THE PECULIARITIES OF IMPROVING THE METHODOLOGY OF TEACHING PREPARATORY GROUP CHILDREN TO COMPOSE CREATIVE STORIES BASED ON MULTIMEDIA TOOLS

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Annotation: This article provides scientific information about the specific features of teaching preparatory group children to compose creative stories using multimedia tools.

Keywords: Interest, ability, computer, creativity, collective, multimedia, technology, speech, creative, idea.

Аннотация: В данной статье дана научная информация об особенностях обучения детей подготовительной группы составлению творческого рассказа на основе мультимедиа.

Keywords: Interest, ability, computer, creativity, collective, multimedia, technology, speech, creative, idea.

Taking into account the children's interest, abilities, worldview, and age, as well as preventing eye fatigue, developing their knowledge, strengthening memory, focusing attention, developing abilities through computer tools, and conducting classes using multimedia technologies are considered psychological features.

As our respected President stated: "Our main goal is to ensure that young people have the opportunity to receive quality education and to create all necessary conditions for them to realize their abilities and talents." In our country, the state policy prioritizes the physical and spiritual development of the younger generation, with the aim of fostering independent-thinking, creative, and highly moral individuals.

The five important initiatives put forward by the President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, and the tasks outlined in the Decree "On the State Program 'Youth – Our Future'" dated June 17, 2018, require the implementation of comprehensive measures in youth education and upbringing. These documents highlight the relevance of the issue for society and the nation. The requirements specified in these documents are closely linked to the essence of innovative changes in the continuous education system and are particularly relevant to preschool education. At this stage, children are equipped with the basics of literacy, computational thinking, labor skills, and elements of personal morality. Therefore, the modern education system, its goals and objectives, must align with the solutions to problems set before the education and upbringing process that serves the country's development. These require the continuous elevation of the creative activities of preschool education educators to match the level of societal progress.

According to R.X. Djuraev, the development of creative qualities in children is characterized by humanity, continuity, integrity, tolerance, independence and self-confidence, a person-centered approach, awareness, activity, and the principles of advanced educational development.

G. Amirova emphasizes that the manifestation of creativity in visual-artistic activities involves developing the child's motivation. These include: organizing daily observation of surrounding phenomena; interaction with art; providing materials; considering the child's individual uniqueness; creating a creative environment in visual activities; and justifying tasks.

M. Toirova recognizes the influence of freely choosing the sequence of actions during a certain activity, a developmental environment, and a warm, friendly atmosphere in the family

and group on the development of creative abilities. "It is important to continuously inspire the child to be creative, to make them resilient to failure, and even to patiently accept any ideas that may not be realizable in life. Scolding or criticizing should be avoided."

Conducting classes based on multimedia is an effective way to attract children's attention. We know that the advantage of classes using multimedia is that children can see, hear, and perform tasks simultaneously, making it easier for them to acquire knowledge and enjoy the process. As evidence, academician S.S. Gulomov and several scholars state: "If students receive material through video, information retention in memory increases by 25-30%. Additionally, if educational materials are presented in audio, video, and graphic forms, retention increases by 75%."

Multimedia technology implements classes through several principles, such as consistency, sequence, and age-appropriateness. The principle of comprehensibility in multimedia technology involves displaying necessary information stored on the computer via the monitor during the lesson.

Educators must pay special attention to ensuring that new knowledge presented during classes is understandable to children. The new material should not cause difficulties and must be age-appropriate and comprehensible.

Through multimedia, it is possible to develop children's psychological characteristics, change their worldview, and shape their abilities. Until recently, books, newspapers, and brochures were the main sources of information. Using them developed children's broad thinking and reasoning. However, using multimedia in classes strengthens knowledge through text and animation, thereby developing children's worldview and thinking. One unique feature of organizing classes via computer is its impact on children's growth. Therefore, during classes, children should not use computers or mobile devices for more than 15 minutes to avoid negative consequences.

Due to the rapid changes in the modern era, preschool educational institutions (MTTs) and schools have been forced to significantly transform their visible activities. Educational organizations have begun to strengthen dynamism, constructiveness, and activity in the younger generation.

After the establishment of the Federal State Educational Standard, the structure of schools and preschool educational organizations has rapidly improved.

To eliminate visible shortcomings and problems in society, preparation for effectively organizing lessons using modern multimedia programs should be carried out not only in preschool educational organizations but in all educational institutions. In such processes, the knowledge acquired by children should not be limited to concepts of keyboard and screen.

Organizing education through modern computer tools not only increases the efficiency of the lesson process but also helps develop and strengthen the professional competence of educators. One aspect of professional skill is the culture of using multimedia programs through modern computer tools.

The activity of using multimedia programs in modern preschool educational organizations is one of the formative education methods aimed at strengthening children's abilities (collecting and processing information, conducting experiments, analyzing results) and self-improvement methods.

There are various forms and tools for consolidating the knowledge acquired by educators through modern computer technologies, which can be gradually applied in practice. The following can be cited as examples of forms and methods aimed at shaping skills in working with modern computer technologies for educators:

- Seminars – developing creative thinking and creating innovative projects through computer-developed modern creative lessons.
- Modeling games. Business and skillfully developed educational games through game programs involve modeling real processes; during this period, correct professional decisions are made based on analyzing situations related to lessons created on a multimedia basis.
- Collective problem-solving, group discussions, or brainstorming; trainings in large and preparatory groups to consolidate acquired knowledge through computer tools; developing self-confidence; scientific and practical conferences based on the results of innovative activities in preschool educational organizations.
- Pedagogical environment – teaches educators to search for the latest research in psychology and pedagogy, methodological literature, helps find various ways to solve pedagogical problems, develops logical thinking and the ability to substantiate opinions. This tool provides methods for evaluating users' responses and actions performed:
1. Broad coverage of knowledge;
2. Pedagogical knowledge, abilities, skills;
3. Ability to solve difficult problems, quick thinking.
- Master classes. Their main task is to familiarize educators with pedagogical experience, effective methods and techniques, work systems, scientific articles, and all educational tools used to achieve effective results.

Key competencies of children (6-7 years old) in preschool educational organizations

- **Communicative competence** – the skill of applying various types of conversations in different situations.
- **Play competence** – the child's creative use of experience, knowledge, and skills in the play process and its implementation. It serves as the basis for the educational environment.
- **Social competence** – the ability to manage oneself in life situations while adhering to educational rules and norms in conversations with adults and peers.
- **Information technologies** – technologies for managing and processing information, as well as a broad class of sciences and activities related to creating information, including the use of computer technologies. In recent years, information technologies are often understood as computer technologies. Specifically, information technologies deal with storing, modifying, protecting, processing, transmitting, and receiving information using computers and software.

Conclusion and recommendations. Thus, using multimedia presentations makes lessons emotionally diverse and attractive, arousing great interest in children. They serve as excellent visual aids and help conduct lessons effectively through visual materials. In this way, using multimedia presentations in classes for developing speech, teaching literacy, mathematics, music, and familiarization with the outside world ensures children's activity in examining and visually emphasizing the features and characteristics of objects.

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