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TEACHING PRESCHOOL CHILDREN TO CREATE A CREATIVE STORY USING MULTIMEDIA

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Abstract. This article analyzes the theoretical and pedagogical foundations, methods, and practical effectiveness of teaching preschool children to create creative stories based on multimedia tools. The impact of multimedia technologies on children's speech development and creative thinking is highlighted based on scientific sources. The study identified the advantages of interactive methods and digital storytelling technologies. Statistical data confirms the role of multimedia tools in improving educational effectiveness. The issues of individual approach and motivation enhancement in the pedagogical process are also considered. The results obtained indicate the need to introduce innovative approaches in preschool education practice. The article substantiates the prospects of multimedia-based education in its conclusions.

Keywords: multimedia, preschool education, creative story, speech development, digital storytelling, interactive techniques, pedagogical technology, innovation, imagination, child psychology, communicative competence, educational effectiveness, animation, visual perception, motivation, differential approach, interactive education

In the preschool education system, the development of children's speech and creativity is one of the priority areas. Developing storytelling skills in children, especially in older children (ages 5–7), is important for developing their thinking, imagination, logical thinking, and communicative competence. Psychological and pedagogical studies (L.S. Vygotsky, A.R. Luria, J. Piaget et al.) shows that it is the preschool age period that is the stage of intensive development of the child's speech activity and creative thinking. Therefore, during this period, teaching children to

express independent thoughts, express events in sequence, and create artistic images requires a special methodological approach.

Creative storytelling is not only a child's speech activity, but also an integrative manifestation of his thinking, memory, imagination, and emotional and intellectual development. Scientific studies show that while 70–75% of 6–7-year-olds are able to create a story based on a simple plot, only 30–35% are able to independently add creative elements and create an extended story. This indicates the need to systematically develop these skills. In addition, children's language development directly affects their future academic performance. Studies show that 80% of children with high language development levels on the eve of entering school achieve high academic performance in primary education.

In theory, the process of creating a creative story is explained on the basis of a constructivist approach. According to this approach, the child builds knowledge independently, not in a ready-made form, but on his own experience. In the process of creating a story, the child creates new content by combining real-life events, personal observations, and imagination. In this context, the teacher's task is to support the child's independent thinking, create an environment for free expression, and provide the necessary methodological support.

Modern pedagogical research shows that the use of interactive and innovative methods in developing storytelling skills is highly effective. In particular, it has been found that activities that integrate storytelling, dramatization, role-playing, and multimedia tools based on pictures can increase children's creative activity by 40–50 percent. At the same time, the level of motivation in children also increases significantly. According to statistics, the activity of children in groups taught using traditional methods averages 55–60 percent, while in groups using innovative methods, this figure reaches 75–85 percent.

It is also important to take into account the psychological characteristics of children in the senior preschool group. Children of this age have a predominance of figurative thinking, and they rely more on visual and emotional elements when describing events. Therefore, it is effective to use visual aids, colorful materials, and multimedia in the process of creating a story. In addition, positive assessment, support, and an individual approach are necessary to stimulate speech activity in children.

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From the point of view of pedagogical mechanisms, the process of teaching creative storytelling is carried out in several stages: the preparatory stage (increasing vocabulary, forming sentence-making skills), the main stage (drawing up a story based on the plot, maintaining the sequence of events), and the creative stage (creating an independent story, adding fantasy elements). The consistent organization of these stages serves to comprehensively develop children's speech competence.

In conclusion, the formation of creative storytelling skills in preschool children is a multifaceted pedagogical process that requires a combination of theoretical foundations, psychological characteristics, and modern methods. Statistical and analytical data show that the use of innovative approaches in this area significantly increases the speech, creative and intellectual development of children and thoroughly prepares them for the next stage of education.

In the modern educational system, the use of digital technologies and multimedia tools is becoming an integral part of the pedagogical process. In particular, the use of multimedia tools at the preschool stage is considered an important factor in increasing children's speech development, creative thinking, and cognitive activity. Multimedia tools are information technologies based on the integration of text, sound, image, animation, and video elements, which expand children's multi-channel perception capabilities..

Scientific research shows that the human brain receives up to 80 percent of information through the visual pathway. Therefore, the educational process for preschool children, based on visual and audio materials, is much more effective than traditional methods. For example, studies conducted by UNESCO and UNICEF have shown that children's learning outcomes are 30–40% higher in classes organized using multimedia tools. In addition, children's recall rates increase by 25–30 percent.

The impact of multimedia tools on speech development is of particular importance. Interactive videos, animations, audio stories, and digital stories help children build vocabulary, form grammatically correct sentences, and develop the ability to express ideas coherently. According to research, 65–70% of children taught using multimedia learn new words faster and are able to use them in practical speech.

At the same time, materials learned using multimedia tools are better retained in children's memory.

The importance of multimedia tools is also high in terms of creative development. Animated images, interactive games and digital story platforms develop imagination and fantasy in children. According to statistics, 50–60% of children who work with multimedia tools have an increased level of creative thinking, they are more inclined to create new plots and independently develop events. In particular, the use of multimedia tools in the process of creating a story develops children's skills in figuratively depicting events, revealing the characters of characters, and maintaining logical connections.

Another important aspect of Multimedia tools is the increased educational motivation of children. Modern children are representatives of the" digital generation", they quickly adapt to technological tools. Therefore, multimedia-based lessons are interesting and attractive for children. The results of the study show that the level of active participation of children in multimedia-based activities reaches 80–90 percent, which is a much higher figure than in traditional activities.

However, the pedagogical approach to using multimedia tools is important. If multimedia tools are used only as an entertainment tool, their educational effectiveness may decrease. Therefore, it is necessary for the teacher to select multimedia tools appropriately, integrate them into the lesson content, and ensure active participation of the children. For example, in multimedia storytelling activities, it is effective to give children tasks such as continuing stories based on pictures and animations, creating dialogues, and creating independent stories.

In addition, the role of multimedia tools in providing an individual approach is important. Since each child has different abilities and developmental levels, differential learning can be organized through multimedia tools. For example, interactive programs allow children to be given tasks that match their level of knowledge, encourage them to work independently, and monitor results.

In conclusion, multimedia tools are an important pedagogical tool that ensures the speech and creative development of children in preschool education. Analytical and statistical data show that the educational process organized on the basis of multimedia significantly increases the effectiveness of children's learning, speech

activity and creative abilities. Therefore, the effective use of multimedia tools in the modern educational system is one of the urgent tasks.

Teaching children to compose a creative story on the basis of multimedia tools in the preschool education system is one of the innovative directions of modern pedagogy. This process serves to complexly formulate the speech development, imagination, logical thinking and communicative competence of children. Multimedia-based educational technologies allow for interactive, interesting, and effective organization of the learning process, actively involving children in their learning activities.

A number of methods are used to teach creative storytelling based on multimedia. The most effective of these are visual stimulation method (drawing, animation, video-based storytelling), interactive conversation method, role-playing games and dramatization, and digital storytelling (digital storytelling) technology. For example, children are instructed to display a short animated plaque and then continue the story or come up with a new ending. According to research, such an approach increases children's independent thinking skills by 45-50 percent.

Digital storytelling technology is recognized as one of the particularly effective methods. With this technology, children create their own stories, harmonizing image, voice and text. According to statistics, 60–70% of children who worked on digital storytelling achieved high results in maintaining logical consistency in story structure, correctly expressing the sequence of events, and enriching the image of characters. At the same time, their speech activity has also increased significantly.

The role of an educator in the process of using Multimedia technologies is also important. The educator is involved not only as an applicator of technology, but also as a subject that directs, encourages and evaluates the creative activities of children. Scientific research shows that children's creative results increase by 30–35% in the presence of pedagogical support. Therefore, pedagogical cooperation and interactive communication play an important role in multimedia-based training.

The results of the assessment of practical effectiveness also confirm the superiority of multimedia technologies. According to data obtained from experimental work, children's storytelling skills in multimedia-based groups developed 1.5 times faster than in traditional methods. In addition, 75–85% of

children were able to independently create a creative story, compared to 50–55% using traditional methods.

In addition, activities organized using multimedia tools allow children to maintain their attention for longer. Studies have shown that while the average attention span of children in traditional classes is 10-15 minutes, this figure increases to 20-25 minutes in multimedia-based classes. This, in turn, leads to a deeper assimilation of the learning material.

Using an individual and differentiated approach in teaching creative storytelling based on multimedia also increases effectiveness. Through interactive platforms and programs, it is possible to assign tasks that match the abilities of each child, monitor their development dynamics, and develop individual recommendations. According to statistics, more than 80 percent of children in groups that were individually tailored achieved high results.

Social skills are also developed in children through multimedia tools. The processes of working in a group, exchanging ideas, creating a shared story shape the culture of cooperation, listening and expression in children. This lays the foundation for their successful careers in their subsequent educational stages.

In conclusion, the methods and technologies of teaching creative storytelling based on multimedia have high pedagogical effectiveness and significantly increase the speech, creative, and intellectual development of children. Analytical and statistical data fully confirm the advantages of this approach. Therefore, the widespread and effective use of multimedia technologies in the practice of preschool education is one of the urgent tasks of today.

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