

**TO FOSTER A CULTURE OF LISTENING TO STORIES AND READING BOOKS IN
CHILDREN USING MULTIMEDIA TOOLS.**

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ABSTRACT

INTRODUCTION: This article examines the role of multimedia tools in the formation of a culture of listening to stories and reading books in children. The increase in children's interest in reading and the development of cultural reading skills through modern technologies, in particular, interactive books, audiobooks, video stories and educational applications, is discussed. This article analyzes the role of multimedia tools in children's education, their potential for making the learning process more effective, and their pedagogical effectiveness. The widespread use of digital technologies and multimedia resources in modern education makes the learning process of children interactive, interesting and effective.

RESEARCH OBJECTIVE: The objective of this scientific article is to identify the pedagogical potential and effectiveness of using multimedia tools in the process of developing children's listening comprehension and reading culture, as well as to scientifically analyze the role of audio, video, animation, and interactive technologies in enhancing children's speech development, interest in reading, and independent reading skills.

MATERIALS AND METHODS: During the research process, observation, pedagogical experimentation, interviews, and analytical methods were employed. The experimental study involved children of preschool and primary school age. Stories were presented through audio and video formats, animated electronic books, and interactive programs. The children's comprehension of the story content, their ability to retell the stories, and their interest in independent reading were systematically assessed.

DISCUSSION AND RESULTS: The research findings demonstrated that stories presented through multimedia tools generated a high level of interest among children. Audio and video materials helped maintain children's attention, while animations facilitated a clearer visualization of events. As a result, children's vocabulary expanded, and their oral communication skills and memory abilities improved. Furthermore, a positive attitude toward independent book reading was formed among the children.

CONCLUSION: Multimedia tools are an effective tool for developing a culture of listening to stories and reading books in children. They increase children's interest in reading, expand their imagination, develop language and vocabulary, and form cultural reading skills. Therefore, educators and parents should promote the use of multimedia resources and focus on making the learning process interesting for children.

Keywords

children, multimedia tools, listening to stories, reading books, reading culture.

Today, the role of digital technologies in our lives is increasingly increasing. The use of multimedia tools in the educational process for children makes their learning process more effective and interesting. The culture of listening to stories and reading books is important in developing children's vocabulary, imagination and thinking. Today, the use of innovative technologies in education is becoming increasingly important. In particular, multimedia tools play a major role in improving the learning process in children's education. Multimedia tools are technologies that combine text, image, audio and video elements and present educational materials interactively. They not only attract the attention of students, but also help to convey complex concepts in a simple and understandable way.

The importance of multimedia in children's education: The importance of multimedia in children's education is manifested in several ways: The effect of visual and audio materials: Children perceive information better through vision and hearing. Animations, diagrams and interactive graphics help them master concepts faster and more effectively. Interactivity: Multimedia educational tools take children from the state of passive learners to the level of active participants. For example, interactive tests, games and simulations increase children's interest in learning. Individual learning process: Each child can learn at their own pace. With the help of multimedia programs, lesson materials are adapted to the individual abilities and interests of the student. Visualization of education: Visually presenting complex concepts develops children's logical thinking and facilitates the process of memorizing information. Motivation and interest:

Multimedia tools make the learning process interesting Games, quizzes, and interactive exercises motivate children to learn. In addition, modern research shows that in lessons where multimedia educational tools are used, students learn information faster and remember it more firmly. This is especially important for children in preschool and primary education. Multimedia tools include audiobooks, interactive books, educational video materials, slides, and mobile applications.

With their help: Learning through hearing and seeing: Children perceive the story not only through text, but also through sound and visual elements. Concentration: Interactive elements attract children to activity. Increasing interest: Colorful animations and sound effects increase children's interest in the book. Cultural reading skills: Multimedia materials teach children to understand the text, analyze the content of the story, and express their own opinions. The culture of listening to stories and reading books develops the following skills in children: Increasing language and vocabulary - stories of various genres enrich children's vocabulary. Developing imagination and creative thinking - audiovisual stories expand children's imagination. Teaching moral and social values - through the characters in the stories, children can distinguish between right and wrong actions. The ability to express their opinions - discussion and questions and answers about the story teach children to communicate. Methods for effective use of multimedia tools Interactive books - the presence of audio and animation elements along with text, attracts the child to the story. Audiobooks - increase the ability to understand and remember the story through hearing. Video stories and animations - make the learning process interesting through visual and auditory means. Educational applications and games - completing tasks based on the story helps children

Educational apps and games - completing story-based tasks encourages children to be active. One of the main conditions for the use and implementation of multimedia lessons based on

information technologies in preschool educational institutions is the availability of specialists who are familiar with the technical capabilities of modern computers, possess skills to work with them in various ways, fully comply with the rules and regulations of computer use, and are able to provide knowledge to children through multimedia lessons. Taking this into account, one of the most important requirements of today is that a modern preschool teacher should deliver knowledge to preschool-aged children using multimedia, presentations, video clips, and other computer technology tools through new-quality computer network resources. Today, in any preschool educational institution, teachers must be able to conduct effective and meaningful lessons using computer technologies. Lessons organized through computer technologies are visual, colorful, informative, and interactive; they save time for both teachers and children, allow teachers to work with children both frontally and individually, and provide opportunities to quickly monitor and assess learning outcomes. The effectiveness of computerization of education in preschool institutions depends on the quality of the tools used and the skills of teachers in using them efficiently and rationally during lessons and activities. Informatization in preschool educational institutions opens doors for teachers to implement innovative ideas in the educational process and introduce new methodological developments.

For example, it is possible to teach children to create creative stories and fairy tales using multimedia tools. Through various images displayed on the screen, children can create their own stories, record their voices while playing different roles with the help of the teacher, and then watch them together. They can also learn to creatively adapt Uzbek and world folk tales by assigning roles and recording voices using multimedia. Through this process, children effectively use computer technologies during lessons, while teachers create a foundation for organizing lessons more efficiently.

In addition, multimedia tools used in preschool educational institutions should be engaging, including sound, music, and movement. Only then will they effectively contribute to the educational process and help raise the quality of education to a higher level.

Preschool pedagogy is one of the important branches of pedagogical science and describes types of education and upbringing appropriate for children of each age. Moreover, preschool pedagogy has been shaped through the works of many scholars, educators, and researchers. Educational materials used during lessons in preschool institutions include pencils, scissors, books, colored paper, white paper, visual aids, handout materials, and others.

If lessons are conducted using multimedia programs, children can reinforce their knowledge across all areas by working with various types of materials through technology. As an example of the above, today many electronic books translated into different languages are being developed for children, along with programs and resources that include construction activities, problem-solving, and story creation. All of these are designed to strengthen the learning and knowledge of the younger generation in accordance with the demands of the technological era.

However, just as everything has its benefits, it also has harmful aspects. Let us think together: in the technological age, nearly 90 percent of the younger generation uses computer technologies. However, we cannot say that all of them use these technologies correctly. Through mobile applications, various harmful games are poisoning the minds of the growing generation

and drawing them into their trap. So, who do you think is to blame for this? Of course, the main reason is the negligence of parents or people around the child. When a child plays low-quality games that poison human consciousness and moral upbringing, negative traits such as irritability, arrogance, jealousy, and impulsiveness gradually develop on their own.

In order to prevent such consequences, it is necessary to use technology in the right way. Many young parents give their children mobile applications simply to keep them quiet and avoid disturbance. However, unfortunately, through mobile applications a child can freely play any game they want and watch unlimited videos or clips. As a result, at a time when a child primarily needs parental love and attention, they instead receive influence from harmful videos and games on mobile applications, which begin to poison their upbringing.

Therefore, one of the most pressing issues today is the correct use of technology—only then can positive results be achieved. That is, there are many useful websites, applications, and programs for children available on the internet. As adults, we should take into account children's interests and abilities and work together with them using appropriate electronic games and educational materials.

If preschool teachers also use computers correctly and conduct engaging lessons based on multimedia in a clear and meaningful way, they will certainly achieve high results. So, what does technological education provide for a child? It ensures that learning is conducted using non-traditional methods rather than traditional ones, encourages exchanging ideas with peers, correcting mistakes, exploring areas of interest, and working on self-development. Since multimedia-based lessons through computers have only recently been introduced into the educational process of preschool institutions, it is necessary to examine the pedagogical and psychological characteristics of multimedia programs.

Pedagogical characteristics.

From a pedagogical perspective, teaching through multimedia is considered one of the modern approaches using computer tools. Therefore, it has several distinctive features. The main feature is that preschool learners acquire initial basic knowledge of using computer tools, reinforce their knowledge, increase the effectiveness of lessons, and gain knowledge through various colorful and engaging on-screen materials. Through conducting lessons using computer technologies in such educational processes, children gradually develop and strengthen computer literacy skills. For example, in traditional lessons, computers are often viewed only as tools for storing information, reading, and similar purposes. In contrast, multimedia-based lessons reinforce knowledge through videos, audio, and various visual images. In this process, the teacher uploads lesson materials into the computer memory in advance. This process is similar to preparing a traditional lesson plan.

If preschool learners master multimedia-based lessons and develop skills in working with computer tools, they will be able to use computer technology easily in schools and higher educational institutions without facing difficulties. In addition, children's logical thinking and cognitive abilities develop, self-confidence is formed, and their worldview gradually expands.

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