

*Закирова Сайёра Абдулхаковна,
кандидат технических наук, заведующий кафедрой
«Информатики и менеджмента»
Национальный Институт Художества и Дизайна
Узбекистан, Ташкент
Zakirova Sayora Abdulkhakovna,
Candidate of Technical Sciences, Head of Department"
Informatics and management"
National Institute of Art and Design Uzbekistan, Tashkent*

ИСПОЛЬЗОВАНИЕ МУЛЬТИМЕДИА НА УРОКАХ И ВО ВНЕУРОЧНОЙ ДЕЯТЕЛЬНОСТИ

***Аннотация:** В этой статье рассказывается об использовании мультимедийных материалов на уроках. В статье анализируются положительные эффекты от использования уроков классной мультимедийных материалов*

***Ключевые слова:** компьютер, мультимедиа, технология, изображения, видео, звук, речь*

The logic of changes taking place in modern Russian society highlights the requirement to prepare the younger generation not only for the successful assimilation and reproduction of the values and skills inherited from the past, but, most importantly, for independent creative activity, setting and solving new tasks that were not and could not be in the experience of past generations. In this connection, the search for such approaches to the organization of the educational process at school, which would ensure the integral formation of the student's personality, the development of his individuality, and the ability for self-regulation, becomes relevant.

At the same time, the younger school age is one of the most crucial age stages on the way to the formation of an integral personality of the student. The rapid development of new information technologies and their introduction in modern society leave their mark on the development of the personality of the

modern child. Today, a new link, a computer, is introduced into the traditional teacher-student-textbook scheme, and computer-based learning is introduced into the school consciousness. One of the main parts of the informatization of education is the use of information technology in educational disciplines. The use of ICT in schools can transform the format of teaching and learning, making the learning process more efficient and attractive.

The Internet can push the boundaries of the classroom to the size of the globe. In an ICT-based learning environment, the main processes are the organization and interpretation of information. Such an environment forms such characteristics of thinking as a tendency to experiment, flexibility, coherence, structure. These characteristics correspond to the cognitive processes associated with creative activity and problem solving, focusing it on the search for obvious and non-obvious systemic connections and patterns. The use of ICT in the classroom creates the conditions for the gradual abandonment of learning the facts and the mechanical development of skills and the transition to the formation of interconnected, interdependent thinking aimed at solving educational problems. Therefore, one of the results of training and education in elementary school should be the readiness of younger schoolchildren to master modern computer technologies and the ability to use the information obtained with their help for further self-education. To achieve these goals, it becomes necessary for a teacher to use primary school teaching strategies for younger students and, above all, the use of information and communication technologies in the educational process. Modern computer technologies provide tremendous opportunities for the development of the educational process. More K.D. Ushinsky remarked: "Children's nature requires clarity." Now it is no longer diagrams, tables and pictures, but a closer game to child nature, even if it is scientific and educational. The use of a computer in a school is possible and necessary, it helps to increase interest in learning, its effectiveness, develops the

child comprehensively. Computer programs involve children in development activities, form cultural and aesthetically significant knowledge and skills. Computer technology allows you to set the child and help him solve educational and creative tasks based on clarity. The representation of diverse and, as a rule, structured information with the use of modern ICT tools became possible, thanks to the emergence of specialized multimedia technology. Thus, in a broad sense, “multimedia” means a range of information technologies using various software and hardware to most effectively influence the user (which has become both a reader, a listener, and a spectator). Thanks to the simultaneous use of graphic, audio (sound) and visual information in multimedia products and services, these tools have a large emotional charge and are actively involved both in the entertainment industry, in the practice of information institutions, and in home leisure.

It has been established experimentally that with the oral presentation of the material, the student permits per minute and is able to process up to one thousand conventional units of information, and with the “connection” of the organs of vision up to 100 thousand of such units. Therefore, the high efficiency of using multimedia tools based on the visual and auditory perception of the material is quite obvious. According to the most common definition of multimedia (multimedia tools), it is a computer means of creating, storing, processing and playing back digitized information of various types: text, pictures, diagrams, tables, diagrams, photographs, video and audio fragments and etc.

Multimedia provides an opportunity to intensify learning and increase learning motivation through the use of modern methods of processing audio-visual information, such as:- "manipulation" (overlay, movement) of visual information, both within the limits of the field of this screen, and within the field of the previous (subsequent) screen;- contamination (mixing) of various

audiovisual information; implementation of animation effects;- deformation of visual information (increase or decrease of a certain linear parameter, stretching or compression of the image);- discrete presentation of audiovisual information;- image toning;- fixation of the selected part of the visual information for its subsequent transfer or consideration "under a magnifying glass";- multi-window presentation of audiovisual information on one screen, with the possibility of activating any part of the screen (for example, in one "window" —video film, in the other — text);- a demonstration of actual processes, events in real time (video).In particular, multimedia systems provide a whole arsenal of tools more expressive than text. Multimedia programs provide information not only in the form of texts, but also in the form of three-dimensional graphics, sound, video, animation.

When using multimedia tools in open education, the role of illustrations increases significantly. There are two main interpretations of the term "illustration":- a picture (picture, photo, etc.) explaining or supplementing any text;- providing examples for a clear and convincing explanation;- the demonstrated visibility must be exactly consistent with the content of the material;- to involve the students themselves in finding the desired information in a visual aid or demonstration device. The first one is more in tune with the traditional book textbook, and the second one rather accurately reflects the role of illustrations in multimedia educational electronic publications. Now all multimedia ICT media should be used for visual and persuasive, that is, an accessible explanation of the main, fundamental, most difficult moments of educational material involved in the system of open education. Thus, illustrations are the leading, most significant subsystem in the structure of the educational electronic edition. Multimedia is a complex of hardware and software that allows a person to communicate with a computer using a variety of environments that are natural for themselves: sound, video, graphics, texts,

animation. Recently, many multimedia software products have been created. These include encyclopedias from various areas of life (history, art, geography, biology, music ...) and educational programs (in foreign languages, physics, chemistry ...), and so on. Of all aspects of the use of computers in this work, only educational is considered. Children and adults can use multimedia as an effective learning tool. These are both simple programs that can teach a child to recognize colors, as well as highly intellectual ones that teach foreign languages or mathematical laws.

Modern school with its problems makes you think about how to make the learning process more productive. How to teach so that the child has an interest in knowledge. The process of modernization of the school requires the formation of competence in schoolchildren, which implies the ability to independently acquire knowledge using various sources. The development of student competence is facilitated by modern pedagogical technologies, including computer and design technologies. When working with computer technologies, the role of the teacher is also changing, the main task of which is to support and guide the development of students' personality and their creative search. Relations with students are based on the principles of cooperation and joint creativity. Under these conditions, revision of the organizational forms of educational work that have taken shape today is inevitable: an increase in students' independent individual and group work, a departure from the traditional lesson with a predominance of explanatory and illustrative teaching method, an increase in the amount of practical and creative research and research. The use of new information technology tools and computer capabilities as a means of learning increases the level and complexity of the tasks performed, gives a visual representation of the result of the actions performed, the ability to create interesting research papers and projects. The main task is to help students learn such ways of action that will be necessary in their future life. New

pedagogical technologies are unthinkable without the wide use of new information technologies, and computer technologies in the first place. It is they who make it possible to fully reveal the pedagogical, didactic functions of the new methods of education, to realize the potentialities inherent in them.

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