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## Role of Multimedia Technologies in Training of Students

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Edukacja - Technika - Informatyka nr 4(14), 176-178

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2015

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej [bazhum.muzhp.pl](http://bazhum.muzhp.pl), gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

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## **Role of Multimedia Technologies in Training of Students**

Multimedia technologies become an integral part of professional work of the effective teacher. The role of the teacher in information culture changes also - it should become the coordinator of an information flow. Therefore, it is necessary for teacher to own the modern techniques and new educational technologies to communicate in the same language with the student [Губина 2012: 345–347].

Multimedia technologies based on usage of various means of information and representing the set of methods, techniques, methods and means of collection, storage, processing, transmission, production of audio-visual, text, the graphic information in the conditions of interactive interaction of the user with an information system implementation possibilities of multimedia - operating environments [Роберт 2006].

Multimedia technologies enrich training process, allow to make training more effective, involving the majority of sensual components of the student in process of perception of the educational information.

Nowadays teachers face a problem of lowering level of informative activity of pupils at a lesson, disinclination to work independently, and simply they have no willingness to study. For students unconditionally, monotony of lessons is the main reason to lose interest to occupations. Absence of daily search leads to a template in teaching, so manifestation of permanence destroys and kills the interest.

Only the creative approach to lesson creation, its originality, and saturation by diversity of receptions, methods and forms can provide efficiency.

There are many methods to the development of cognitive activity of students. One way is the use of video, multimedia, Internet technology, which give chance to increase the activity level of students in the educational process.

Multimedia technology in education has the following advantages compared to the traditional teaching:

- allows to use color graphics, animation, sound, hypertext;
- has possibility of constant update;
- has a low cost for the publication and reproduction;
- allows the possibility of accommodating the interactive web elements, such as tests or tasks;
- admits the possibility of passing non-linearity of material due to the set of hyperlinks;

- allows possibility of copying and transfer parts for citing;
- install hyperlinks to additional literature in digital libraries or educational sites.

By means of multimedia technologies many didactic and educational tasks are effectively solved. Especially:

- at learning of a new material, a submission of the new information;
- fixation and mining of training and skills;
- at repetition, practical application of the received knowledge, abilities of skills;
- at generalization, systematization of knowledge.

At such lessons presentation presence is desirable, but its creation must be based on the following didactic principles:

- scientific character;
- clarity;
- accessibility;
- systematic and sequences;
- consciousness and activity;
- stability;
- contact of theory and practice;
- interactivity;
- individualization.

Students' knowledge and skills is the purpose and result of presentation as component of didactic structure of a lesson [1].

Usage of specific features of multimedia lectures – visualization: multi-window view information on a single screen with the ability to activate any part of the screen; demonstration and simulation of actual processes; “manipulating” the visual information, both within a given screen and the field within the previous (subsequent) screen; contamination (mixing different media); discrete submission the media creates a powerful stimulus to study the topic of interest.

## **Conclusions**

Thus, usage multimedia technologies activate teaching process, increases students' interest to study discipline and productivity of educational process, deeply allows understanding of a teaching material. New standards have requirements not only to the quality of education, but also to the conditions which are necessary in university. Therefore, most of teachers have been trained and are ready to work with the new technology.

## **Literature**

- Губина Т.Н. (2012), *Мультимедиа презентации как метод обучения*, №3.  
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**Abstract**

The article presents the role of multimedia technology in teaching students, this article describes dignity of usage of multimedia technology in education and the necessary guidelines to create such lessons.

**Keywords:** Multimedia technologies, educational technologies, training, multi-media.