LEARNING WITH MULTIMEDIA

Khashimova Zarinabonu
Independent PhD researcher
ASIFL Teacher of the Department of Practice of the English Language
Email address: mamadaliyevazarinabonu@gmail.com

Abstract: According to this article, learning with media is a complimentary process wherein operations are carried out and representations are created, sometimes by the medium and other times by the learner.

Keywords: multimedia, multimedia environments, interactive video, computer-generated content, video content.

ОБУЧЕНИЕ С ИСПОЛЬЗОВАНИЕМ МУЛЬТИМЕДИЙНЫХ СРЕДСТВ

Аннотация: Согласно этой статье, обучение с использованием медиа - это взаимодополняющий процесс, в котором выполняются операции и создаются представления, иногда с помощью медиа, а иногда - самим учащимся.

Ключевые слова: мультимедиа, мультимедийные среды, интерактивное видео, компьютерный контент, видеоконтент.

INTRODUCTION Multimedia has been in use for a number of decades. Until recently, the phrase denoted the employment of many media devices, perhaps in concert (e.g., synchronized slides with audio-tape, possibly with additional video). But because to technological advancements, information that was formerly supplied by multiple devices is now merged into a single gadget. A major component of this environment is the computer. It synchronizes the presentation of text and images in separate windows using different symbol systems. In order to help the student make further choices and

decisions, it also processes the information it gets. The following sections review work on two, somewhat different but soon to be integrated, approaches to multimedia environments: interactive videodisc environments and hypermedia environments. The literature reviewed reports on developments within these fields, speculates on the cognitive impact of these environments, and raises issues that must be addressed in future research.

METHODS AND MATERIALS Connecting mental models to the real world with interactive video. Through the integration of computer and video technologies, interactive video enables the display of both computer-generated content and video. This data may be overlayed and shown on the same screen in certain implementations. Therefore, one window in the movie might show, for instance, a boulder tumbling down a slope. Force vectors could be created by the computer and superimposed over the moving item. It was possible to create a graph that displayed acceleration or velocity over time in a separate window. As an alternative, the learner might be provided with a workspace where they can calculate velocity or acceleration. The Vanderbilt University Cognition and Technology Group has created a number of dynamic, video-based, complex issue environments, sometimes known as macro contexts, that are grounded in actual objectives, pursuits, and circumstances. With the help of these semantically rich macro contexts, educators and students may work together to solve real-world problems by exploring ideas and concepts in science, history, arithmetic, and literature from a variety of angles. According to the Group, students may more easily develop complex mental models of the problem situation because of the videodisc presentation's dynamic, visual, and spatial qualities, which offer a more rigorous portrayal of events than text. Many interactive videodisc settings are currently undergoing formative evaluation and development across the country. Palenque is among these kinds of places. For kids ages 8 to 14, Palenque is meant to be an instructive and entertaining play area. In Palenque, the audience assumes the role of an archaeological team of children and scientists who sift through prehistoric Maya ruins in pursuit of Pacal's tomb, which belonged to the 12-year-old monarch of Palenque during its peak.

ANALYSIS AND RESULTS When it comes to portraying social events and tasks, like handling interpersonal problems, learning a foreign language, or making moral decisions, some computer program systems might be especially effective. It can occasionally be challenging for a computer to represent the situational information required to comprehend and solve these semantically complex problems; in these cases, video representation works better. However, as was already said, watching video content by itself makes it simple to process in a superficial, unthinking manner, which lessens the conclusions that viewers can make from it. With interactive video, the learner can carefully consider all of the variables that affect the problem and examine the wealth of information included in a video scenario with the help of a computer. The program's objective is to give the student a moral framework in which to investigate these concerns rather than to instruct or persuade them to choose a particular viewpoint. According to Covey, it takes more than just putting yourself in another person's shoes to comprehend their moral position. One must live in his skin. This software allows the student to observe the patient's therapies and virtually "talk" to the patient, the patient's mother, the doctors, a nurse, and a lawyer. It is based on a true case and features the actual persons involved on camera. The topics of pain and suffering, competence and autonomy, quality of life, and the role of health professionals are all walked through for the student to think through. Regardless of the choice the student selects, they are exposed to opposing viewpoints in an effort to help them comprehend their perspective more fully. The Dax case study is presently the subject of cross-media research to investigate how learners' representation and processing of this information, as well as their moral reasoning, are affected by text alone, interactive video, and video alone. The relationship between various media and the past information, experiences, and opinions of the pupils is also being investigated. The social and interpersonal cues included in the video content and how they are tempered by computer-generated text and instructions to influence how the learners develop a situational model will be of special interest.

CONCLUSION The symbolic and processing powers of the many media mentioned above are combined in integrated multimedia environments to support learners

in making connections between their knowledge and other areas. Interactive videodisc environments have the ability to support students in creating and deconstructing mental models of challenging scenarios, especially social ones. The purpose of hypermedia settings is to assist the reader in creating connections between texts and other symbolic expressions and in deriving meaning from these connections. Reasonable justifications for the anticipated efficacy of these settings have been provided; but, they need to be verified, and in certain instances, significant concerns have been brought up. However, these are strong growth settings with significant practice-related ramifications for instructional designers.

REFERENCES

1.Covey, P. (1990, April). A right to die?: The case of Dax Cowart. Paper presented at the annual meeting of the American Educational Research Association, Boston.

2.Crane, G. (1990). Challenging the individual: The tradition of hypermedia databases. Academic Computing, 6(11), 36-41.

3.Halliday, M. A., & Hasan, R. (1976). Cohesion in English. London, England: Longman.

4.Salomon, G. (1974). What is learned and how it is taught: The interaction between media, message, task, and learner. In D. Olson (Ed.), Media and symbols: The forms of expression, communication, and education (pp. 383-408). Chicago: University of Chicago.

5.Salomon, G. (1979). Interaction of media, cognition, and learning. San Francisco: Jossey-Bass.

6.Salomon, G. (1983). The differential investment of mental effort in learning from different sources. Educational Psychologist, 18(1), 42-50.

7.Salomon, G. (1984). Television is "easy" and print is "tough;" The differential investment of mental effort in learning as a function of perceptions and attributions. Journal of Educational Psychology, 76(4), 647-658.

8.Salomon, G. (1988). AI in reverse: Computer tools that turn cognitive. Journal of Educational Computing Research, 4(2), 123-134.

9.Salomon, G. (1990, April). If intelligence is distributed, what about the cultivation ofi ndividuals' abilities? Paper presented at the annual meeting of the American Educational Research Association, Boston.