

**THE IMPORTANCE OF USING MULTIMEDIA INSTRUMENTS IN ELEMENTARY
SCHOOL LESSONS**

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Abstract: the article discusses the importance of using multimedia tools in the effective organization of primary education classes and their role in the development of students' oral and written speech.

Key words: multimedia tools, primary education, animation, ICT

Elementary education is considered the foundation and foundation of general secondary education, and the stronger the knowledge, skills, and abilities acquired in this process, the less difficult the student encounters in mastering other general education subjects in high school. Decades ago, primary education was viewed as a stage of education where a student must acquire basic skills such as reading, writing, and numeracy in order to receive further education, but today attitudes and demand have completely changed. Now primary education is a stage of testing the strengths of future learning, transforming the desire to learn into a strong passion and need.

Today, there are many tools that serve to enhance the effectiveness of the educational process and to shape the aforementioned educational needs, among which information and communication technologies are of great importance due to their many advantages. Overall, any visual means play a significant role in fully reflecting the given knowledge in the reader's mind, creating their imagination, and memorizing it. As the educator K.D. Ushinsky said, "The child's nature likes visual."

The scientific and methodological foundations of using multimedia tools in the educational process and its effective methods have been proven through numerous pedagogical scientific studies and practical experiments. ICT and multimedia tools, implemented in the process of teaching subjects in general education schools of our republic, have become important tools used by students to master the subject in a short period of time.

Researching the effectiveness of lessons using multimedia tools in the educational process is one of the pressing issues of today. The use of multimedia tools in teaching exact sciences leads to very good results. Current practice shows that teaching students using multimedia tools is doubly effective. With the help of this tool, it is possible to save up to 30 percent of the time compared to traditional teaching methods, and the acquired knowledge will be retained in the minds of students for a long time. It is known that if one-fourth of the listened material is retained in memory, and if the material presented to the reader is carried out through video (visiting), the possibility of retaining and visualizing information in memory increases by 25-30 percent. Also, if these educational materials are presented to students in the form of audio, video, and graphic, there is an increase in the memorization of materials by 75 percent.

Based on the main goals and objectives of mathematics lessons in the 1st grade, that is, taking into account the responsibility of students for thinking enrichment, working on numbers, productive

use of multimedia tools in spelling exercises aimed at improving students' literacy, along with improving the quality of education, provides the teacher with the following opportunities:

- motivating students by organizing the learning process in an interesting way;
- conducting lessons at a high aesthetic and emotional level;
- ensuring visibility;
- involvement of a large amount of didactic material;
- increasing the volume of work performed in the lesson by 1.5-2 times (due to various interactive methods).

In mathematics lessons in the 1st grade, the analysis of the writing of numbers, the structure of forms, the formation of the imagination of some forms, various interesting visual and audio materials are carried out through the student's memory and visual memory, which passes through his eyes and helps him repeat in the process after the lesson. Bright illustrations, amazing, interesting assignments help to increase the interest of younger students in mathematics, allow them to familiarize themselves with the educational material in the form of a game, provide a wide range of opportunities for self-control and educational reflection.

Teaching mathematics in the first grade creates a foundation for enhancing students' worldview, developing oral and written speech, writing numbers, counting numbers within ten, and acquiring knowledge about geometric elements. However, it is natural that the transition from a playful childhood to a responsible period of learning, during the period of mental difficulties associated with changes in the environment, requires a lot of work from both the student and the teacher to develop writing and reading skills at the required level. The use of multimedia tools will have a great effect in turning this difficult process for the student into an interesting and enjoyable activity.

It should also be noted that the inability to use multimedia tools appropriately and normally, depending on the form and purpose of the lesson, the level of students' knowledge, can have a negative impact, distract students, steal time, and as a result, hinder the full achievement of the lesson's intended goal. For this reason, it is necessary to plan the use of multimedia tools, taking into account the distraction of primary school students, especially those studying in the 1st grade, the sense of responsibility for the newly formed learning, duty, and sometimes playfulness.

In conclusion, it can be said that multimedia applications created for grades 1-4 in primary education have opened up great opportunities for educators. Animations, cartoons, test assignments, logical tasks, video materials, didactic games, dictionary work, recreational materials, and songs presented in multimedia applications not only provide students with in-depth knowledge, but also help them develop independent thinking and independent work skills.

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