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ESTABLISHING COOPERATION THROUGH MULTIMEDIA TOOLS IN MOTHER TONGUE CLASSES

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Abstract. The article discusses the effective use of multimedia tools in native language lessons, the role and importance of multimedia technologies in various forms of lessons. The opinions of methodologists are analyzed. The issues of establishing a cooperative pedagogy through multimedia tools are covered.
Keywords: collaborative pedagogy, cyberpedagogy, multimedia technology, active approach, multimedia programs.

In education based on multimedia technology, it is easier to establish cooperation in the "teacher-student" relationship. The teacher creates conditions for the formation, upbringing, acquisition of knowledge and development of a person in the educational process. More precisely, he cooperates with learners. It is not without reason that the concept of "collaborative pedagogy" is becoming increasingly active in today's educational processes. "Cooperative teaching involves teaching each student to daily intensive intellectual work, creative and independent thinking, cultivating conscious independence as a person, creating a sense of personal dignity in each student, strengthening confidence in their own strengths and abilities, and forming a sense of responsibility in learning"[1]. The student performs exercises and assignments together with the teacher, creates together, activates, draws conclusions together, and evaluates himself. Collaboration with students can be established even in the creation of multimedia technology projects. "In the educational process, the preparation and use of information products is of great importance for organizing the creative activity of students based on cooperation. In this process, artificial intelligence or logical-linguistic models can be effectively used. Knowledge modeling is carried out in various scientific directions and for various purposes. In the theory of expert systems, this method is used to solve intellectual tasks using computers. In the learning environment, the teacher appears as both a physical and virtual expert model"[2]. It is no exaggeration to say that the implementation of multimedia tools has taken the quality and effectiveness of language education several steps forward. Even when working with multimedia tools, the student directly observes the process, experiences it, and draws conclusions for himself. When comparing traditional lessons and multimedia lessons, the following advantages are noticeable: in traditional native language textbooks, the text of the materials related to the topic and, in some places, a static picture are provided; in multimedia lessons, the text of the material related to the topic, a voice or video explaining it, several pictures, diagrams, tables, animation, and music related to the topic can be provided together. "While working with the textbook, students develop their skills in independent reading, learning or recalling rules, and identifying and explaining grammatical phenomena based on exercise assignments, working with multimedia applications increases students' desire to learn, improves their relationships with peers, and gives them the opportunity to independently master a new topic and self-assess"[3]. At the same time, the variety of multimedia tools interests the student, encourages him to think, broadens his worldview, and connects knowledge, skills, and abilities. To create a perfect multimedia lesson project, a scientist, a science teacher, and a computer specialist must come together. In addition, the goals and requirements for creating electronic educational resources should not be overlooked. When creating multimedia technologies, it is necessary to take into account pedagogical, psychophysiological, and methodological requirements. For pedagogical requirements, the created product must comply with state educational standards and current curricula; for psychophysiological requirements, it must be developed

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simply, clearly, understandably, and conveniently, taking into account the student's age, worldview, and interests; for methodological requirements, the learning material must be developed in a logical sequence, ensuring coherence, and taking into account the complexity of the level of knowledge mastered. In addition, if it is harmonized with technical, aesthetic, didactic and other requirements, if it is scientific, understandable, continuity and integrity are ensured, the topic is systematically covered, and the interactivity of communication, teaching, upbringing and development are taken into account, a positive result will be achieved in the harmony of requirements and implementation.

Ignoring multimedia conditions can also lead to the failure of the prepared lesson from a didactic point of view. Unfortunately, many teachers do not pay attention to small details when using multimedia tools. To use a projector, it is not necessary to cover the windows of the classroom with curtains, on the contrary, it is important to place the projector or interactive whiteboard in an area where the light does not fall, and pay special attention to the colors on it. If the classroom is not equipped for multimedia lessons, it is advisable to hold multimedia lessons in computer rooms.

An innovative approach based on these requirements serves as an effective factor in educating students with independent intelligence, along with gaining new experience, developing creative and critical thinking, and striving for the future. Another possibility is that multimedia developments are used in classroom lessons, in classes with gifted students, in classes with low achievers, in native language circles, as well as for independent work at home. The teacher is only required to determine the speed of learning the material, the amount of material, the level of difficulty, and, most importantly, to form in the student the skills and culture of using the necessary media appropriately. In the main forms of organizing native language classes, it is possible to establish cooperation by making extensive use of multimedia capabilities:

- ✓ the use of videos, animated films and audio when working in general groups;
- ✓ the use of interactive game tasks individually;
- ✓ the effective use of specially created educational projects in small groups increases the effectiveness of the lesson (See Figure 1).

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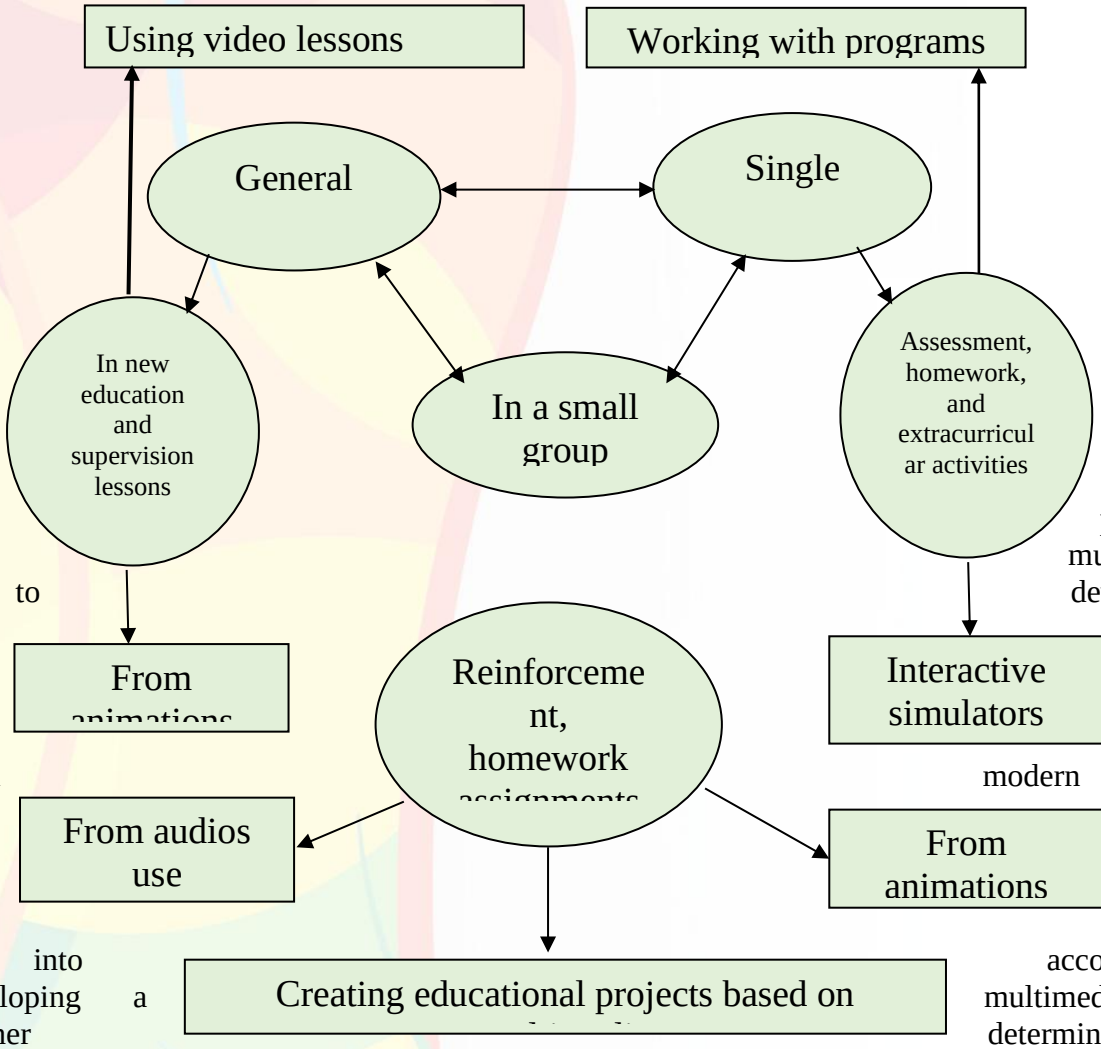

Figure 1. From multimedia in lesson forms

The primary goal of multimedia lessons is to develop students' abilities for effective independent creative activity in a modern information-rich environment during the learning process. Taking this into account, when developing a multimedia program, the teacher determines not only the learning objectives of the topic, but also its goals (educational, educational, developmental), and additionally includes the components of information culture (development of the ability to select the necessary information, familiarization with new methods of technical information processing, formation of practical skills in processing information on a computer, etc.). "Education should be a social institution that is capable of providing a wide range of educational services that allow a person to continue studying, to obtain post-higher education and additional education for the general public. To do this, it is necessary to diversify the structure of general education programs, to build an educational environment in which each person can relatively fully demonstrate their educational and professional abilities, and to create a substantive basis for the transition to the principle of "education for all"[4]. Such opportunities are provided by today's technology - multimedia tools. Another important point is that multimedia education can be used in both open and distance learning. In particular, the effective use of multimedia tools in distance learning, which is becoming increasingly popular today, leads to positive results. Software tools in multimedia lessons complement traditional teaching technologies.

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It is necessary to ensure that the presentation of educational information in the form of diagrams, tables, video clips, audio texts, equipped with animation and sound effects, is inextricably linked with other components of the learning process: goals, content, teaching methods, teacher and student activities. When introducing multimedia pedagogical technologies, it is advisable to find a balance between the linguodidactical constants that have always existed in the theory and practice of language teaching and have stood the test of time.

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