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THE USE OF MULTIMEDIA PRESENTATIONS WHEN LEARNING ENGLISH

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Annotation: Multimedia presentations are a powerful source of information when learning English to motivate students, expand their horizons, develop independent work skills, and hence improve academic performance and the quality of knowledge. For example, in 1st course, when studying the topics “My house”, “Favorite food”, “Clothes”, “human Body”, “Weather”, etc., I use computer presentations to enter lexical units and activate them in the speech of students.

Key words: presentation, students, performance, motivation, information, independent work skills, method, necessary.

The use of multimedia applications forms communicative skills in listening, speaking and reading in English, increasing motivation, developing speech abilities, memory, thinking, imagination.

Without play, there is no and cannot be a full-fledged mental development.

The game is a spark that ignites the flame of inquisitiveness and curiosity.

The game is one of the techniques used in teaching a foreign language. The game creates a natural communicative game that arouses the interest and activity of learners, and the constantly present element of competition in the game, the desire to win, mobilizes the attention of students, trains their memory. All this contributes to a more solid assimilation of the studied material.

Role-playing is an activity in which children assume the roles of adults and reproduce the activities of adults and the relationships between them in a generalized form, in game conditions. The child, when choosing and performing a certain role, has an appropriate image - a mother, a doctor, a driver - and patterns of his actions.

I pay special attention to role-playing games in my work, especially in primary classes. The English lesson uses organized role-playing communication. It allows students to form communicative skills in a certain number of specially selected "life" situations. Role-based communication is implemented in a role-playing game - a form of educational communication.

- ✓ line-up (students strive to line up as quickly as possible in accordance with the proposed feature);
- ✓ strip-story (each student receives a different phrase and tries to quickly take the appropriate place in the " story");
- ✓ smile (students approach each other and exchange remarks with a mandatory smile);
- ✓ merry-go-round (students form an outer and inner circle and, moving in a circle, exchange cues);

In the story the game develops the ability of imagination and creative thinking. Later, the role-playing game is distinguished by games with rules, in which the role recedes into the background and the main thing is a clear implementation of the rules. In contrast to the story game, which allows for both individual and joint forms, a game with rules is always a joint activity, assuming the presence of at least two players.

Didactic games are aimed at solving specific tasks in children's education, but at the same time they have an educational and developmental influence of play activity.

All games that are used for didactic purposes, suggests dividing into two types depending on the main content of the game actions.

With the advent of the computer, this work has become even more attractive for students. Using the Internet, they perform informative and searchable country studies tasks, work with reference literature, learn to use English as a means of education and self-education.

Project activity can make the educational process for the student personally significant, in which he will be able to fully develop his creative potential, show his research abilities, imagination, creativity, activity, independence. Working on a project, presentation reveals the creative potential of the student, develops his imagination, imagination, thinking.

As a result of using the above creative methods and forms in learning English, it is possible to: reveal the comprehensive abilities of students; increase children's interest and enthusiasm for the subject; teach students to be more confident in themselves; teach students to use their knowledge in various situations. Systematic and purposeful work on creating creative conditions in English lessons has allowed us to achieve positive results. The work carried out allows to increase students' interest in the subject, allows to obtain certain results of training students, develops students' creative abilities, increases independence in the learning process, increases the level of education and culture, develops speech; gives the opportunity to participate in various competitions, quizzes, Olympiads, projects.

By solving new methodological problems and deepening knowledge of the subject, the teacher increases his professional level.

The teacher's talent as a master is revealed when at each lesson he manages to draw the child into the world of the unknown, to interest him so much that he himself wants to learn something new, to solve the problem put before him himself. So that the child's eyes burn, so that he feels confident, strong and willing to create.

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