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.

Keywords: 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).

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

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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 if 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 student, 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.

Various technologies deliver different kinds of content and serve different purposes in the classroom. For example, word processing and e-mail promote communication skills: database and spreadsheet programs promote the understanding of science and math concepts. It is important to consider how these electronic technologies differ and what characteristics make them important as vehicles for education.

Technologies available in classrooms today range from simple tool based applications to online repositories of scientific data and primary historical document, to handheld computers, closed circuit television channels and two way distance learning classrooms. Even the cell phones that many students now carry with them can be used to learn.

Each technology is likely to play a different role in student's learning. Rather than trying to describe the impact of all technologies as if they were the same, researches need to think about what kind of technologies are being used in the classroom and for what purposes. Two general distinctions can be made student can learn from computers - where technology used essentially as tutors and serves to increase student's basic skills and knowledge; and can learn with computers where technology is used a tool can be applied to a variety of goals in

the learning process and can serve as a resource to help develop higher order thinking creativity and research skills.

The primary form of student learning from computers is what Murphy, Penuel, Means, Korbak, describe as discrete educational software (DES) programs, such as integrated learning systems (ILS), computer assisted instruction (CAI), and computer based instruction (CBI). These software applications are also among the most widely available applications of educational technology in schools today along with word processing software and have existed in classrooms for more than 20 years.

Teachers use DES not only to supplement instruction as in the past but also to introduce topics, provide means for self study, and offer opportunities to learn concepts otherwise inaccessible to students. The software also manifests two key assumptions about how computers can assist learning. First, the user's ability to interact with the software is narrowly defined in ways designed specifically to promote learning with the tools. Second, computers are viewed as a medium for learning, rather than as tools that could support further learning.

Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving our language. We don't even realize that they have helped us. We just wake up one fine day and realize that we are better than it than we were yesterday. Such sources can be used to help the students improve their language, But great precautions must be taken, This method should be used in the final stages of learning as that is the only place where there is no scope of damage as most of the movies and songs and etc. use colloquial English most of the times which is grammatically wrong and it is very important that the students understand that fact **so** that they do not use that form of the language in their everyday usage. Apart from that this source is very helpful as it does not feel like education. This is something that the students will do in their spare time. The songs are the best way to communicate how to use a language to express our feelings. Movies are a very common past time but apart from that

most of the times they are also very instructional and educational. Also this method appeals to the students as most of the times they are able to connect with the songs and the movies which help them understand the meaning of expressions, usage of tools of the language like comparisons, personifications etc. These sources help them understand why such tools are necessary and also help them understand their usage. Hence this method is again very effective in teaching the language. Traditional methods of reading newspapers and books, novels are also very good methods to teach the language. When the traditional methods are modified along with some innovative ideas the entire learning and the teaching process is enriched and guarantees a success in efficient learning. These are some of the innovative and creative ways of teaching the English Language.

Since English is the official language of this world it is of utmost importance that this language has to be taught in such a way that it will help us not just to speak and write and listen but to communicate. That is the purpose of the language and that is what it must be used for. Hence innovative methods help in bringing a change and most of the times for the better. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the student's benefit.

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