



Research Article

Volume-03|Issue-06|2022

Possibilities of Using Multimedia Technologies in the Training of Specialists

Rambergenova Shakhnozakhon Jaylawbaevna*

Student, Karakalpak state university, Nukus, Uzbekistan

Article History

Received: 12.06.2022

Accepted: 20.06.2022

Published: 23.06.2022

Citation

Jaylawbaevna, R. S. (2022). Possibilities of Using Multimedia Technologies in the Training of Specialists. *Indiana Journal of Humanities and Social Sciences*, 3(6), 104-106.

Abstract: Multimedia (from lat. multum - a lot and media, medium - focus, means) - a set of hardware and software tools that allow the user to work interactively with heterogeneous data (graphics, text, sound, video, etc.) organized as a single information environment.

Keywords: Multimedia, Environment, Video and etc.

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INTRODUCTION

In the Russian Encyclopedic Dictionary multimedia (multimedia means) are considered in two senses. Multimedia in the narrow sense - software and hardware that provide playback on the display screen of video information (with sound), recorded on a CD-ROM, received via a computer network, e-mail, television broadcasting channels. Multimedia in a broad sense an attempt to liken communication with a computer to perception the real world, reflected in the flows of diverse information - sound, visual, tactile, etc.

The media data may include a wide variety of natural information and may allow arbitrary interactive access to its elements. Since information is presented in various forms, multimedia enhances the user experience and allows information to be absorbed more quickly.

Multimedia applications that allow users to actively participate in their work, instead of being only passive recipients of information, are called conversational multimedia. Various multimedia components can be combined into a common complex, called the virtual world. It is an environment that is perceived by the user like reality. Multimedia has a variety of uses including education, medicine, manufacturing, science, arts and entertainment.

The use of multimedia technologies in higher professional education ensures the purposeful formation of a knowledge system, their maximum figurative enrichment, memorization and free operation of them.

Multimedia courses in higher professional education have a number of advantages over traditional printed textbooks and teaching aids.

Firstly, they provide an opportunity to individualize the educational process, to adapt it to the individual characteristics of students.

This is especially important when working with students with different levels of training. Secondly, the hypertext organization of multimedia courses allows organizing educational material taking into account various ways of learning activities. The modular organization of multimedia courses is based on the idea of different levels of assimilation of educational material by students (illustrative and descriptive, reproductive, creative).

Thirdly, the use of various technical capabilities when creating multimedia courses makes it possible to take into account the individual characteristics of perception. As you know, at present, students have a more developed visual perception in comparison with the auditory. That is why, often, the material heard in the classroom remains unlearned.

Inclusion in a multimedia course of static and dynamic graphic objects gives the ability to enhance visual perception and provide conditions for effective assimilation of educational material.

Fourth, since multimedia courses are based on interactivity, they can contribute to the activation of students' cognitive activity. The ability for users to

perform complex measurements or calculations and visualize their results in an easy-to-understand form (text, table, graphic, etc.) frees up time for creative search and experiment. The use of animation elements, computer design allows students to gain not only knowledge, but also initial learning skills when studying a particular subject, to model and conduct computer experiments that require expensive equipment or a long time in the real world, and to visualize the results of these experiments.

Fifthly, testing programs of various levels built into multimedia courses can strengthen the controlling functions of the course, facilitate the work of the teacher in checking students' knowledge and create effective feedback necessary for students to be sure that their progress along the path of mastering the subject is correct.

Despite a number of advantages of multimedia courses over traditional teaching aids, they are not sufficiently developed for higher education. Available and proposed for widespread use contain a variety of shortcomings that make it extremely difficult to work with them. For example: discrepancy between the content of a multimedia course and the state standard for this subject:

- Non-adaptation of the content of this product to the mental and physiological characteristics of students;
- Lack or insufficient efficiency of the assistance system;
- Extremely colorful design, tiring and distracting the user;
- Excessive and methodically unreasonable use of animation and sound effects that slow down the work;
- Technical flaws.

These and other shortcomings lead to the fact that these multimedia courses cannot be used as the main teaching tool in higher education, but can only be used as a kind of manual.

When working with multimedia courses, the independence of students in acquiring knowledge should not be passive. On the contrary, they should be involved in active cognitive activity from the very beginning. In the course of such training, students must, first of all, learn to acquire and apply knowledge, to seek and find the necessary for them teaching aids and sources of information, to be able to work with this information.

This is facilitated by the organizing role of the teacher, who can determine the main direction of individual or group independent activities of students using multimedia courses. Such activity presupposes, as in the traditional training, the use of the latest pedagogical technologies. First of all, it is about the

wide application of the method of projects, learning in cooperation, research, problem methods. All of them help to reveal internal reserves of each student and one

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Temporarily contribute to the formation of his professional competencies.

We believe that multimedia educational programs in higher education should implement a closed learning algorithm: the process study of educational material; control of assimilation of the passed; identifying poorly understood material and encourage students to repeat it. At the same time, we believe that it is time to abandon the traditional perception of a computer as a tool for processing information with some additional secondary multimedia capabilities. In educational programs, multimedia capabilities can and should play no less a role than in modern computer games. Multimedia lectures, in the construction of which pedagogical, cinematographic and programming experience harmoniously combined, can become a central element of any course. The structure of any multimedia course for higher education, in our opinion, should contain the following parts: an introductory part, which includes a general description of the subject being studied, instructions for studying it with the help of this product; -theoretical part containing text fragments on the subject, static or dynamic illustrations to them. Moreover, the structure of the content and the logic of its presentation should be understandable and easily perceived by students who, if they wish, could independently choose the trajectory of studying this subject;

- Laboratory-practical part, which reflects the detailed solutions of standard tasks of this subject with explanations and links to the relevant sections of the theoretical course.
- Control part - a set of tests, including tasks of both theoretical and practical nature. This part, in our opinion, should consist of two components:
 - Intermediate testing tasks after each section, which, in addition to the control, also perform a teaching function: they contain comments on incorrect answers and instructions for students to independently search for correct answers;
 - final tests, which provide the student with only test results without indicating correct (incorrect) answers; - reference part, including: a contextual search system, a glossary, tabular values of various quantities, basic patterns, etc., additional illustrations in the form of tables, figures or video images;
- A supporting part, which contains a description of the rules for working with a multimedia course, technical and methodological recommendations for its effective use.

Modern computers make it possible to use many technical and artistic techniques to achieve methodological goals. We are convinced that presentation and art (multimedia) technologies should play no less a role in training programs than traditional ones related to the storage and processing of information. The aesthetic and emotional impact on the student seems to be no less important than the information impact, since obtaining information in the form of images provides a better assimilation of knowledge.

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