Multimedia Technologies in the Educational Process of Higher Education

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Abstract: This article describes the features of the use of multimedia technology in education. The article analyzes the use of multimedia technologies in teaching university students, and suggests ways to improve the efficiency of using modern technologies in the learning process.

Keywords: multimedia, technology, education, informatization of education.

Modern information technologies require higher education institutions to introduce new approaches to education, ensuring the development of students' professional knowledge that meets the needs of society at the present stage.

The introduction of multimedia technologies in the educational process of higher education is a new stage in the design and presentation of educational materials. In higher education, multimedia technologies are increasingly used - this includes the development of a holistic concept for building the educational process, training programs, and the design of individual topics of the course being studied. Multimedia technologies are a set of modern means of audio, television, visual and virtual communications used in the process of organizing, planning and managing various activities. The advent of the multimedia system has made great changes in the system of education, art, computer training, computer games, and translation. The advent of the multimedia system has been prepared both from a practical and theoretical point of view, but the development of technical and systematic tools plays an important role in the rapid growth of this field.

Multimedia systems are currently successfully used in education and training, publishing (e-books), business computerization (advertising, customer service), information centers (library, museum), etc.

A special place in deepening knowledge, reducing the duration of training is occupied by computer educational multimedia systems that allow one teacher to increase the number of students.

The idea of the effectiveness of multimedia technologies lies, first, in the use of various ways of presenting educational material: video and audio accompaniment of texts, animations and graphics allow you to make the educational material informative and attractive for perception. Multimedia technologies are a powerful didactic tool, thanks to the ability to simultaneously influence various channels of perception of educational information.

The richest opportunities for this are presented by modern information computer technologies. Unlike conventional technical means of teaching, ICTs allow not only to saturate the educational material with a large amount of ready-made, strictly selected, appropriately organized knowledge, but also to develop the intellectual and creative abilities of students.

The use of multimedia technologies in higher education helps to solve the following didactic tasks: to organize the assimilation of basic knowledge in the studied discipline in an active form; to systematize the acquired knowledge; to form the skills of design and presentation of educational material; to activate the independent work of students.
Multimedia technologies, thus, most optimally and effectively correspond to the solution of the trinity of didactic goals of education: learning (students’ perception of the educational material, their understanding of the connections and relationships in the objects of study); development (search, analysis, synthesis, creative design of scientific information, activation of the target initiative of students); education (professional outlook, the ability to clearly organize independent and group work).

When using multimedia educational materials, the ability to perceive information from the screen, to recode a visual image into a verbal form, to evaluate the quality of the image series and to exercise selectivity in the search and design of information develops. Flexibility and integration of various types of multimedia educational information provides creative assimilation of the principles and laws of the studied science activate educational and cognitive activities, independent work on the assimilation of knowledge and its application in practice.

Multimedia design by students of sections and individual topics of the discipline under study leads to significant results, since the knowledge acquired in this way is the property of students; learned actively, they are more deeply remembered and easily updated, more flexible and have the property of transferring to other situations; solving such problems acts as a kind of simulator in the development of intelligence; this kind of work increases interest in the content of educational material and strengthens professional training.

An important condition for the implementation and implementation of multimedia technologies in the educational process is the presence of specially equipped classrooms with a multimedia projector, a computer for the teacher, a screen or a multimedia board, as well as the availability of an accessible environment in which the educational process takes place (computer classes, electronic libraries, media libraries, Internet access, etc.). At present, the issue of completing the higher school with ready-made multimedia educational materials is also very acute.

Various companies develop multimedia materials that have a wide range of topics—from school training materials to serious professional research programs, but they, of course, cannot fully take into account the specifics of training in a particular university, and therefore are not always suitable for use.

The development of our own multimedia resources, taking into account the specifics of a particular university, involves the presence of special departments that have highly qualified specialists in the field of multimedia technologies who are able to develop electronic courses.

The use of multimedia technologies in the educational process of higher education allows us to move from methods and forms of passive learning to active ways of organizing educational activities. Multimedia technologies as methods of active social and psychological training contribute to the solution of such tasks of training, development and education as: mastering professional knowledge; formation of personal and special skills; development of attitudes necessary for a variety of successful activities; development of the ability to adequately and fully know yourself and other people; activation of the relationship system.

When selecting and using multimedia technologies, the teacher takes into account the uniqueness and features of a particular academic discipline, provides for the specifics of the science being studied, its conceptual apparatus, and features of methods for studying its patterns. Multimedia technologies fit seamlessly into the learning process.

By engaging in the learning process with the use of multimedia technologies, the student becomes the subject of interaction and cooperation with the teacher, which has a positive effect on increasing his self-esteem as a subject of educational activity.

In conclusion, it is worth noting that the use of multimedia technologies, of course, is not an end in itself, since for a higher school teacher, any technology has practical meaning only to the extent that it helps him to carry out a purposeful solution to specific didactic tasks.
Literature


