APPLICATION OF MULTIMEDIA TECHNOLOGIES IN CONTINUOUS EDUCATION.

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Abstract: In today's conditions, the growing demand has made it an urgent task to improve the quality of future specialists studying in higher education institutions. Based on this, in recent years, attention has been paid to the issue of active use of new information technologies in education. This article reflects information on the application of multimedia technologies in continuing education.

Keywords: Educational process, information technologies, specialist, multimedia technologies, computer equipment.

INTRODUCTION: Modern information technologies, which, along with traditional material and energy resources, provide effective methods of creating, storing, processing and delivering information to the consumer, are not only the main principle of social life, but also a way to increase the efficiency of management in all areas of public service. One of the goals of the modern education sector is its informatization. The main goal of introducing information technologies into the educational process is to improve the quality and effectiveness of teaching. As a result of introducing information technologies into the educational process, it is possible to implement informatization to the required extent. In the conditions of modern dynamic development of society and the complexity of its technical and social infrastructure, it is natural that information is an important strategic resource. The level of informatization is also becoming one of the important principles of successful economic development and the country's competitiveness in domestic and foreign markets. Automation based on the use of computers and computing networks is currently penetrating all areas of production management and technological processes, starting from the production sector, where an automated system of information use and processing, design of society has emerged. In the conditions of rapid obsolescence of the content of textbooks related to new inventions in science and technology, the training of graduates in the field of applying new methods of searching for knowledge and methods, formed from relevant scientific and educational information included in the database, is of particular importance.

Information technologies in education are the main organizers of modern education and implementers of the educational process in it. The goals of the introduction and application of information technologies in the field of education are connected with the creation of new opportunities in the education system for all its participants and their interaction.

DISCUSSION: New information technologies are the provision of a sufficient amount of modern computer equipment for the educational process, the preparation of methodological and information resources for its organization, the search for new forms of teaching, and a new approach to the teaching process. Computer technologies should enter education not as an additional component, but as an integral part that significantly increases the effectiveness of the entire educational process. In implementing this task, the rapidly developing direction of new information technologies - multimedia technologies - should come to the rescue. Today, it is no secret that multimedia technologies have penetrated all aspects of social life, including production, business, science, education, and culture.

The word "multimedia" became popular in the 90s of the last century. This is an English word that means a multi-component environment that allows the use of text, graphics, video and animation in a dialog mode. Multimedia technologies are one of the most promising and popular areas of computer science. Multimedia technologies are a technology aimed at creating a product that is "a collection of images, texts and information, accompanied by sound, video, animation and other visual effects, including an interactive control interface and other mechanisms." Possession of multimedia technologies allows the teacher to expand his creativity in the use of animation, video, sound, which leads to an increase in the quality of modern lessons, concentration of students' attention, better understanding, thinking and memorization of the material.

RESULT: Before the advent of new information technologies, experts conducted numerous experiments and established a connection between the way a person learns material and his ability to recall the acquired knowledge after a certain period of time. If the material is audio, then a person remembers a quarter of it, if the information is visual, then a third of it. If the material is both audio and visual, then half of it can be remembered, and if a person is actively involved in the process of learning, then the volume of learning increases to 75%.

Due to the volume of knowledge accumulated by humanity and the tasks set by society, the modern educational process must constantly be strengthened and improved, the modern learner must master huge volumes of information in a short unit of time. At such times, multimedia comes to the rescue. Multimedia used in education activates the maximum channels of a person for mastering information. Multimedia, using text, graphic information, video, audio, volumetric modeling capabilities and interactive tools, allows participants in the educational process to become part of an information-rich environment. Thus, multimedia means combining several methods of transmitting information - text, still images (pictures and photographs), moving images (cartoons and video), and sound (digital) into an interactive product. The combination of video and audio effects simultaneously provides an effective impact on two of the human senses - vision and hearing, which increases the information productivity of computer presentations. An important aspect of multimedia technology is its interactivity, that is, the user himself plays an important role in interacting with the computer. This shows the advantages of

multimedia technology over traditional educational technology and leads to an expansion of the scope of computer application in the educational process. The visual range, including figurative thinking, helps the learner to fully perceive the proposed material. It becomes possible to combine theoretical and demonstrated information. Test tasks are not limited to verbal explanations, but can also be presented as a whole video plot. Undoubtedly, multimedia technologies enrich the educational process, allow the student to focus more of his senses on the process of receiving educational information, making education more effective. They change the educational exhibition from a static state to a dynamic state, that is, there is an opportunity to observe the studied processes over time. Previously, only educational television had such an opportunity, but interactivity could not be supported in this field of presentation.

Modeling processes developing over time, interactively changing process parameters is a very important didactic advantage of multimedia educational systems. It is impossible to demonstrate many of the phenomena being studied in the classroom, and multimedia tools are currently the only means of demonstrating them. Multimedia can be called a useful, productive educational technology, since it has such qualities as flexibility, interactivity, and integration of various multimedia educational information. The effectiveness of using interactive methods in education has long been studied and proven. It is known that interactive tools increase the level of information assimilation by up to 90%. The methodology of interactive education using modern multimedia tools opens up new opportunities for providing a large amount of knowledge and focusing students' attention on the necessary point.

To effectively use multimedia in the learning process, the following conditions must be met.

- organization of training according to the didactic capabilities of multimedia;
- optimal selection of pedagogical multimedia programs and their combination in accordance with the goals of the lessons, the level of preparation of students, and the characteristics of the material to be mastered;
- compliance with general and didactic rules of using multimedia;

As a result of observing the progress of the conducted multimedia lesson, identifying the following technical-pedagogical and didactic possibilities of multimedia technologies:

- ensuring that students acquire knowledge not out of necessity, but out of their desire;
- Multimedia is accepted with joy, and joy, in turn, increases interest in the subject.
- there is an opportunity to self-evaluate among other students.
- a new objective criterion for evaluating one's own performance comes to the fore: whoever knows more and can use their knowledge wins;
- there is an opportunity to give freedom to their dreams, fear of being laughed at, getting a bad grade and other obstacles disappear.
- An atmosphere of cooperation and healthy competition is created for the entire team.

- students strive to overcome difficulties independently.
- there will be an opportunity to use intersubject communication.

Thus, the use of multimedia allows for the solution of didactic issues with greater educational efficiency, increases the effectiveness of education, significantly saves time spent on studying educational material, and as a result, expands and deepens the range of problems and questions being considered. Based on the identified technical, pedagogical and didactic capabilities of multimedia, it is possible to distinguish potential functions that can be implemented in the educational process of an educational institution. The inclusion of explanatory, informational, heuristic, systematizing, motivating and developmental functions is of great importance in them. It is reasonable to conclude that the effectiveness of using multimedia as a didactic tool in the formation of educational activity also depends on the construction of a system of educational activities that include one or another form of multimedia, in accordance with the model of mastering educational activity by students.

The characteristics of multimedia allow students to develop planning, work skills, reflection, self-assessment, conceptual and visual-descriptive thinking, the formation of theoretical and practical knowledge, technical skills in mastering multimedia technology and their general culture and cognitive abilities in the field of audiovisual media products. The effectiveness of using multimedia as a didactic tool in shaping learning activities also depends on the construction of a system of lesson plans with one form or another of multimedia in accordance with the model of mastering students' learning activities.

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