MAKTAB YOSHIDAGI BOLALARGA CHET TILINI O'RGATISHDA QO'SHIQLAR VA MULTIMEDIA VOSITALARIDAN FOYDALANISH

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Annotatsiya: Maqolada qo'shiqlarning talabalarning motivatsiyasiga ta'sir qilish mexanizmlari, yangi o'quv materialini o'zlashtirish sifatini oshirish, nutq qobiliyatlarini, ijodiy va kognitiv qobiliyatlarni rivojlantirish, shuningdek, chet tilini o'rgatish jarayonida hissiy taranglikni kamaytirish masalalari muhokama qilinadi. Chet tilini qo'shiqlar yordamida o'qitish metodini nazariy asoslash chet el tilshunoslari va o'qituvchilari mehnatiga asoslangan. Maktabgacha yoshdagi bolalar uchun ingliz tili darslarida ushbu yondashuvdan foydalanish misollari keltirilgan.
Kalit so'zlar: qo'shiq, multimedia, chet tili, maktabgacha yosh, audio va video materiallar.

ИСПОЛЬЗОВАНИЕ ПЕСЕН И МУЛЬТИМЕДИЙНЫХ СРЕДСТВ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ ДОШКОЛЬНИКОВ

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Аннотация: В статье рассматриваются механизмы воздействия песен на мотивацию обучающихся, повышение качества усвоения нового учебного материала, развитие речевых навыков, творческих и познавательных способностей, а также на снижение эмоциональной напряженности в процессе обучения иностранному языку. Теоретическое обоснование метода обучения иностранному языку с помощью песен построено на работах зарубежных лингвистов и педагогов. Представлены примеры использования данного подхода на занятиях по английскому языку для детей дошкольного возраста.
Ключевые слова: песня, мультимедийные средства, иностранный язык, дошкольный возраст, аудио- и видеоматериалы.

USE OF SONGS AND MULTIMEDIA TOOLS WHEN TEACHING A FOREIGN LANGUAGE TO PRESCHOOL CHILDREN

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Abstract: The article discusses the mechanisms of the influence of songs on the motivation of students, improving the quality of mastering new educational material, developing speech skills, creative and cognitive abilities, as well as reducing emotional tension in the process of teaching a foreign language. The theoretical substantiation of the method of teaching a foreign language with the help of songs is based on the works of foreign linguists and teachers. Examples of using this approach in English

lessons for preschool children are presented.

Key words: song, multimedia, foreign language, preschool age, audio and video materials.

Introduction. In the modern world, there are a large number of different methods of teaching a foreign language. The use of multimedia, computer technologies can no longer be called innovative, since the Internet and the computer have already become an integral part of the life of a modern person.

Today, education faces the problem of finding the most productive technologies for teaching and educating, creating new paradigm approaches to learning activities, introducing effective types of educational process management and considering the pedagogical process itself from a new angle, which is often associated with a systemic transformation of real pedagogical systems. That is why the modern educational process is perceived through the prism of the pedagogical system.

Traditional teaching simplifies the task of students to understand a foreign language and prevents them from understanding the structure and function of the language, making students passive recipients of knowledge. The main goal of teaching foreign languages in general educational institutions is the acquisition by students of the skills and abilities of the competent use of a foreign language in real life situations, not only everyday, but also business, professional communication.

The problem of revealing the specifics of the modern pedagogical process as a complex self-organizing system is relevant in psychological and pedagogical science and practice as a component of the prospects for the formation of modern education, which implies the professional development of the personality of a future specialist as the main goal.

Modernity requires the teacher and scientist to study and consider multimedia as a means of interactive and creative teaching of a foreign language.

Literature review. A foreign language is a subject that, due to its specificity, assumes the most flexible and widespread use of various teaching aids. The main role here, of course, is played by multimedia. The most accessible of the multimedia tools is the so-called electronic textbook. There is now a wide variety of modern multimedia textbooks, where enough exercises can be found for students of all ages and backgrounds. It is they who provide great help in teaching phonetics, the formation of articulation, rhythmic-intonational pronunciation skills, to increase the motivation of students to learn a foreign language. Sounds, words, phrases and sentences are perceived by students by ear and visually. Students have the opportunity to observe articulation movements on a computer screen and hear the correct intonation. At the same time, due to the sufficiently high imitative abilities of students, the correct samples are imprinted in their memory.

Why are multimedia textbooks so attractive for teachers and students? The fact is that the information received in the classroom is often subject to rapid changes. Electronic textbooks allow you to track these changes and, thus, ensure a high level of student knowledge [2, p. 28]. Let's list the advantages of electronic textbooks: visual presentation of the material; quick feedback; interactive mode allows students to control the speed of passing the educational material themselves; ease of use.

Now everyone understands that the possibilities of using Internet resources are enormous. The global Internet creates conditions for obtaining any information necessary for students and teachers, located anywhere in the world: regional geographic material, news from the life of young people, articles from newspapers and magazines, etc. didactic tasks: to form skills and abilities of reading, using the materials of the global network; improve the writing skills of schoolchildren; replenish the vocabulary of students; to form students' motivation to learn a foreign language.

In addition, the work is aimed at studying the possibilities of Internet technologies to expand the horizons of schoolchildren, to establish and maintain business ties and

contacts with their peers in other countries. Students can take part in tests, quizzes, contests, olympiads held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc. It is important to decide for what purposes we are going to use its capabilities and resources [1, p. 115]. Using the information resources of the Internet, it is possible, by integrating them into the educational process, to more effectively solve a number of didactic tasks in the lesson: to form skills and reading skills, directly using the materials of the network of varying degrees of complexity; improve listening skills on the basis of authentic sound texts on the Internet, also appropriately prepared by the teacher; improve the skills of monologue and dialogical expression based on problematic discussion of materials presented by the teacher or someone from the students; replenish your vocabulary, both active and passive, with the vocabulary of a modern foreign language; to get acquainted with cultural knowledge, which includes speech etiquette, especially the speech behavior of various peoples in terms of communication, especially the culture, traditions of the country of the target language.

Several billion multimedia files in a foreign language have been published on the Internet, containing educational, methodological and scientific information, which makes it possible to organize operational consulting assistance, simulate research activities, and conduct virtual training sessions in real time [5, p. 84]. When preparing for a lesson, foreign language teachers have the opportunity to use materials from various domestic and foreign sites. If the school has a language laboratory equipped with computers with Internet access, then foreign language teachers can use Internet resources directly in the classroom.

Discussion and result. On the Internet, you can find a large number of sites designed specifically for those who are learning a foreign language. The presented materials can be used both in the lesson and for independent work at home. On the Internet sites are presented authentic audio and video materials, texts for reading, games, tests for students of different ages with different levels of language proficiency. The materials can be used at any stage of the lesson. All kinds of developmental, linguistic, humorous games will help children master the vocabulary and grammar of a foreign language: find a couple of words, sign pictures, solve a crossword puzzle, fill in the blanks, solve words, arrange sentences in the correct order, color pictures according to instructions, choose the correct answer to a question, and so on Further [3, p. 209]. This form of work teaches children from an early age to perform various kinds of tests, including those with a time limit. You can also find rules with detailed explanations and examples, multilevel assignments, final tests. The materials can be used at the training stage and to control knowledge.

Children often spend a lot of time looking up unfamiliar words in the dictionary. Online dictionaries make this task much easier. A huge advantage of such dictionaries is the constant updating and replenishment of the word list. To increase the efficiency of teaching a foreign language and the organization of operational consulting activities outside the classroom, a subject teacher can create his own website. Working with a website for schoolchildren involves a creative approach to completing non-standard assignments.

An integral part of a modern foreign language lesson is multimedia support, presented by a multimedia presentation. Multimedia support is present throughout the entire lesson, or covers most of it. The slides can present a wide variety of elements of the content of the training session. Today, Power Point-based multimedia presentations are most often used in the educational process. Although relatively easy to create, Power Point can create high-quality, functional products that help you achieve your learning goals [4].

Power Point makes it possible to give a more attractive form to the presentation of materials, diversify the types of language activities, and take a fresh look at

seemingly outdated material [4]. Electronic presentations allow students to focus on the most significant moments of the information presented and create visual effective samples in the form of illustrations, diagrams, diagrams, graphic compositions, etc. In this case, several types of memory are involved at once: visual, auditory, emotional. Presentations prepared in this way can also act as an interactive tutorial. They can be used both at the initial stage of learning a foreign language and at an advanced stage.

The use of information technology in teaching languages reflects the principle of visibility of teaching thanks to new ways of presenting information. It is possible to use a presentation in the educational process at various stages of the lesson, while its essence as a visual means remains unchanged, only its forms change, depending on the intended purpose of its use. For example, the use of illustrative material and animation in presentations makes it easy and accessible to introduce new vocabulary without resorting to translation into Russian [4]. Explaining complex grammatical phenomena turns into an exciting adventure, the assimilation of grammatical structures and forms occurs involuntarily, with practically no effort on the part of the student. Repetitive replay of the situation and interactive visualization make it possible to firmly anchor the material. With the help of electronic presentations, you can successfully train the skills and abilities of listening to a foreign language.

The advantages of using poetic works in teaching a foreign language are as follows:

- expand vocabulary, develop students' sense of language, knowledge of its stylistic features and help to consolidate the correct articulation and pronunciation of sounds;

- stimulate monologue and dialogic speech, contribute to the development of both prepared and spontaneous speech;

- help to better assimilate and activate the grammatical constructions used in a foreign language;

- contribute to the development of socio-cultural competence, the creation in the classroom of a special atmosphere of the country whose language is being studied, providing a historical retrospective, different views on the relations and values of the peoples whose language is being studied;

- enliven the teaching process, bring variety, cause positive emotions and create high motivation;

- enrich the imagination, reduce the psychological burden of students, increasing their emotional tone (also due to rest from routine work with textbooks and notebooks) [2].

One task can also be listening to translations of famous songs. When working with songs, you can give tasks for translating the text, both in a visual format and by ear. By the way, for many students, the main problem is the auditory perception of foreign words. Listening to songs in foreign language lessons contributes to the development of oral speech.

When working with a literary text, the vocabulary is significantly expanded, since many writers use colloquial vocabulary, phraseological turns, which are usually not found in textbooks. The material provided by the standard program of teaching a foreign language is not enough for students to fully master the course and be fluent in another, non-native language.

As we stated earlier, well-known songs can be used as auxiliary material for the textbook. Songs are best broadcast using a multimedia projector with subtitles so that children can both hear and read the text.

It is a good idea to use student-suggested song materials, because: the songs chosen by the students impose a certain responsibility on the latter, encourage them to study and allow them to get closer to the inner world of the student.

It is desirable that the study has some kind of continuation and is logically

connected with the subsequent lesson or independent work of students – for example, in extracurricular activities, for example, during weeks of English (watching cartoons and films in the original, listening to songs, creating projects and presentations, etc.).

When working with a song, you can use video clips, which are often real artistic masterpieces, in which sound, image, text is skillfully combined.

The teacher can apply a variety of exercises in the lesson when working with the song:

- guess the content of the song based on its title or keywords.
- fill in the gaps with words from the song (nouns, verbs, etc.).
- arrange in sequence the jumbled lines of the song.
- write the missing lines.
- pick up rhymes from the words presented by the teacher and complete the lines.
- underline or select synonyms (antonyms) for the words given by the teacher on the blackboard.
- find the «hidden» words.
- explain idioms in your own words.
- solve crossword puzzles.
- imagine and tell, draw what the musical passage said.
- discuss with the students the impressions that arose while listening to a piece of music or your attitude to what the song is about [5, p. 14].

The teacher's choice of exercises that he uses when introducing the students to the song, again, depends entirely on the goal that he has chosen for himself.

Of the positive consequences of working with the song, it should be noted that:

- the development of listening, reading, writing and speaking skills is growing;
- a high level of motivation is formed, an atmosphere of cooperation is created, a meaningful study of educational material is observed, the development and self-development of the individual is ensured;
- the application of a competency-based approach to the study of a foreign language is implemented, the maximum involvement of the student in the study of a foreign language throughout the entire period of study.

When using songs in English lessons, one should rely on a communicative approach to teaching the language. The use of interactive methods, innovative technologies and communicative tasks, implemented through the organization of joint activities of the teacher and students, give an impressive developmental effect.

In this form, the lessons better embody the content of the methods and forms of teaching, the education of a clear rationing of time, the efforts of students and teachers. A methodically substantiated process of achieving the planned pedagogical results, including the formation of students' knowledge and skills, the disclosure of the content of the lesson filled in a special way – in combination with the scientific organization of the work of students and teachers – this is pedagogical technology and optimization of teaching students a foreign language.

The modernization of education and the computerization of secondary schools, carried out within its framework, are significant not only in themselves as a certain tribute to a new round of technological progress.

Today, the use of multimedia technologies in the classroom is not just fashionable devices, but teaching aids, special latest pedagogical tools.

The main rule in building a new educational environment can be considered the observance of the principle of psychological and pedagogical expediency of using Internet resources. From the point of view of pedagogical expediency, this means that the resources of the Internet are supposed to be regarded only as a tool, a means of increasing efficiency and further optimizing the learning process.

The psychological aspect of the problem should take into account the processes of psychological interaction of all components of a special reality born in a new

educational environment: the subjects of the learning process – the teacher and the student, the object of their visual interaction – the studied and multimedia technologies, as a tool, a technical means of teaching an interactive nature.

It is advisable to use multimedia art technologies at any stage of the lesson, at different stages of studying the topic. This contributes to the development of oral speech, reading, listening, as well as the assimilation of grammatical structures, phonetic phenomena, the activation of lexical units, and the like.

So, the preparation and use of multimedia technologies enhances the motivation for learning and, of course, helps the teacher, as it serves as a kind of form of reference notes. However, the teacher should try to ensure that the lessons are not overloaded with the use of non-teaching materials; it is necessary to frequently change the types and forms of activities in the lesson.

Conclusion. The use of multimedia teaching tools allows you to qualitatively change the control over the activities of students, while providing flexibility in managing the educational process. Correctly organized work of students with a computer and the use of multimedia can contribute, in particular, to the growth of their cognitive and communicative interest, which in turn will help to activate and expand the possibilities of independent work of students in mastering a foreign language, both in the classroom and outside the classroom. One important point should be noted: multimedia tools and all their capabilities, no matter how good they are, will not replace a teacher in the classroom, they are only an effective assistant that allows you to improve the quality of teaching and make the control of the material learned objectively and visually. All other functions are still performed by the teacher.

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