

UDK 378.02  
SCSTI 14.35.09

## THE ROLE AND PLACE OF MULTIMEDIA PRESENTATIONS IN THE STRUCTURE OF THE TRAINING SESSION

A.A. Tadzhitov<sup>1</sup>, M.A. Dutkin<sup>1</sup>

<sup>1</sup>*NKSU named after M. Kozybaev, Petropavlovsk, Kazakhstan*

### Abstract

The article deals with the problem of competent preparation and use of multimedia presentations at various stages of training sessions. The method of using multimedia technologies involves: improving the learning management system at various stages of the lesson; forming an adequate motivation to study; improving the quality of training and education, which will increase the information culture of students; improving the level of training of students in the field of modern information technologies; demonstrating the capabilities of the computer, not only as a means for playing. When using multimedia technologies in the classroom, the structure of the lesson does not change in principle. It saves all the main stages, changes can only affect their time frames. It should be emphasized that the degree of motivation in this case is progressive and carries a cognitive load. This is a necessary condition for the success of training, since without interest in enriching insufficient knowledge, without imagination, including imagination, creativity and emotions, the creative activity of the student is unthinkable. Structuring a multimedia presentation contributes to the development of systematic, analytical thinking. In addition, the presentation can be used to organize various forms of cognitive activity: group, front, individual.

**Key words:** intensification of the educational process, multimedia presentation, didactic principles, stages of the training session.

## РОЛЬ И МЕСТО МУЛЬТИМЕДИА-ПРЕЗЕНТАЦИИ В СТРУКТУРЕ УЧЕБНОГО ЗАНЯТИЯ

Таджигитов А.А.<sup>1</sup>, Дуткин М.А.<sup>1</sup>

<sup>1</sup>*СКГУ им. М. Козыбаева, Петропавловск, Казахстан*

### Аннотация

В статье рассматривается проблема грамотной подготовки и использования мультимедиа-презентаций на различных этапах учебных занятий. Методика использования мультимедиа технологий предполагает: совершенствование системы управления обучением на различных этапах занятия; формирование адекватной мотивации к изучению; улучшение качества обучения и воспитания, что повысит информационную культуру учащихся; повышение уровня подготовки учащихся в области современных информационных технологий; демонстрацию возможностей компьютера, не только как средства для игры. При использовании на учебном занятии мультимедийных технологий структура занятия принципиально не изменяется. В нем сохраняются все основные этапы, изменения могут коснуться, только их временных рамок. Следует акцентировать внимание, что степень мотивации в данном случае прогрессирует и несет познавательную нагрузку. Это необходимое условие успешности обучения, так как без интереса к обогащению недостаточных знаний, без воображения, включения фантазии, креатива и эмоций немислима творческая деятельность ученика. Структурирование мультимедийной презентации способствует развитию системного, аналитического мышления. Кроме того, с помощью презентации могут быть использованы различные формы организации познавательной деятельности: групповая, фронтальная, индивидуальная.

**Ключевые слова:** интенсификация учебного процесса, мультимедийная презентация, дидактические принципы, этапы учебного занятия.

**ОҚУ САБАҒЫ ҚҰРЫЛЫМЫНДАҒЫ МУЛЬТИМЕДИА-ПРЕЗЕНТАЦИЯНЫҢ  
РӨЛІ МЕН ОРНЫ****А.А. Таджигитов<sup>1</sup>, М.А. Дуткин<sup>1</sup>***<sup>1</sup>М. Қозыбаев атындағы СҚМУ, Петропавл, Қазақстан***Аңдатпа**

Мақалада оқу сабақтарының әртүрлі кезеңдерінде мультимедиа-презентацияларды сауатты дайындау және қолдану мәселесі қарастырылады. Мультимедиа технологияларын пайдалану әдістемесі: сабақтың әр түрлі кезеңдерінде оқытуды басқару жүйесін жетілдіруді; оқуға барабар уәждемені қалыптастыруды; оқушылардың ақпараттық мәдениетін арттыратын оқыту мен тәрбиелеудің сапасын жақсартуды; қазіргі заманғы ақпараттық технологиялар саласында оқушылардың дайындық деңгейін арттыруды; ойын құралы ретінде ғана емес, компьютердің мүмкіндіктерін көрсетуді көздейді. Оқу сабағында мультимедиялық технологияларды қолдану кезінде сабақтың құрылымы қағидатты түрде өзгермейді. Онда барлық негізгі кезеңдер сақталады, өзгерістер тек уақытша жақтаулар түрленуі мүмкін. Бұл жағдайда мотивация дәрежесі прогрессивті және танымдық жүктемені көтеретініне назар аудару қажет. Бұл оқытудың табыстылығының қажетті шарты, өйткені жеткіліксіз білімді байытуға қызығушылықсыз, қиялсыз, креативті және эмоцияларды қосусыз оқушының шығармашылық қызметі мүмкін емес. Мультимедиялық презентацияны құрылымдау жүйелік, аналитикалық ойлауды дамытуға ықпал етеді. Сонымен қатар, презентацияның көмегімен танымдық іс-әрекетті ұйымдастырудың әр түрлі формалары қолданылуы мүмкін: топтық, алдыңғы, жеке.

**Түйінді сөздер:** оқу үдерісін интенсификациялау, мультимедиялық презентация, дидактикалық принциптер, оқу сабағының кезеңдері.

**Introduction**

The modern learning process requires constant intensification, since the amount of knowledge accumulated by mankind is growing catastrophically, as a result of which the student is required to assimilate huge blocks of information in a smaller unit of time. In order to achieve the required learning results, teachers are forced to adjust the tactics of presenting educational material so as to promote the development of thinking and cognitive activity.

In this context, the most accessible and convenient tool is multimedia presentations, which can be created by the teacher himself. A competent teacher can turn a presentation into an exciting way to engage students in educational activities. Moreover, the presentation can be used at any stage of the class and in any type of classes. The main advantages of using presentations in the educational process are interactivity and increased efficiency of perception.

According to research by psychologists, people remember only 20% of what they see, 30% of what they hear, 50% of what they see and hear, and 80% of what they see, hear and do at the same time. Based on these data, we can say that the use of multimedia presentations can enrich the learning process, making learning more effective by involving most of the sensory components in the process of information perception. The use of color, graphics and animation, sound, and modern video tools allows you to simulate the difference between the situation and the environment, while developing the creative and cognitive abilities of students, turning the training session into an interactive action.

However, be aware that the use of presentations in teaching process gives the expected positive effect only in the case when, firstly, their content and lesson carefully considered, and secondly, when at their creating comply with all the requirements to the layout and design, carefully selected colors for all slide elements; the font style and size fonts provide the "readability" of the text; images that fill the screen space, have quality performance; animations are planned thoroughly; to insert audio and video clips are of high quality andp.

unfortunately, not all teachers comply with such requirements, and many do not know about them or even suspect their existence.

When planning to use a presentation in a training session, you need to remember that the presentation, like any other means of learning, is important not in itself, but as a means to facilitate the assimilation of educational material, so the training session conducted using the presentation should be familiar and convenient for both the teacher and students.

When planning to use a presentation in a training session, you need to remember that the presentation, like any other means of learning, is important not in itself, but as a means to facilitate the assimilation of educational material, so the training session conducted using the presentation should be familiar and convenient for both the teacher and students.

#### **Method of research**

Study and generalization of information, comparison, abstraction, analogy, modeling.

#### **Research result**

Preparing a presentation for the lesson is a laborious and very useful work for the teacher. It is useful because it allows you to re-analyze the training material and identify difficult places in the methodological sense, because the selected and prepared material is displayed on the screen in a concentrated form, and all the shortcomings are clearly visible. The use of presentations in training sessions requires compliance with certain didactic principles formulated in traditional didactics:

- consistency – when preparing a presentation, consistency and consistency in the presentation of the material is laid down;
- scientific – the presentation material must be reliable and accurate;
- accessibility – the presentation material is prepared taking into account the audience's readiness for its perception;
- clarity – the use of graphics and video series positively changes the nature of teaching;
- awareness and activity of the teaching – the use of presentations makes the content of the lesson more visible, which contributes to a deeper and more conscious assimilation of the material;
- the strength of learning – conscious learning already makes it strong, and to repeat the previously learned material (which also contributes to the strength of learning), it is enough to view the presentation again.

Presentations can be used at various stages of the lesson: when updating basic knowledge, presenting new material, fixing it, at the stage of generalizing repetition, control, as well as when checking and issuing homework. At the stage of updating the basic knowledge, most often a conversation is held with students. It is advisable to present the questions of such a conversation on slides, but not just in the form of text, but through a video series, using photos, drawings, pictures that require comments, etc. In addition, you can give 1-2 slides on the previous topic, and on some slides put hints to the answers, but not the answers themselves, which is important.

When explaining new material, the impact of educational material on students depends largely on the degree and level of illustrative oral material. Visual saturation of the educational material makes it bright, convincing, and contributes to its better assimilation and memorization. In this case, the sequence of display and logic of the presentation slides depend on the content of the material being studied, perception of audience and style of presentation by the teacher.

At the stage of primary consolidation of the material, a conversation is often held or various tasks are performed. When conducting a conversation, it is advisable to arrange the material for questions on slides using a video series. In addition to the questions in the conclusion, you can output a summary of the material on the answers of students. Also, as a repetition, you can offer some of the most significant slides used in explaining the new material, and ask students to comment on them themselves.

When performing tasks, you can present all the proposed tasks on slides, but it is preferable to use individual cards, and make the correct decision on the slides. It should be said that when the initial fixing of the material is usually a step-by-step development of the studied or working out using certain algorithms. The gradual introduction of such algorithms on the screen and at the same time their practical application contributes to the better consolidation of the studied. When performing tasks of a training nature, the presentation helps you complete a drawing, make a plan of implementation, and monitor the intermediate and final results of independent work on this plan.

Well-designed visual cues on presentation slides make the training material more understandable. It is convenient to use the presentation for systematic front-end verification of the correctness of tasks, including home tasks, simultaneously by all students. When checking tasks, it usually takes a lot of time to play the material on the Board, and then to explain the fragments that caused difficulties. The presentation also allows you to instantly perform verification and illustrate difficult fragments.

Generalization and systematization of knowledge, as a rule, is given a separate lesson. It is obvious that there is no point in conducting it using a presentation if the presentation has never been used in the study of the generalized topic. In this case, attention will be more focused on the form, rather than on the content of the lesson. It is advisable to include diagrams, tables, and diagrams in the presentation of the summary lesson, and you can also regroup previously used slide fragments for comparison or analysis. Video clips of their application in practice, in everyday life or in nature enliven the lesson and update the acquired knowledge. Among the General rules for preparing a presentation, there are important points that can prevent a number of failures.

First of all, it is very important not to overload the session with too many slides. It is optimal to use a presentation with 15-18 slides for a 45 – minute session, including 10-12 slides with new learning information. Exceptions can only be made for presentations intended for a two-hour introductory lecture with a large amount of visual material. However, even in this case, the volume of the presentation should not exceed 50-60 slides, at the rate of at least 1 min. lectures for one slide, and for slides containing key points and fundamental concepts – 2 min.

If you plan to use the presentation at several stages of the lesson, then it is better to design parts of it with different backgrounds, and the design style should be perceived as a single whole. It should be noted that the poisonous background color distracts from the content of the slide, in addition, dark backgrounds or backgrounds with an active drawing are poorly perceived. When filling a presentation, the main thing to remember is that the presentation slides should not be overloaded with text: you can place dates, names, important or new terms, short abstracts, but not whole sentences with introductory constructions, clarifications and additions.

Special attention should be paid to the graphic material: the selected illustrations and photos should be of good quality and have no distortion in proportions. An important point is the appropriateness of using animation. It often distracts more attention than it helps to learn

the material, so the need for its use must be very carefully thought out. The animation should not be too active. It is undesirable to use effects such as flyout, rotation, wave, letter-by-letter appearance of text, etc.

### **Conclusion**

Each presentation prepared for the lesson, on the one hand, should be largely Autonomous development, and on the other – meet some common standards for its internal structure and formats of the source data contained in it, which will allow you to link the presentations into a single training system for the study of the section or course as a whole. Preparing a presentation, the teacher had to pay attention to the logic and content of the material, which have a positive impact on the level of students knowledge.

Thus, the systematic competent and thoughtful use of presentations in training sessions contributes to their productivity and efficiency, which leads to the intensification of the educational process as a whole. However, the main tool of the teacher, however, remains the classic Board, since everything can not be transferred to the presentation by abolishing the Board, since the live communication of the teacher with the audience is lost, he becomes more of an external translator of knowledge.

### **References:**

1. Makarova N.V., Volkov V.B. Informatics. (Textbook) – Std.: Peter 2011. – 576 p.
2. Nemtsova T.I., Nazarova Yu.V. Practical training in computer science: textbook / Edited by L.G. Gagarina. - M.: Infra-M. CH. 1. -2011. - 320 p.
3. Nemtsova T., Nazarova Yu. Computer science workshop: textbook. - M.: Infra-M. CH. 2. - 2011. - 288 p.