process; the teacher can also take the subjects from the local in which he lives. Historical, cultural, painting constitutes the course of the lesson. The subjects of the department in this created program on the subject of "etiquette" for grades I-IV were taken into account the age characteristics of the primary school curriculum, the level of knowledge.

CONCLUSION

They were developed gradually, improving. Great Lord Alisher Navoi said "true honor comes from admiration and decency." Indeed, the problem of decency has been expressed since the era of the emergence of a personality society, in the product of folk creativity-myths, fairy tales, epics, Proverbs, legends and stories. Thanks to independence, the attention of our people to their native language and culture grows in the Uzbek land. Through this native language, we make the works of thinkers and enlightenment in our language. Therefore, special importance should be given to speaking pure Uzbek in the lessons of "Odobnoma". President of the Republic of Uzbekistan I. Karimov noted that «respect for adults, care about family and children, doing, open disappointment, a benevolent attitude towards people regardless of nationality, and a sense of mutual assistance are normative relations between people. In the land of Uzbeks, love for their homeland is kindness, hard work; special respect for knowledge, for their fellow citizens, for the Enlightenment is a virtue for the inhabitants of Uzbekistan." It is implied that the following principles are followed in order to instill in children the skills of decency and morality and to form feelings of striving for perfection from youth. - a healthy environment has been achieved in the spiritual and moral education of Primary School students in our republic.

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