

EFFECTIVENESS OF USING MULTIMEDIA TECHNOLOGIES IN THE SYSTEM OF EDUCATION

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Annotation: *The article deals with effective ways of using multimedia technologies in the system of education.*

Key words: *education industry, computers in education, creativity of students, equations, electronic books, programmes of informatization, educational dialogue, multimedia technologies (computer, smart board), complexity, discrete educational software (DES) programs, such as integrated learning systems (ILS), computer assisted instruction (CAI), and computer based instruction (CBI).*

ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ В СИСТЕМЕ ОБРАЗОВАНИЯ

Аннотация: *Статья посвящена эффективности использования мультимедийных технологий в системе образования.*

Ключевые слова: *индустрия образования, компьютеры в образовании, творчество учащихся, уравнения, электронные книги, программы информатизации, образовательный диалог, мультимедийные технологии (компьютер, интеллектуальная доска), сложность, дискретные образовательные программы (DES), такие как*

интегрированные системы обучения (ILS), обучение с помощью компьютера (CAI) и обучение с помощью компьютера (CBI).

With the recent advancement in the education industry, the use of computers in education has become relevant. Computers play a great role in helping students learn faster and they also increase the level of creativity of students because of the endless equations they present to a student. Both teachers and students use computers to complete specific tasks. For teachers, they use computers to create graphic illustrations which can help students learn easily, yet students use computers in typing of notes and reading of electronic books which can be downloaded from the internet,

Multimedia technologies are continuously penetrating into the different spheres of educational activity. It is promoted by external factors, connected with extensive informatization of the society and the necessity of adequate training of school students, and internal factors, connected with spreading computers such as multimedia means and software in comprehensive education institutions as well as accepting state and interstate programmes of informatization of education. In the most cases application of multimedia technologies makes positive influence on intensification of teachers' work and effectiveness of school students' study. Improving the effectiveness of learning on the base of multimedia technologies depends on support of didactic principles:

1. Principle of systemic requires streamlining didactic material, its planning in accordance with bases, rational division of material onto sense parts and stepped mastering it. Concerning computer learning this principle:

- proposes working out and determination of formalized model of a subject by designing adequate computer program;
- gives opportunity to differentiate database of programs into topic group and even the whole courses; it is more preferable than separate

fragmented good programs;

- causes a question about forms of using multimedia technologies in teaching and learning process, ratio of new and traditional forms of learning.

2. Principle of activity (independence). Students' independence is a key to the solution of modern issues of comprehensive education. It is necessary to involve students in self-activity in the form of self-directed learning, self-up-brining, self-regulation.

Multimedia technologies actively involve students in teaching process. One of the important preconditions of improvement - dialogue of student with computer, in the process of which there are including knowledge in the system of activity. The main problem of building educational dialogue with the means of multimedia technologies (computer, smart board) - overcoming requirements of excessive getting student answers, which are usually come to either to the choice of some variants either to introduction of a key word.

3. Principle of stepped overwhelming the difficulties.

By the application of multimedia technologies it is necessary carefully to select tasks, offered by the students, to think over the content of a dialogue between computer and a student. Tasks must be according the level of knowledge of a students, exercises - various. Complexity of offered by the program tasks may be changed at elementary stage of the work. This fact allows teaching at the level which corresponds a student's level of knowledge, releasing him from solution of too easy or too difficult problems. By this fact there must be dosed not only the difficulty but help.

4. Principle of link of theory with practice. This principle shows that the importance of knowledge is being aware by its meaning in the real life. So, application of multimedia technologies in teaching and learning process let change the balance of theoretical and practical aspects in education to the side of practice, because they own unique opportunities of modeling difference phenomena and processes.

Advantage of education on the base of application of multimedia technologies is that learning takes practical aspect: dialogue character of work, modeling opportunities predispose to the learning in the form of problem solving with practical aspect. By this it is advisable to use methods of projecting and modeling.

5. Principle of individualization. Individualization of education based on using multimedia technologies connects with interactive character of the work and presence of computer at students' desks as well as smart board. There might be more deep and sharp account of individual features of students by means of multimedia technologies. There might be determined the level of training of a school student with the help of pretesting and in accordance with this level there might be present the theoretical material, issues and problems as well as tips and help.

6. Principle of effectiveness. In traditional learning this principle causes a question about industry of didactic work of a teacher, rational using of time at a lesson.

In conclusion it is mentioned that the main condition of successive education is the interest of school students to the learned subject, the process of learning and its result. This interest connects with a plenty of factors: content of a subject, level of its complexity, organization of learning process of teacher's encouragement and punishments, personal qualities of a teacher, his pedagogical mastery, system of values of a students, his close environment, parents, interrelationships in the class, social order in training on the trends of science, presented by certain subject. Organization of learning process with the help of using multimedia technologies, change of character of student's study at a lesson promotes motivation to the study.

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