

Zarifa R. Jumanova,
PhD,
Tashkent State Pedagogical University n.a. Nizami

Methodology of Teaching Uzbek by Means of Modern Technologies for Initial Classes Pupils

Key words: *education, information and communication technologies, modern technologies, modernization, multimedia products, educational effects, training programs, interactive equipment.*

Annotation: *now many countries of the world aspire to modernize an education system based on wide using of information and communication technologies which offer today new prospects and amazing possibilities for training, confirming with that, that the mankind is on a threshold of educational revolution.*

The modern person is surrounded by such quantity of information which person is not capable to revise and use for development of society without the aid of new information technologies. Every year perseveringly computer and information technologies rushes in our life. On the principle that «information and communication technologies is a set of methods, devices and the productions used by society for gathering, storage, processing and distribution of information», the main thing in practical activities of teacher becomes the understanding of role of application of ICT in educational activity.

The success of education in much depends on the human factor: teacher and his/her professionalism. The skill level of teachers' staff, their readiness of using modern technologies in professional work will be the main things in difficult process of education of formation on level of requirements of modern society. Information technologies give unique possibility to develop not only to the pupil, also to teacher.

Development and expansion of information field of children and teenagers, induces the teacher to work together with pupils, mastering new novel earlier open spaces. I will underline, that simple using of computer technics at lessons does not involve automatically increase of level of professional skill of teacher and growth of quality of education.

Defining role plays, first of all, personality of teacher and his/her motivation. Therefore, at schools it is necessary to create such working conditions at which teacher would like to apply constantly knowledge in the field of using ICT and to fill up them. Thus introduction of modern technologies in pedagogical activity should be not simple necessity, and to be realized in the process in continuous formation and self-education of teacher in this area.

Education modernization directions should be defined by not of existence of computer technics and software at school, but readiness of teachers of initial classes for changes according to inquiries and society problems.

According to site statistics, about 25 % of teachers of 1-4 classes negatively concern application and using computer technologies at lessons, do not show interest to computers, avoid training

on courses of increasing computer literacy, preferring to relate to the help of the advanced and high-qualified colleagues.

The pedagogical experience of this group of teachers exceeds 20 years. More than half of teachers of initial classes (60%) positively concern the computer, show interest to new ICT, use them in practice, among them as young teachers (the experience of work is about 5 years), and skilled and highly experienced teachers. About third of teachers of initial classes (15%) positively concern to ICT, are interested in them, but do not use at their lessons.

The given group also included teachers with the different experience and among teachers of initial classes owning computer technologies of 20% do not apply them at lessons, 30 % use, but is rare, 30% use 2-3 times a week, and 20 % constantly, practically at each lesson.

Using ICT by teachers of initial classes

- Electronic processing of documents
- Using of ready multimedia products
- Using of resources of network Internet for preparation for lessons or for self-teaching
- Using e-mail for correspondence, dialogue with colleagues
- Using computer technologies in off-hour
- Using of computer technologies in work with parents, on teachers' meetings
- Using of own multimedia products
- Professional forums, working in network professional associations
- Using of network Internet for participation in remote competitions, the Olympic Games, conferences of different level
- Remote formation (courses of improvement of qualification)

From this list it is visible, that teachers are more aimed at consumption of ready product, using of computer technologies from convenience reason. They practically do not see its importance for self-education, professional dialogue, remote exchange of experience and remote training.

In this connection, I would like to remind you names of network pedagogical communities in which, having registered, you can communicate with the colleagues. All it is now clear, that the computer cannot replace the vital teacher. But it will help to facilitate its work, to interest children, to provide more evident, absolutely new perception of material. Therefore, I have chosen theme on self-education «Using ICT at lessons in an elementary school as means of improvement of quality education». I have had training preparation on courses, have studied the literature on this theme and began to use ICT at the lessons.

Using ICT in educational process allows:

- to strengthen educational effects;
- to raise quality of mastering of material;
- to construct individual educational trajectories of pupils;
- to carry out the differentiated approach to pupils with different level of readiness for training;
- to organize simultaneously children possessing various abilities and possibilities.

Introduction ICT is carried out in directions:

1. Creation of presentations to lessons;
2. Work with resources the Internet;
3. Using of ready training programs.

Creation of presentations to lessons

One of the most successful forms of preparation and representation of teaching material to lessons in an elementary school can name creation of multimedia presentations.

Moreover, the presentation gives the chance to the teacher to group independently teaching material proceeding from features of a concrete class, theme, subject that allows to construct a lesson so that to achieve the maximum educational effect.

Presentations allow the teacher:

- visually to present material;
- to intensify process of an explanation of a new material;
- to regulate volume and speed of the deduced information by means of animation;

From this list it is visible, that teachers are more aimed at consumption of a ready product, using computer from a convenience reason. They practically do not see its importance for self-education, professional dialogue, remote exchange of experience and remote training. In this connection, I would like to remind you names of network pedagogical communities in which, having registered, you can communicate with the colleagues. Now all it is clear, that the computer cannot replace vital teacher. Nevertheless, it will help to facilitate her/his work, to interest children, to provide more evident, absolutely new perception of given material. Therefore, I have chosen a theme on self-education «Using ICT in Uzbek language lessons in an elementary school as means of improvement of quality learning». I have had training preparation in courses of Uzbek language, have studied the literature on the theme “Travelling”, and began to use ICT at the lessons. With introduction of controlling and measuring materials in the form of testing in Uzbek, there is necessity to prepare schoolchildren to the given kind of test. Pupils can face some difficulties caused by absence of an operational experience with the given form of the control. Testing demands from schoolchildren, not only knowledge of a certain teaching material, but also ability to work with it, i.e. to understand specificity of performance of test tasks.

In this connection to begin working on this form of controlling, it is necessary in an elementary school. It will be substantially productive preparation for the given kind of examination. It is possible to create your own tests on the basis of example of test of D.Ivanov's for elementary school which possesses possibility to correct the errors committed by the pupils. First two tasks of the test assume a choice of one correct variant of answer. In all subsequent tasks, it is necessary for pupil to choose some right answers from the offered. To start the test in Microsoft Office PowerPoint 2003-2007 it is necessary to press «Display of slides» and to click a mouse by the button «to Begin the test» the title page. After performance of all tasks of the test by the pupil, the estimation is automatically exposed. On sheet «Results of the test», it is possible to press button "Correct" and to carry out of the task in which errors have been committed. Thus, if the pupil answers incorrectly, the message «Answer incorrect» stands out. For correct work of the test it is necessary to lower safety level (service - макрос - safety - safety level: average or low). In addition, tests can be created in the program to an interactive board.

Work on an interactive board. Using of interactive technologies becomes the habitual phenomenon in formation. The interactive equipment, such as interactive boards, create steady motivation of pupils to noege0nesis and help to solve creatively educational problems, thereby, developing figurative thinking of pupils. By means of an interactive board it is possible to show presentations, to create models, actively to involve pupils in process of development of a material, to improve rate and an employment current. The electronic board helps children to overcome fear and constraint at a board, it is easy to involve them in educational process. Every minute children have a set of improbable questions on the world surrounding them. Their inquisitiveness is quite natural and explainable, after all every day children open for themselves something new. They will find answers to many questions if you use multimedia materials during the lesson and it is intended for pupils of 1-4 classes.

References:

1. *Zaharova N. Application informative technologies in educational process: Primary school, №1, 2008.*
2. *Stadnik M. Using media lessons for development of thinking of junior schoolchildren: Library of community teachers of initial classes, 2006.*