

METHODOLOGY OF EFFECTIVE USE OF EDUCATIONAL TOOLS.

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Annotation: The article discusses the possibilities of effective use of educational tools in the educational process, methods of increasing the efficiency of the educational process using information technologies, computer technologies and digital educational resources.

Keywords: multimedia tools, information technologies, digital educational resources, Internet, hypermedia services, hypermedia mail, video conferences.

The experience of using multimedia tools in the national educational process of Uzbekistan is being formed. Because this is also a requirement of the time. Developing information tools, along with traditional opportunities that determine the basis of social development in our society, form factors such as people's abilities, initiative, creative approach to work, intellectual activity, and independent improvement of their knowledge and skills. The process of creating information associated with the storage, transmission, and reception of large amounts of information involves the development of computer technologies in various spheres of human activity. Human thinking is developing so much that the process of technification and computerization is boldly entering not only various spheres of production, but also the spheres of culture and education. The rapid development of computer technologies has raised the educational process to a new level. This, in turn, has created the need to further enrich the content, methods, and forms of education with new knowledge and skills. Today, the level of professionalism of specialists working in various spheres of our society is also determined by their mastery of computer technologies. This has become a requirement of the times. To meet this requirement, a sufficient base must be created in the process of training specialists, that is, in educational institutions. Currently, work is underway in educational institutions on such urgent problems as creating the scientific foundations of new pedagogical technologies, classifying them, and determining their methodological significance.

New pedagogical technologies, along with traditional and non-traditional methods, also mean the computerization of education. In this sense, the increasingly formed computer-information culture creates new relationships in the transmission and reception of information, creates a new type of thinking. In this case, a person enters into a dialogue with the information universe. The combination of telecommunication (telephone, television, radio) networks with computer networks forms a single global information space - multimedia. The most important part of this space is the Internet, especially its hypermedia services (World Wide Web), hypermedia mail, video conferences.

Multimedia (meaning "multimedia") is a modern information technology and represents a complex concept. Multimedia performs the functions of collecting, storing, processing and transmitting information using various forms of information - text, tables, graphics, speech, animation, multiplication), video images, music. Multimedia is a new, improved stage of interactive (dialogical) communication between humans and computers, in which the user receives a wide range of information. Multimedia tools are used in such areas as entertainment,

education, and advertising. Teaching students based on multimedia tools is one of the current issues. The use of multimedia tools in the educational process is of great importance from a pedagogical and psychological point of view. It allows for deeper assimilation of the material presented, the opportunity to save time is achieved, the information received is stored in the person's memory for a long time, the participation of students as passive listeners is reduced, multimedia programs are implemented aimed at improving research and cognitive activity, and artistry is introduced into the educational process. In other words, multimedia activates such motives of education as emotional and aesthetic impact, goal-orientedness, and research. It is known that a student remembers only a quarter of the topic he heard for the first time, and only a third of the material he saw; People retain fifty percent of information when they see it and hear it. When using interactive multimedia technologies, this figure increases to 75%. Therefore, it is necessary to strive to create a multimedia theory, in particular, multimedia pedagogy, which takes into account the psychophysiological and aesthetic characteristics of receiving, understanding large amounts of information, and educating an active and responsible attitude to reality.

The following technical means are required for using multimedia: a computer, an SD ROM device that reads laser discs, an SI-sound map, an AS active speaker, an SD-compact disk. In the most modern computers, some of the above devices are built into the computer.

In the educational process, the teacher should still be closely assisted by a programming specialist. Programs have been developed by programmers to help learn Russian and foreign languages quickly and easily. However, there are almost no programs for learning the Uzbek language. DTS has been created for educational institutions of the Republic of Uzbekistan, new pedagogical technologies are being introduced in teaching, and great attention is paid to the state language. However, excellent multimedia programs for learning the Uzbek language have not been developed. In this case, creating multimedia programs for teaching the Uzbek language is associated with a number of material difficulties. However, trying to write a scenario for a multimedia program that uses simple tools and a single personal computer, which is not very large in size (for example, designed for 10-15 minutes of a lesson), should be a pressing problem for methodologists and teachers and at the same time an interesting exercise.

In general, there are the following methods of using computer technologies in the education system:

1. Multimedia textbook.
2. Methodological recommendations with a set of tasks for consolidating knowledge and skills.
3. A test program designed to check the level of mastery by students.
4. Switching from one language to another;
5. Electronic virtual library;
6. A program for preparing and printing practical tasks for each student;
7. Distance learning, i.e. a system of teaching in which the teacher and students are located at a certain distance.
8. Multimedia computers connected to the Internet.
9. Printer (for preparing assignments and printing test results).
10. Projector or presentation technology connected to the computer.

The most popular digital learning tools for teachers and students

1. Edmodo is an educational tool that connects teachers and students and is embedded in the social network. In it, teachers can create online collaborative groups, manage and present educational materials, measure student performance, and communicate with parents, among other functions. Edmodo has more than 34 million users, who connect to create a more enriching, personalized and responsive learning process that is adapted to the opportunities created by technology and the digital environment.
2. Developed by a group of entrepreneurs and engineers passionate about social learning, Socrative is a system that allows teachers to create exercises or educational games that students can solve using mobile devices, whether they are smartphones, laptops or tablets. Teachers can see the results of the exercises and, depending on this, modify subsequent lessons to make them more adaptive.
3. Project is a tool that allows you to create multimedia presentations with dynamic slides where you can embed interactive maps, links, online quizzes, Twitter timelines and videos, among other options. During classroom sessions, teachers can share academic presentations with students that are adapted to different devices.
4. Thinglink allows teachers to create interactive images with music, sounds, text and photos. They can be shared on other websites or on social networks such as Twitter and Facebook. Thinglink offers teachers the opportunity to create teaching methodologies that engage students through interactive content that can expand their knowledge.
5. TED-Ed is an educational platform that allows teachers, students, animators - in general, people who want to expand knowledge and good ideas - to create educational lessons in collaboration. This website allows for the democratization of access to information for both teachers and students. Here, people can actively participate in the educational process of others.
6. cK-12 is a website that aims to reduce the cost of textbooks for the K12 market in the United States and around the world. To achieve this goal, this platform has an open source interface that allows you to create and distribute educational materials that can be modified and include video, audio and interactive exercises. It can also be published in each region and comply with the necessary editorial standards. Books created in CK-12 can be adapted to the needs of any teacher or student.
7. ClassDojo is a tool for improving student behavior: teachers provide their students with instant feedback, so that a good mood in the classroom is "rewarded" with points, and students are more engaged in the learning process. ClassDojo provides real-time notifications to students, such as "Good job David!" and "+1", to work together. The collected data on student behavior can then be shared with parents and administrators via the website.
8. eduClipper This platform allows teachers and students to share and learn from references and educational materials. In eduClipper, you can collect information found on the Internet, then manage more effective academic content online, share it with members of previously created groups, improve research methods and have a digital record of what students have achieved during the course. Likewise, it allows teachers to organize virtual lessons with their students and create a portfolio where all the work done is stored.
9. Storybird aims to develop students' writing and reading skills through storytelling. In this tool, teachers can create interactive and fiction books online through a simple and easy-to-use interface. The stories created can be posted on blogs, sent by email, and published, among other

options. In Storybird, teachers can create projects with students, provide ongoing feedback, and organize lessons and assessments.

10. Animoto is a digital tool that allows you to create high-quality videos in a short time and from any mobile device, inspiring students and helping to improve their learning. Animoto's interface is friendly and practical, allowing teachers to create audiovisual content tailored to their educational needs

11. Kahoot! is an educational platform based on games and questions. With this tool, teachers can create questionnaires, discussions, or surveys that complement academic lessons. The materials are projected in the classroom, and the questions are answered by students while playing and learning at the same time.

Hundreds of digital learning tools have been created to give students independence, improve the management of learning processes, encourage collaboration, and facilitate communication between teachers and students.

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