# MULTIMEDIA TECHNOLOGIES IN EDUCATION

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| **A R T I C L E I N F O.** | **Abstract** |
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| *Keywords:* <br> Multimedia, linear information, non-linear information, hypermedia, multimedia perception, multimedia classification. | This article made a small digression into the history of the use of multimedia in the educational process, as well as a comparative analysis of the software products most commonly used for this. <br> |

**INTRODUCTION** Due to the growing use of high technologies in the learning process, the task of creating multimedia support for the presentation of various topics such as drawing, engineering graphics and related subjects has received a new vector of development.

Some topics that are difficult for formal perception, such as "Setting dimensional chains and choosing bases" need appropriate animation support to facilitate understanding of the principles of constructing dimensional chains

**Main part** . In the recent past, printed media with all sorts of drawings or diagrams seemed to be the pinnacle of visual presentation of educational material. Currently, more and more often they began to move away from printed media, and the choice is being made in favor of electronic media. Also, education itself is gradually acquiring the forms of distance electronic education.

Let's look at the presentation of graphic information from the point of view of our time. Now various kinds of images are moving into the computer space. As well as other types of information, such as audio, video. At this stage in the development of hardware and software, there is a great opportunity to combine various kinds of information. It is especially important to use such a combination of information in the educational process in order to show, say, the correctness of constructions, the correct pronunciation on the example of prepared samples. For example, animation helps to understand the connection of various parts into a single whole, or to show the sequence of mechanical operations in the manufacture of some complex product.

Students can use electronic media, download and print paper pages that help in learning. Classroom courses are open to interactivity. Multimedia expands the potential of these courses by making them easier to understand. For example, they add clarity by showing processes from different angles, showing them in motion. You can add depth to the presentation using additional information channels

and resources. You can add meaningful content using video, while telling and showing at the same time. However , if you use these features carelessly, you can achieve the opposite effect.

There are many definitions of multimedia. But all definitions are similar in one way, they are somehow connected with the ability of multimedia to use information of various kinds in conjunction, to facilitate understanding, presentation of information. So, let's set the definition of multimedia.

multimedia (lat. Multum + medium ) - the simultaneous use of various forms of information presentation and its processing in a single container object. For example, a single container object may contain textual, auditory, graphical, and video information , and possibly also a way to interact with it interactively. The term multimedia is also often used to refer to storage media that can store large amounts of data and provide quick access to them (CD- ROMs were the first such media). In this case, the term multimedia means that a computer can use such media and provide information to the user through all kinds of data, such as audio, video, animation, image, and others, in addition to traditional ways of presenting information, such as text.

Along with data has the following definition. Multimedia is defined as the combination of various types of information such as text, audio, video into an integrated interactive application for delivering messages to an audience. This definition includes such points that help to understand the usefulness of using multimedia in education, help to determine the place of multimedia in modern education.

Multimedia definitely expands the potential ability of students to acquire knowledge, helps in mastering knowledge. With any number of components, types of information, multimedia is their combination, a certain set, rather than disparate types of information offered.

**multimedia classification.** Multimedia can be roughly classified as either linear or non-linear. To understand, let's take an example. Cinema can serve as an analogue of linear perception. The person viewing this document in no way can affect its output. The non-linear way of presenting information allows a person to participate in the output of information, interacting in some way with the means of displaying multimedia data. Human participation in this process is also called interactivity. This way of interaction is most fully represented in the category of computer games, where interactivity is one of the important qualities of the product. A non-linear way of presenting data is sometimes referred to as "hypermedia".

As an example of linear and non-linear information, a situation such as a presentation can be presented. If the presentation was recorded on tape and shown to the audience, then this method of conveying information can be considered linear, because those who view this recording do not have the opportunity to influence the speaker. In the case of a "live" presentation, shown for example in PowerPoint , the audience can stop their attention and ask questions to the speaker on topics of interest to them, which allows the speaker to deviate from the topic at some points, explaining, for example, terminology or highlighting controversial parts of the report in more detail. In this way, a live presentation can be presented as a non-linear (interactive) example of multimedia.

**Perception of multimedia.** Multimedia certainly has the potential to expand the scope and variety of information available to students. For example, books in electronic form may contain links to video or audio information on a topic of interest. News may contain audio clips, play background video, or contain links to clarifying information. Online distance education lessons include explanations, simulations, photographs, illustrations, and this certainly helps in the perception of the subject or the topic being taught, however, if there are too many resources, all the obvious advantages of multimedia turn into disadvantages of understanding what and why is generally necessary.

**Conclusion** . As we have seen, information is received through two main channels - visual and verbal. Multimedia contributes to the acquisition of information, since it uses both channels for obtaining information. Multimedia makes it easier to learn because it arouses the interest of the learners.

Multimedia can provide great additional opportunities to improve learning if used correctly, because everything good and new is harmful if used incorrectly.

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