

PRACTICAL BASICS OF USING MULTIMEDIA TECHNOLOGIES

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Abstract. *Multimedia presentation is the only and most modern form of information presentation today. This article provides the necessary information and recommendations on the problems and shortcomings of using multimedia tools in the educational process, as well as their effectiveness.*

Keywords: *information technologies, multimedia, information systems, problems and shortcomings, opportunities, interactivity.*

INTRODUCTION The experience of using multimedia tools in the national education process of Uzbekistan is being formed. Because this is also a requirement of the time. Developing information tools, along with traditional opportunities that determine the basis of social development in our society, are factors such as people's abilities, initiative, creative approach to work, intellectual activity, and independent improvement of their knowledge and skills. The process of creating information associated with the storage, transmission, and reception of large amounts of information implies the development of computer technologies in various spheres of human activity. Human thinking is developing so much that the process of technification and computerization is boldly entering not only various spheres of production, but also the spheres of culture and education. The rapid development of computer technologies has raised the educational process to a new level. This, in turn, has created a need to review the content, methods, and forms of education and further enrich it with new knowledge and skills.

Today, the level of professionalism of specialists working in various spheres of our society is also determined by their mastery of computer technologies. This has become a requirement of the times. To meet this requirement, a sufficient base must be created in the process of training specialists, that is, in educational institutions. Currently, work is being carried out in educational institutions on such urgent problems as creating a scientific basis for new pedagogical technologies, classifying them, and determining their methodological significance.

New pedagogical technologies, along with traditional and non-traditional methods, also mean the computerization of education. In this sense, the increasingly developing computer-information culture creates new relationships in the transmission and reception of information, creates a new type of thinking. In this case, a person enters into interaction with the information universe. The combination of telecommunication (telephone, television, radio) networks with computer networks forms a single global information space, multimedia. The most important part of this space is the Internet,



especially its hypermedia services (World Wide Web), hypermedia mail, video conferences. Multimedia (meaning "multimedia") is a modern information technology and represents a complex concept.

Multimedia performs the functions of collecting, storing, processing and transmitting information using various forms of information (text, tables, graphics, speech, animation, multiplication), video images, music. Multimedia is a new, improved stage of interactive (dialogical) communication between "human and computer", in which the user receives a very wide and comprehensive range of information. Multimedia tools are used in such areas as entertainment, education and advertising. Teaching primary school students based on multimedia tools is one of the current issues. The use of multimedia tools in the educational process is of great importance from a pedagogical and psychological point of view. The material presented is mastered more deeply, the opportunity to save time is achieved, the information received is stored in the person's memory for a long time, the participation of primary school students as passive listeners is reduced, multimedia programs are implemented aimed at improving research and cognitive activity, and artistry is introduced into the educational process. In other words, multimedia activates such motives of learning as emotional-aesthetic impact, goal-orientees, and research. It is known that a learner remembers only a quarter of the topic he first heard, and only a third of the material he saw; if he both sees and hears, he remembers fifty percent of the information. When using interactive multimedia technologies, this figure is 75%. Meyer's principles of multimedia effectiveness. Teaching through multimedia programs helps to systematize the content components of educational material on a large scale, allows learners to freely choose and switch between full or abbreviated versions of education. The new form of educational tools creates opportunities not only for the emergence of new opportunities for communication, information transmission, but also for the emergence of new problems, solutions, new intersection points that have a special place in modern culture compared to traditional education and certain media. The focus of the experiences and practices of pedagogical science on the person-centered model of education is largely associated with the development of philosophical views that emphasize the person at the center of their scientific views. Person-centered education is such education that:

- Focused on the learner and focusing on him as the main value of the educational process;
- Helps to reveal and form the learner's personal qualities, develop his thinking, mature as a creative, active and enterprising person, satisfy his learning and spiritual needs; creates conditions aimed at developing their intelligence, communicative and social abilities, self-improvement and self-improvement skills;
- Aims to meet the needs of society for specialists capable of adapting to new social conditions, acquiring new specialties and independently mastering knowledge.



The use of multimedia tools in education allows:

- ensuring the humanization of education;
- increasing the effectiveness of the educational process;
- developing the personal qualities of the learner (assimilation, thirst for knowledge, independent learning, self-education, ability to improve oneself, creative abilities, ability to apply the acquired knowledge in practice, interest in learning, attitude to work);
- developing the learner's communicative and social skills;
- the possibilities of individualization and differentiation of open and distance education are significantly expanded due to the individual (individual) education of each person using computer tools and information electronic educational resources;
- treating the learner as an active learning subject, recognizing his or her value;
- taking into account the personal experience and individual characteristics of the learner;
- conducting independent learning activities, in which the learner independently studies and develops;
- developing in learners the skills to use modern educational technologies that will help them adapt to the current rapidly changing social conditions in order to successfully fulfill their professional tasks.

The process of implementing person-centered education using multimedia tools requires the development and use of modern, multidisciplinary, subject-oriented multimedia educational tools. They include an extensive database, a knowledge base in the field of education, artificial intelligence systems, expert-training systems, laboratory practices with the ability to create mathematical models of the processes and phenomena being studied.

DISCUSSION .

Multimedia is a useful and productive educational technology due to its ability to take into account the individual characteristics of learners and help increase their interest (motivation), as well as the combination of various types of multimedia educational information, interactivity, and flexibility. Ensuring interactivity is one of the important achievements of digital multimedia in comparison with other means of presenting information. Interactivity involves the presentation of relevant information in accordance with the needs of the learner. Interactivity allows for a certain level of control over the presentation of information: learners can individually change the settings set in the program, study the results, respond to the program's request for specific user preferences, and set the speed of presentation of materials and the number of repetitions.

Conclusion: Multimedia technologies—combining text, audio, images, animation, and video—are transformative tools that enhance engagement, comprehension, and retention in education and professional settings. They facilitate active learning, enabling interactive experiences, personalized content delivery, and improved collaboration.





Using these tools effectively requires integrating interactive elements, such as simulations and virtual environments, to bridge theoretical knowledge with practical application.

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