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CREATING MULTIMEDIA INTERACTIVE E-LEARNING COURSES

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ABCTRAKT

This article provides the basics of creating and using an interactive electronic training course based on multimedia technologies. The article emphasizes the need to use interactive e-learning courses, how to create interactive e-learning courses and procedures in the learning process, and lecture sessions.

Key phrases

multimedia, technology, interactive, e-learning, educational, multimedia technologies, information technology.

In order to master lecture lessons by students, they are required to have a certain level of qualities such as knowledge, willpower, work and attention. Therefore, when taking lecture lessons, it is of great effect to ensure that student-students work in cooperation with teachers. Alternatively, it is necessary to create attention and conditions for independent work of students. The more students are confused in the topic Utsi, the more they understand and remember. Understanding and remembering is one of the ways to get the best and most solid knowledge.

Independent engagement causes the development of psychological processes in students-students, and in order for them to later understand the topic, they are prepared to think on a wide scale, to throne facts in an event-event frame. It should be noted that when taking lecture lessons, the application of elements of didactics on topics has a good effect. For this reason, preparation for lecture classes is ranked in Aloxi. This creates opportunities for the introduction of such components as the use of modern tools in preparation for lecture lessons, the presentation of educational materials to students on the topic in the form of vision, hearing, comparison, images, which leads to an increase in the effectiveness of lecture lessons.

When reading a lecture, the material given by the teacher can be described in different ways (level of speech, low or high, repetition, additional demonstration). Secondly, the teacher may not know exactly when this is needed. This can be caused by the fact that students are not actively involved in certain parts of the lecture lessons. This ultimately leads to a lack of material from class to class. In this

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sense, the introduction of educational materials in the form of electronic copies in the application of multimedia technologies to the educational process provides a wide range of opportunities for students and educators. For the teaching of each subject, its content is selected, usually according to the intended purpose. To master it, suitable methods, educational tools and finally a suitable form of training are selected.

Ensuring continuity in education depends on the inextricable connections between its components, such as purpose, content, method, medium, form, which is called a methodological system. At this point, can the academic subjects that are now structured for the teaching of subjects meet the period requirement? The question arises. In education, there is the problem of raw time content and methods, these problems are inextricably linked with each other. Problems in educational methods can be found in the article " who do we teach?", from which the development of educational methods depends on its content. These two problems overlap and become complementary.

Depending on the psychological training of the student (student), the level of thinking or the level of assimilation of the acquired knowledge, suitable content and methods are selected for each educational stage.

There are logic and methods for describing the specific content of each stage.

The purpose of the methodology is to create a new educational subject (subject of study) from this subject and ensure the assimilation of this subject. Such educational subjects should satisfy all the requirements and needs of the student, be based on the principle of "study first, and then study to teach this study" based on the requirements of advanced pedagogical technologies, level of the student in mastering the educational material, set control tasks based on the simple-to-complex approach to acquiring theoretical and practical knowledge, and In order for the tasks and problems of the methodology to be solved correctly, it will be necessary to find two problems related to each other, the creation of science teaching concepts consists in how to search for the content of the sciences in ham. Concepts of teaching subjects were created in the 80s. The goals of teaching current subjects are changing. In this regard, it is advisable to look at these concepts. The problems and content of interpreting the content of the sciences consist in ensuring that the reader is attracted, interested, connected with the theory of practice. In traditional methodology, it is clear that knowledge does not contribute to the development of skills, and from it to qualifications, taking into account the development of the personality of the student. The teacher tries to give the student as much information as possible from the subject of the subject being studied. Therefore, the teacher does not always adhere to his model, which consists of three stages of knowledge, such as the collection of Information, their selection and

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processing, the application of learned (trained) information. Next, the cognitive activity (acquired knowledge) of the student should go to his new career, that is, to the activation process of cognitive activity.

Research into this area suggests that the introduction of modern MTS in the educational system, the targeted use of which leads to an increase in the effectiveness of the educational process.

Below we will look at the methodology for organizing practical and laboratory work using IEOC, created on the basis of multimedia technologies on "Computer Science Literacy".

One of the achievements of multimedia technologies, as we have repeatedly pointed out above, was the creation of software tools that provide the use of multimedia components. Especially the role of these software tools in the organization of practical and laboratory work of the educational process is significant. The use of Multimedia tools in the organization of practical and laboratory training of the educational process assumes the development of new forms and methods. Science teachers, in collaboration with specialists in computer Sox, create a laboratory on the subject, a computer imitation model of practical work. Laboratory work of such appearance is referred to as Mieocs.

IEUK is educational-laboratory work aimed at strengthening the theoretical knowledge of students on the basis of multimedia technologies in a particular direction.

The purpose of creating iOS is to establish the use of multimedia technologies in a broad sense to carry out practical and laboratory work. Therefore, the creation of Iveco's ensures the implementation of laboratory work on the basis of modern pedagogical-multimedia technologies in the educational process. In addition, as result of the creation of Ieocs, the inability to be carried out in laboratory conditions (lack of toxic substances, materials) gives the opportunity to carry out work on their basis and carry out work on an environmentally friendly basis. The use of ieocs in the performance of practical and laboratory work ensures the achievement of the effectiveness of the educational process. Computer-generated laboratory work Ieocons have capabilities that students-students can see, repeat, perform at convenient and necessary times for themselves.

This leads to an increase in the quality of their mastering. Again, one of the facets of is the saving of the expenditure of training materials when Ieocs are used. Because students-students who have been engaged in IEOC on a computer-come ready to use materials that are being used in a laboratory setting (reactive and similar) in the required standard without wasting them. Theoretical, practical and psychological training of students for independent work plays an important role in improving the effectiveness of teaching.

As we know, in the work plan of educational institutions, no less hours are allocated from lecture classes for independent work of students. How to make the most of the hours allocated for this independent work and what form, methods should it be organized? - reasonable questions arise.

To find the answer to this question, it is necessary to constantly improve the educational process. In our view, the organization of independent working hours of student-students on the floor using multimedia technologies will have a great effect. In finding a solution to this issue, it is very convenient to print educational materials in electronic copies, as we noted above. In the hours allocated for independent work, it is necessary to provide the opportunity for Students-Students in computer classes to engage in modern multimedia technologies and to provide them with the necessary subjects in these classes, topics for laboratory work, to be able to take and engage from the computer. In this form, the organization of independent hours is accessible to the student-students themselves and gives them the opportunity to engage in subjects at the right time. One of the prerequisites for this is the electronic printing of uquv materials. If the educational materials are organized on the basis of multimedia tools, then the indicator of student mastering in the process of independent work will be even higher.

In conclusion, in the course of the lesson, it is necessary to associate with practice the theoretical knowledge given to students from educational materials given in electronic copies, to create problem theories in this, to solve the problem posed together with students, to form independent thinking skills in them, to help them understand the essence of the mentioned topic. This problem is the creation of multimedia electronic textbooks based on information and pedagogical technologies for teaching and organizing independent work of students.

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