



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI:10.5958/2249-7137.2021.02346.6

THE EDUCATIONAL DESIGN OF THE MULTIMEDIA LESSON

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ABSTRACT

Pedagogical design-the use of knowledge (principles) about effective educational work (teaching and learning) in the process of design, development, evaluation and use of educational materials. The preparation of such lessons requires even more careful preparation than in the normal mode. Concepts such as the script of the lesson, directing the lesson - in this case, not just newfangled terms, and an important part of the preparation for the training session. Designing a future multimedia lesson, the teacher must consider the sequence of technological operations, forms and ways of presenting information on the big screen.

KEYWORDS: Lesson, Development, Language, Subject, Pedagogical, Design, Technologic, Multimedia.

INTRODUCTION

The lesson, as a direct tool for the implementation of the basic ideas of information and communication technologies, requires the most careful development. It is the lessons that are the litmus test that show the effectiveness of a particular development. This is both the final result and the last stage of design, implementation of ideas laid down by the developers of certain technologies.

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Relevance and current status of the topic: A multimedia lesson is a lesson that uses multimedia representation of information using technical means, primarily a computer. In numerous articles devoted to this topic, the expression "lesson with multimedia support" is often found. It is quite obvious that this is the name of a lesson where multimedia is used to enhance the learning effect. In this lesson, the teacher remains one of the main participants in the educational process, and often the main source of information. At any time, the teacher can use hyperlinks to go to the details of the information, "revive" the studied material with the help of animation and so on.

It is obvious that the degree and time of multimedia support for the lesson can be different: from a few minutes to a full cycle. However, a multimedia lesson can also act as a "mini-technology", that is, as a teacher-prepared development with specified educational goals and objectives, focused on quite specific learning outcomes. This lesson has a sufficient set of information component, didactic tools. The role of the teacher who in this case is, first of all, the organizer, the coordinator of cognitive activity of pupils significantly changes at its carrying out. Conducting a lesson in the mode of mini-technology does not mean that the teacher is deprived of the possibility of maneuver and improvisation. It will not be surprising that such a lesson can play with new faces, pass more attractive, interesting, and dynamic. But the lesson is a mini-technology implies a significant reduction of "pedagogical marriage".

When designing a future multimedia lesson, the developer should think about what goals he pursues, what role this lesson plays in the system of lessons on the studied topic or the entire training course. What is the multimedia lesson for?

- To study new material, presentation of new information;
- To consolidate the passed, working out educational skills;
- For repetition, practical application of the acquired knowledge, skills;
- For generalization, systematization of knowledge.

It is necessary to determine at once: thanks to what the training and educating effect of a lesson will be strengthened that carrying out a multimedia lesson did not become just a tribute to newfangled Hobbies. Based on this, the teacher must choose the forms and methods of the lesson, educational technology, teaching techniques.

Experimental Part: In the study of new material. It allows you to illustrate a variety of visual AIDS. The application is particularly beneficial in cases where it is necessary to show the dynamics of any process.

When checking the front independent work. Provides along with oral visual control of the results. When solving problems of educational nature. Helps to execute the drawing, to make the decision plan and to control intermediate and final results of independent work on this plan

A means of emotional relief. During the block lessons or long consultations before exams-it is necessary to include video sequences of experiments or cartoons at the same time the students disappear fatigue, there is interest, they are looking for answers, turn to the teacher with questions, charged with new energy. Multimedia programs look like a video, but with the ability to intervene in the course of action and dialogue.

Analysis of the Results: As a means to making distributing didactic material, codogram and cards. Personal computer in the hands of teachers, in addition to the scanner and printer is a mini-printing office of a teacher.

In educational activities, the use of the computer is possible in three forms, 1) the machine as a simulator, 2) the machine as a tutor, performing certain functions for the teacher, and such that the machine can perform better than a person. 3) a Device that simulates a certain environment and the actions of specialists in it.

Training systems are most appropriate to apply to consolidate previously acquired skills. Tutoring systems are best used provided that the goals and objectives of training are clearly defined. Simulation training modeling is most suitable when the training material is not systematic and its boundaries are not clearly defined.

When using a multimedia presentation, it can be used in a classroom system or use new models of its application.

It is possible to note a method of projects as the most perspective pedagogical technology which allows to open most fully creative abilities of trained, to form ability to be guided in the huge sea of information, focusing attention on the main thing, to take responsibility and to make decisions.

Of course, the method of projects requires the highest qualification of the teacher, creative approach to the school curriculum, and the ability to aggregate knowledge in several subjects and, of course, organizational skills. The use of information technology in the project at school and, of course, in the development of materials for it, was decisive, breathed new life into the well-known design methodology for a long time. The main components of the project method are the research work of schoolchildren and the evaluation of this activity

Of all the tools of cognition, multimedia is the best way to represent knowledge in a variety of ways, including all the modalities of perception. Working with multimedia tools, students have at their disposal a rich Arsenal for self-expression of the studied material. Multimedia implements a more creative approach to the process of assimilation and presentation of knowledge.

The system of training, in which students acquire knowledge and skills in the process of planning and implementation of gradually increasing complexity of practical tasks-projects. One of the personality-oriented technologies, a way of organizing independent activities of students, aimed at solving the problem of the educational project, integrating the problem approach, group methods, reflexive and other techniques.

CONCLUSIONS

In our opinion, the most progressive possibilities of multimedia are to use them in the educational process as an interactive multi-channel learning tool. Research, project approach in the system of education, development of their own multimedia / hypermedia projects, constant use of multimedia for educational purposes in all blocks of disciplines of General cultural and subject training, allow to transform the traditional learning process into developing and creative. Information technology allows students to give a unique opportunity to learn a new concept independently of the teacher, to notice a pattern, to put forward their own hypothesis, to feel how

mathematical questions arise. The ability to use the method of projects-an indicator of high qualification of the teacher, his progressive methods of teaching and development of students.

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