

The Use of Multimedia in Preschool Education and Influence on the Formation of Speech Culture

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Abstract: Every field of our country is progressing day by day, so the mental and physical potential of young generations needs attention and support from the very first. Therefore, it is important to choose the latest and most effective methods for teaching preschool children. Wide use of multimedia tools in preschool education includes many possibilities and effectiveness.

Key words: Multimedia in preschool education, educational technologies, formation of speech culture, development in early childhood, classification of multimedia tools, interactive educational process, types of active education

INTRODUCTION

In the modern world, while educational processes are rapidly advancing, it is important to choose educational strategies that can meet the demands of society and large-scale development in the field of preschool education. In particular, every sector of our country is progressing day by day, so the mental and physical potential of young generations needs attention and support. Therefore, it is important to choose the latest and most effective methods for teaching preschool children. Wide use of multimedia tools in preschool education includes many possibilities and effectiveness.

Preschool age is a period of rapid development in all areas of human life. Therefore, cognitive areas should be considered very important for the fastest development of a person, and the achievements in this development have the power to positively affect others. From the moment a person is born, they begin to learn concepts and use them, that is, these are the concepts in their daily life. The first sign of his acquisition of these concepts is the development of his light. During this period, the child's speech develops rapidly and vocabulary increases. Environmental factors play a big role in how quickly, fluently and logically a child's speech is formed.

Today, multimedia tools that influence the development of children's abilities of oratory. Nowadays, children are in constant contact with various gadgets at their home. These gadgets are devices that provide multimedia products. How important are these tools in the development of a child's speech? How to use them properly? First of all, what is multimedia and what does it consist of?

Multimedia is a combination of text, sound effects, lighting, animated figures, still images, video, and interactive content. Multimedia is simply a collection of multiple forms of media, such as audio, sounds, text, graphics, etc., these are processed in software. Multimedia enhances independence, decision-making, and children's prior knowledge, critical literacy, and strengthening children's



concrete numbers and language concepts. Multimedia plays a very important role in helping students in the educational process. In the current study, it is possible to determine the role of various types of multimedia devices and their positive impact on early childhood education.

The role of educational technology and multimedia is the materials, procedures, organizations, ideas, devices, tools or machines that make the learning process more effective, successful and memorable. The main role of multimedia is hands-on learning. Children first see objects, and then they learn. Multimedia may have a unique ability to facilitate learning because of similarities between children's natural learning methods, i.e., visual information and images. Visual text is presented with graphics; children can be more motivated to succeed and succeed in word learning. The use of interactive multimedia in the training process is a growing phenomenon. Multimedia plays a very important role in helping children in the educational process. Thus, it can be concluded that multimedia allows children to learn more effectively. The use of multimedia tools to entertain children is becoming increasingly popular. Multimedia tools provide many new ways to motivate children, explore problems, make sense of ideas, and communicate with others.

Formation of speech culture in children of early age

Children can simultaneously and with interest observe various forms of speech culture through multimedia. Forming speech culture means educating a young generation with strong speaking skills in the future. Forms of speech culture are not only the ability to find and speak beautiful and appropriate words, but also to be able to choose the right intonations in speech and at the same time to be able to perfectly present the speech with jeshchas (hand gestures). Materials presented with the help of multimedia slides, animations, video and audio guides can cover all forms of speech culture.

There are two main approaches to using multimedia in early childhood education, the first is that students can "learn" from multimedia. Second, they can learn "with" multimedia. In terms of educational multimedia, it is a system of symbols that educators and children use to communicate knowledge with others. The basis of using multimedia in early childhood education is "educational communications". Most educators and children feel comfortable using multimedia. Educators can check out VCD players for home practice so that their groups can use the equipment effectively.

Multimedia is necessary for education in various ways, development of mutual skills and competencies, formation of speech culture, effective communication, problem solving, critical thinking, cooperation, and use of technologies. It develops behavior, intellectual interests and responsibility. Students' satisfaction and motivation are higher in groups that use multimedia materials. Educators can use a variety of media to increase interest. Rich media materials to enhance understanding make it easier for children to understand a variety of topics, especially the dynamic processes that develop over time. To improve recall, media materials lead to better encoding and easier retrieval. Multimedia tools provide real-time simulations through the use of videos and it is said that it is considered to elevate it beyond traditional learning. Multimedia can be seen as a means of replacing or preparing the learner for practical experience. Even if the purchase or maintenance of a laboratory is too expensive, the maintenance of the equipment prevents practical use for each student, the hands needed to supervise the practical training when the teaching budgets are cut. When provision of additional academic and technical staff is prohibitive, multimedia can offer a solution. Multimedia is provided and students have more options and a degree of control over the learning process.

Preschool children's attention is scattered more than adults', but it is possible to hold this attention for a long time with multimedia tools. Each multimedia tool has its own function. Experts can check the purpose of their use and then use them in the educational process. The most common video



applications are electronic tools for recording, duplicating, and broadcasting and stunning moving visual images. Video codecs contain sequences of frames, still images, and motion between these images. Quality varies by frames per second, color space, resolution, and more. Using videos is to promote early childhood education, strong brain development, readiness for school, and a stronger workforce and economy. Animations are great fun for young audiences and many students demonstrate a high level of media literacy and animation knowledge even in the early years. The word "animation" is a form of the word "animate" and means to bring to life. For example, is it better to videotape the spinning globe in action or animation is a better solution. Gives great knowledge of real context through animation in traditional stories. Early childhood is a stage of rapid development.

Multimedia has the ability to create a high-quality learning environment. With the ability to create a more realistic learning context through a variety of media and provide learner control, interactive multimedia can provide an effective learning environment for all types of learners. Multimedia learning materials can be richer to provide more opportunities for elaboration, and the learner can make more cognitive connections to connect new knowledge with previous knowledge. Traditional teaching with multimedia should be more effective than oral lectures, fairy tales, stories. Using multimedia information presentations in teaching process has a potential learning advantage over traditional teaching. Multimedia can also cause learners to focus on the wrong information, thereby reducing learning. Multimedia is the most effective tool for providing clear information to the teacher, and is an easy-to-use and interactive guide. In order for multimedia education to have a significant, positive impact on learning, we need to make multimedia instructional design decisions. (Lawrence, 1995). The elementary stage is an important stage in the educational life of the child, if the teacher succeeds in clarifying the direct goal and making the whole concept understandable to the child, then the student in the future is difficult can understand things easily (Suleman, 2008). It depends on the effective teaching process. Educational technology plays an important and decisive role in making the educational process more effective and successful.

In conclusion, teachers can increase preschoolers' knowledge in education through multimedia. There is high quality to enhance through multimedia tools early learning. Even these tools help to increase knowledge about moral values in early childhood. Computers, videos, animations, television can provide correct knowledge in interactive ways. The videos are mainly based on real situations, and the easy interaction of these children plays a significant role in the development of oratory. Animation has a deep impact on children's minds and increases their educational activity, helps to actively and beautifully use emotions and intonations in speech. Presentations through slide projectors increase children's attention and teach accuracy in speech.

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