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THE ROLE OF MULTIMEDIA IN THE EDUCATIONAL PROCESS
РОЛЬ МУЛЬТИМЕДІЙНИХ ЗАСОБІВ У НАВЧАЛЬНОМУ ПРОЦЕСІ

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Abstract. The article examines the use of multimedia learning tools in order to form professional competence in future medical nurses, features of their use are revealed.
Key words: multimedia learning tools, nurse, professional competence, learning process.

Анотація. У статті розглядається застосування мультимедійних засобів навчання з метою формування у майбутніх медичних сестер професійної компетентності, розкрито особливості їх використання.
Ключові слова: мультимедійні засоби навчання, медична сестра, професійна компетентність, навчальний процес.

Introduction. In today's socio-economic conditions, the education system needs to update the content, organizational forms, methods and teaching technologies. Since the presentation of the new teaching material is carried out at lectures, the use of information and computer technologies is of paramount importance. One of the main opportunities for using classes is the use of multimedia presentations.

The use of multimedia in the educational process helps to increase the motivation of students to study, intensify the learning process, develop the student's personality, develop the skills of independent work with educational material, increase the effectiveness of learning through its individualization [1].

Results. Multimedia learning tools play an important role in the development of the information society. Multimedia learning tools by Goncharenko S.U. – a set of hardware and software that allows the user to communicate with the computer, using a variety of natural for themselves environments: graphics, hypertexts, sound, animation, video [1].

Multimedia systems provide the user of a personal computer with the following types of information: text, images, animated pictures, audio comments, digital video.

There are various ways of using multimedia in the educational process, including: the use of electronic lecturers, simulators, textbooks, encyclopedias; development of situational-role and intellectual games using artificial intelligence; simulation of processes and phenomena; provision of distance learning; conducting interactive educational teleconferences; construction of control and checking systems of knowledge and skills of students (use of controlling test programs); creation and maintenance of sites of educational establishments; creating presentations of educational material; carrying out projective and research activities of students, etc.

Modern teaching is impossible without the use of multimedia technologies, as an instrument for improving and optimizing the learning process. Lecture form for students is the basis for preparing a future specialist. This form of training at the present stage can be supplemented by didactic means of learning in the form of information and communication technologies and form a kind of multimedia lectures [2].

A multimedia presentation for lecture sessions is both a learning tool and a way of presenting educational information using multimedia technologies that combine various forms of information representation on a single medium-text, sound, graphic, animation, video, etc. The theory of multimedia learning was developed by psychologist Richard E. Meyer, who proved that optimal learning occurs only when the verbal and visual material is represented in sync. The use of multimedia technologies in lecture classes provides a harmonious combination of the possibilities of the latest information technologies in the presentation of educational material with direct communication between the lecturer and the student audience [3].

Creating high-quality multimedia presentations requires in-depth knowledge of therapeutic disciplines, teaching methods and psychology, as well as the ability to work with computer programs.

Today, Internet resources offer a large number of multimedia presentations on therapy, but most of them are developed only on separate topics and on a lack of methodological level. Teaching of therapeutic disciplines for the students of the specialty "Nursing" /educational degree – "Bachelor", "Master"/ has its own peculiarities, both in completeness of study of each topic and in professional orientation. Therefore, lecturers prefer to independently create presentations.

Using multimedia technologies at lectures provides a combination of opportunities for information technology and teaching material with direct communication between the lecturer and the students.

Naturally, the mastery of some of the topics of the curriculum causes considerable difficulties, given the fact that students are not ready to perceive information without proper basic knowledge. Our task is to help the student to master not only the material of the essence of the discipline, but also to bring the importance of integrating the knowledge of the manifestations of the disease, that is, to put the ability to analyze the information received and integrate knowledge from different disciplines, taking into account the competences of the nurse.

In order to improve students' acquisition of material, multimedia presentations of lecture material have been created, which are enriched with high-quality illustrative material (drawings, diagrams, images of the most typical clinical manifestations of diseases, etc.), animation, audio and video clips. This form of presentation of the lecture material is improved on the basis of our experience, and the demo material is constantly updated.

For a clear understanding of the material, the text load of the slides is minimized: definitions, classifications, and diagnostics are presented as short as possible, in the form of circuits. Using the animation effect allows you to display various slider elements – text, animations, pictures, pictures. At the same time, this form of presentation of the material helps to learn the educational information provided orally during the lectures.

The form of presentation of the lecture material is effectively perceived by students, allows them to outline the most important points and systematize the knowledge gained, forms the basis of clinical thinking and professional outlook for future nursing bachelors. Lecturers are constantly improving the teaching methodology of the presentation.

The use of multimedia presentations helps to optimize the learning process and effectively use the lecture lesson time, increase the informativity and accessibility of the lecture with the use of a variety of databases (texts, tables, diagrams, video, audio fragments), increase the learning motivation of learning through the use of interesting technology students and the presentation. learning material and improves the

level of perception, the memory of students with learning information (influence on channels of perception of educational information – auditory, from ditches, mechanical, emotional), and use various text variations allow the problem to build a lecture, focusing on the major components of a class, displaying them in the form of slide text, facilitating the lecturer presentation of educational material and improves productivity lectures; the establishment of interdisciplinary connections [4].

This technology can be considered as an explanatory and illustrative method of teaching, the main purpose of which is to organize the learning of students through the communication of educational material and to ensure its successful perception, which is enhanced by the attraction of visual memory.

However, the use of multimedia in lectures requires: the availability of special equipment; skills of work with computer programs for preliminary creation, adjustment and use of multimedia presentations; the ability of the lecturer to work with the presentation in the classroom, that is, the skills to combine the word with the demonstration of slides, the ability to explain the teaching material using the presentation material.

Along with the essential didactic advantages of using multimedia presentations in the learning process, there are certain limitations on their use: when selecting and creating content and design content of multimedia resources, it should be taken into account that multimedia information directly affects several channels of perception, which often leads to mental and emotional overload of students ; while listening to a report that is accompanied by a multi-media presentation, the student often does not have enough time (and skills) to critically evaluate the information; it is important to take into account the peculiarities of the perception of presentations and the dependence of the level of attention on the duration of the presentation, which is accompanied by a presentation [5].

Multimedia technologies in education are unique and quite increase the active thinking of students and their communication skills. Using multimedia technologies in lectures allows the student to get information about the volume, structure and content of a certain part of the educational material, even if the student does not have time to pass it.

Conclusions.

Application of information and communication technologies in the form of multimedia lectures allows to improve the quality of teaching to future nurses-bachelors of therapeutic disciplines taking into account the requirements of the present.

Multimedia technologies allow to intensify the educational process, stimulate the development of thinking and imagination of students, increase the volume of educational material for learning and use, form research, search skills, ability to make optimal decisions, to cause interest and positive attitude to learning.

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INNOVATIVE SOCIAL-PEDAGOGICAL TECHNOLOGIES OF THE ORGANIZATION OF WORK WITH YOUTH

ИННОВАЦИОННЫЕ СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИЕ ТЕХНОЛОГИИ ОРГАНИЗАЦИИ РАБОТЫ С МОЛОДЕЖЬЮ

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Annotation: the article considers the system of innovative social and pedagogical technologies for organizing work with young people. Special attention is paid to the techniques of organizing dialogue, games, stimulating social activity of students. The results of the socio-pedagogical experiment showed the effectiveness of using the described techniques in the conditions of the social development of modern youth.
Keywords: dialogue, game, social activity, self-realization, social technology