



THE CURRENT SITUATION OF TEACHING CHILDREN OF A PREPARATORY GROUP ON THE BASIS OF MULTIMEDIA TOOLS TO COMPOSE A CREATIVE STORY

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Annotation: *this article cites the current importance, capabilities of the use of multimedia in the development of the abilities of the pupils of the aeroplov group in preschool educational organizations, as well as effective methods for the introduction of multimedias.*

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Taking into account the interest, ability, worldview and age of the upbringing, taking into account the fact that his eyes are tired, developing the knowledge of the upbringing, improving his memory, concentrating, developing his abilities through a computer tool are also psychological features of passing training through multimedia technologies.

The computer environment takes these laws into account, enhances the process of mastering a preschool child in the construction and use of object and graphic models. This also has a beneficial effect on the mathematical development of the child. It is also becoming more complicated to imagine all aspects of our life without information communication technologies (ICT). Interest in improving the effectiveness of education in the usefulness of modern information technologies, attention is gaining strength day by day. In addition, the Organization of training on the basis of modern computer tools in the preschool educational organization: the rapid development of the Information Society, a significant increase in children's interest in learning, the re-creation of things and phenomena in color, movement and sound, will help to open up children's abilities more widely and develop their mental activity. Nowadays, modern computers allow you to simultaneously create information in the form of text, graphic image, sound, speech and video at a short time and at a speed. All this is due to the qualitatively new requirements of the preschool educational organization - the first branch of education throughout life, one of the main tasks of which is the development potential of the child. Therefore, I consider it necessary to introduce modern multimedia training in preschool educational organizations.

One of the main conditions for the use and introduction of multimedia training on the basis of Information Technology in a preschool educational organization is that children should have specialists who know the technical capabilities of a modern computer, have skills to work with them in different ways, fully comply with the rules of computer use and can give educators knowledge through multimedia training. With this in mind, one of the important requirements of today, the modern educator needs to deliver training to preschool



children using multimedia, presentation, video rollers and other computer technology tools with the help of qualitatively new computer network resources.

Currently, in any preschool organization, its educator must conduct classes efficiently and meaningfully using Campus Technology. Organized through computer technology, the activities are visual, colorful, informative, interactive, saving the educator and children's time, allowing the educator to work frontally and individually with children, and to quickly monitor and evaluate their training skills. The effectiveness of computerization of education in a preschool educational organization depends on the quality of the tools being used and the qualification of their use in the course processes, training and rational use. Informatization in preschool education opens the door to opportunities for the educator to introduce new methodological developments aimed at implementing innovative ideas of the educational process. For example: we can also teach educators to compose creative stories and fairy tales through a multimedia tool. Through the various images on the screen, children are taught to compose a story themselves, record their voices in rolls with the support of a tutor and watch it together, or multimedia voices separated into rolls with a creative approach to children from Uzbek and jakhon folk tales. Through this, children make the most of their computer technology in the training process, while educators provide the basis for the effective organization of their training.

In addition, in a preschool organization, multimedia tools, voice, musical, moving should be attractive, only anashun will have served effective use in the educational process and to raise the quality of education to a higher level. Pedagogy of preschool education is one of the most important areas of pedagogical science, illuminating the types of upbringing for children of all ages. In addition, the pedagogy of preschool education is also formed through the work of several scientists, educators and researchers.

Educational matterils used in the process of training in preschool educational organizations include: pencil, scissors, book, colored paper, white paper, visual materials, handouts, etc. If training is carried out through multimedia programs, through technology, the child can further improve their knowledge through all areas in combination with many different materials. Using an example of our above idea, e-books translated into different languages are currently being developed for a large number of children, such as building and making interesting children, solving examples, drawing up a story. All this is being created in order to read the younger generations of the age of technology and refine their knowledge on the basis of time. But there are certainly harmful aspects of everything, as is the side of profit.

Let's think together: almost 90 percent of the younger generations of the technological age use computer technology. However, we cannot say that they can use all this in the right way either. Through our mobile applications, various malicious games are taking over, poisoning the minds of the growing younger generation. What or who can you say is the reason for these? Of course it is the reason for the innocence of parents or those around them. While the child, without such a level as manashun, plays games that poison the mind, upbringing of a person, in itself bad vices in the child, such as jizzakilik, manmanlik,



feverishness, maidservice, gradually envelop. In order not to have such consequences, it is considered necessary that we use technologies in the right way.

As if many young parents would like to tickle their child by giving him a mobile app in their hands so that he could sit quietly without being caught. But if there are a thousand regrets, then the child can use any game he wants through the mobile application in his hands, watch videos or rollers as much as possible. As a result, the child just needs parental affection, he begins to poison his upbringing by taking affection from all sorts of malicious videos and games in the mobile application. That is why, of course, the results will be achieved if technology, which is one of the pressing problems at the moment, is used in the right way. That is, there is a lot of useful sites, applications and programs for children through the internet. We also need to perform together electronic game and lesson developments that are suitable for them, taking into account the interests and capabilities of the adult child. Even at the MTT lari, the current day caregivers understand the activities that interest children with the correct use of computers on a multimedia basis and are meaningful they will definitely achieve high results if they take it. Well technological education what gives a child: ensures that children's cognitive acquisition is carried out in an unconventional way from the traditional one, that they exchange ideas together with their peers, correct their mistakes, seek in the direction of interest and work on themselves. Since computer multimedia training does not have much of the penetration of MTTS into the educational process, it is permissible to consider the pedagogical-psychological features of multimedia programs in the current VAT.

Pedagogical features. In contrast to pedagogical humor, teaching through multimedia, it is considered one of the modern approaches through a computer tool. That is why it has a number of features: the main feature is that the educators at MTT can take the first beginner bilms to use a computer tool, refine their bilms, increase the effectiveness of training, get bilms using various colorful information on the screen. By taking classes using computer technology in such training processes, computer literacy skills in educators are gradually improved.

As an example, while in the process of traditional training, the computer is viewed only as a means of storing, reading and hakoza, in training organized through multimedia, knowledge is enhanced through video, sound and real-world visual pictures. In this case, the educator will have previously downloaded the training materials to be passed to the computer memory. This process is similar to how an educator creates a traditional training development. While MTT lari educators are able to learn through multimedia and shape their computer tool skills, they are able to use computer technology ossonically without any obstacles in school and higher education institutions. In addition, the logical thinking, thinking of those brought up develops, and self-confidence is shaken, and the worldview expands.



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