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## МУЛЬТИМЕДИА ПОДДЕРЖКА ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

### MULTIMEDIA SUPPORT FOR LEARNING

**Аннотация.** В данной статье рассматриваются варианты поддержки образовательного процесса посредством мультимедиа технологий. Авторы статьи утверждают, что благодаря мультимедийным средствам обучения студенты имеют больший простор для воплощения творческих проектов, применяя современные инновации.

**Abstract.** Various kinds of multimedia support for learning are viewed in this article. Authors admit that multimedia learning tools the learners can engage in more creative work encouraging innovations.

**Ключевые слова:** мультимедиа технологии, образовательный процесс, мультимедийные средства обучения.

**Keywords:** multimedia technologies, learning process, multimedia learning tools.

Multimedia technology empowers the teaching and learning process. It allows educators to include multiple media into the teaching materials and makes the study more interesting or even more motivated. It improves the quality of education as well as the interaction between teachers and the students. Moreover, it encourages and enhances learning as well as individual creativity and innovation.

Multimedia technology in schools must change from “technology as teacher” to “technology as partner” in the learning process. But how do students learn with multimedia technologies? How can multimedia technologies become intellectual partners with students?

Multimedia technology is more than just hardware. It also consists of the environments and the designs that engage learners. Multimedia technology can be any environment that involves learners in constructive, active, cooperative and intentional learning. It should not control and prescribe all interactions of the learners. Multimedia technologies and students should be intellectual partners, where the cognitive responsibility for performance is distributed by the part of the partnership that performs it better.

Multimedia technologies support knowledge construction for representing learners’ ideas, beliefs and understandings; for producing organized, multimedia knowledge bases by learners.

Multimedia technologies support learning for accessing needed information, for comparing perspectives, beliefs, and worldviews [1]. Multimedia technologies as authentic context support learning for representing and simulating meaningful real-world problems, situations, and contexts; for representing

beliefs, perspectives, arguments, and stories of others; for defining a safe, controllable problem space for student thinking. Multimedia technology as intellectual partner support learning for helping learners to articulate and represent what they know; for reflecting on what they have learned and how they came to know it; for supporting learners' internal negotiations and meaning making; for constructing personal representations of meaning; for supporting mindful thinking

Why do these uses of multimedia technology foster meaningful learning? It is because they require that students think and reason.

Using multimedia technologies to convey and express knowledge of learners all entail different kinds of problems solving. Learning with multimedia technologies requires that students make myriad decisions [2] while constructing their representations. Deciding what information to include and exclude, how to structure the information, and what form it should take are all complex decision-making processes. Students also engage in a lot of design problem solving while constructing their interpretations. They also must solve rule-using problems in how to use software. When learners are solving problems, they are thinking deeply and are engaged in meaningful learning. What they learn while doing so will be so much better understood and remembered than continuously preparing to answer multiple-choice test questions.

With multimedia learning tools the learners can engage in more creative work encouraging innovations. The interactive visual representations enable students to communicate their ideas more effectively in an informative manner. Learners can have access to them regardless of the time and space. They are able to influence the learning process, i.e. learners firstly can study the material which they are interested in most of all and can revise it as many times as they need in order to understand it better.

All in all, the usage of multimedia learning tools in educational process has great potential. The usage of different sensory canals and active learner's partaking enable to work up and reinforce new knowledge and new skills. For realizing the potential of multimedia it is necessary for learners and educators to have sufficient level of training. The result of such activity may exceed learner's expectations.

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