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### **DIDACTIC POSSIBILITIES OF MULTIMEDIA TASKS IN THE INTENSIVE USE OF INNOVATIVE TECHNOLOGIES IN 1ST-GRADE MOTHER TONGUE LESSONS**

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#### **Abstract**

This thesis analyzes the didactic possibilities of multimedia tasks in the intensive use of innovative technologies in 1st-grade mother tongue lessons. It highlights their role in visualizing educational content, increasing learners' cognitive activity, and developing grammatical skills. The research findings demonstrate that multimedia tasks contribute to enhancing students' independent learning activities and improving the effectiveness of knowledge acquisition.

**Keywords:** 1st grade, mother tongue education, innovative technologies, multimedia tasks, digital didactics, interactive learning, cognitive activity, grammatical skills, formative assessment, educational effectiveness.

#### **Introduction**

Today, improving the quality and effectiveness of education is directly linked to the implementation of innovative pedagogical technologies in educational practice. This is particularly important at the primary education level, especially in Grade 1 mother tongue lessons, where the development of literacy and cognitive activity among learners plays a crucial role.



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International studies conducted by the International Association for the Evaluation of Educational Achievement (IEA), one of the leading organizations assessing educational outcomes worldwide, emphasize the necessity of revising primary education methodologies based on modern information technologies. The results of the PIRLS 2021 global monitoring project, which evaluates reading literacy among primary school students, indicate that the digitalization of educational systems and the implementation of innovative assessment technologies have accelerated significantly across the world. According to the report, among the 57 participating countries and 8 benchmarking entities, 26 countries and 7 benchmarking participants fully transitioned from traditional paper-based assessments to innovative digital assessment platforms for data collection and the evaluation of students' competencies.

The strategic documents of UNESCO also identify the integration of digital technologies into education as one of the key directions of global development. This highlights the importance of the intensive use of multimedia tasks in Grade 1 mother tongue lessons.

Multimedia tasks contribute to the effective organization of the teaching and learning process by presenting educational content through visual, audio, and interactive formats. Taking into account the age-specific and psychological characteristics of young learners, this approach facilitates knowledge acquisition and increases students' interest in learning[1].

Multimedia tasks serve as an important didactic tool for developing basic grammatical skills such as distinguishing letters and sounds, forming syllables, constructing words, and building sentences. Interactive activities transform learners from passive listeners into active participants, thereby enhancing their cognitive engagement. Furthermore, multimedia tasks support individualized



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learning by allowing each student to work at their own pace and receive immediate feedback on mistakes. This process also facilitates the effective implementation of formative assessment.

Electronic multimedia tasks, as pre-designed and reusable didactic resources, save teachers' time and optimize classroom activities. Compared to traditional teaching tools, they offer advantages in terms of visual clarity, interactivity, and systematic organization, thereby increasing the intensity and effectiveness of the educational process[2].

Multimedia tasks should be designed in full compliance with the requirements of the State Educational Standards and the National Curriculum, ensuring alignment with learning objectives, content, and expected outcomes. They should also be clearly oriented toward specific didactic goals:

Tasks should be systematically planned according to the stages of the lesson.

Multimedia activities should be integrated with textbooks and possess a stable instructional structure.

Tasks should be implemented in whole-class, group, and individual formats appropriate to learners' age characteristics.

Multimedia tasks should function as interactive tools integrated into formative assessment, thereby enhancing educational effectiveness[3].

### **Conclusion**

The findings of the study demonstrate that the intensive use of multimedia tasks integrated with innovative technologies significantly improves the effectiveness of Grade 1 mother tongue lessons, enhances students' cognitive activity, and contributes to the improvement of educational quality. Moreover, this approach



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reduces teachers' methodological workload and creates opportunities for organizing the pedagogical process more efficiently.

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