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MULTIMEDIA TECHNOLOGIES AS A MEANS OF LEARNING

Annotation: The use of multimedia in computer applications has been made possible by advances in the development and production of new microprocessors and data storage systems.

Key words: multimedia technologies, innovation, innovative activity, computer, Internet.

Education based on multimedia learning tools is the process of forming a media culture of a person who has a developed ability to perceive and assimilate basic knowledge, skills, to create, analyze, evaluate media texts, to understand the socio-cultural and political context of multimedia functioning in the modern world.

Thus, most teachers and psychologists note that modern information technologies, including multimedia, provide students with access to non-traditional sources of information, allow them to implement fundamentally new forms and methods of teaching using the means of conceptual and mathematical modeling of phenomena and processes that can improve the effectiveness of learning.

Multimedia learning tools are learning tools created on the basis of multimedia technologies that allow you to effectively organize the educational process in an interactive mode. Multimedia tools are an innovation in the educational process. The use of multimedia teaching tools built on the basis of a personal multimedia computer in the educational process is an innovation in the training of modern specialists. The concept of "multimedia" includes the following technologies:

- a technology that describes the development, operation, and application of various types of information processing tools;

- information resource based on various types of information processing and presentation technologies;

- computer software, the operation of which is associated with the processing and presentation of various types of information;

- computer hardware that makes it possible to work with various types of information;

- a special generalizing type of information that combines both traditional statistical visual (text, graphics) and dynamic information of various types (speech, music, video clips, animation, etc.).

When working with computer technologies, the role of the teacher also changes, whose main task is to support and guide the development of students' personality and their creative search. Relationships with students are based on the principles of cooperation and joint creativity. In these conditions, it is inevitable to revise the existing organizational forms of educational work: an increase in independent individual and group work of students, a departure from the traditional lesson with the predominance of explanatory and illustrative teaching methods, an increase in the volume of practical and creative works of a search and research nature.

Practical implementation of a person-centered approach using multimedia tools will require the creation and use of modern multifunctional subject-oriented multimedia teaching tools that contain extensive databases, knowledge bases for educational purposes, artificial intelligence systems, expert training systems, laboratory workshop with the ability to set a mathematical model of the phenomena and processes being studied. Training multimedia programs contribute to the integrated structuring of the content component of the educational material, independent choice and passage of the full or abbreviated training options for students.

To date, there are a number of programs that are used to create multimedia training resources. And among them, we can distinguish some applications used in

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education when creating educational multimedia resources, such as Power Point, Swish max, Macromedia Flash, Camtasia Studio and AutoPlay Media Studio 8.0.

As an example, we can say that the introduction of information technologies, namely multimedia technologies in the learning process was carried out in our University, in the Samarkand branch of the Tashkent University of information technologies.

Our and other higher educations are implementing quality management systems for education. The practical experience of many educational institutions shows that ensuring an effective quality management system of higher education is a certain difficulty, since any educational organization is, first of all, a pedagogical system in which the establishment of processes and documentation of procedures cannot fully ensure the quality of its life. The effectiveness of a higher education institution depends on the solution of many tasks, the significance and level of complexity of which are different. The totality of such tasks and their solution make up a system that ensures the development and dynamics of the University. All elements of the University's functioning system make up a set of management methods that ensure coverage of all aspects of its activities to achieve efficiency.

Recent years, educators use terms such as cloud technology, e-learning and distance learning, open educational resources, blended learning and micro-learning, massive open online courses (MOOC), content curator and many others.

The system for managing students' knowledge and teaching process is the MOODLE system. Moodle is a course management system (e-learning), also known as a learning management system or virtual learning environment. This system has the ability to control students' knowledge, independent training of students, non-traditional learning through interactive services and self-control of knowledge.

The development of organization models to enhance online and blended program's effectiveness with the help of organizational activities employs the analysis of human behavior and methodical experimentation to achieve justifiable conclusions. The efficiency of online learning is conditioned by executive and

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operational success and implies the following factors: reasonable costs of hardware and software, development of content or licensing of digital materials, and ongoing support of the system. Scholars examine organizational aspects of online and blended learning describing models and stages of the learning process. The basic stages of online experience consist of design, implementation and reflection. Then, the learning activity could embrace preparation with motivation and goal-setting for students, project design, self-assessment, programming, implementation of the individual plan and wrapping up or evaluation.

In conclusion, we can say that the use of modern information technologies, multimedia technologies in education allows active - activity forms of training and improves the efficiency of learning and quality of knowledge of pupils, development of cognitive activity, increase interest to the subject, the development of analytical thinking, formation of skills computer skills teamwork skills self-study. I believe that subject-oriented pedagogical and information technologies in education are a necessary condition for the training of highly qualified specialists.

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