

USE OF MULTIMEDIA TECHNOLOGIES TO ORGANIZE OPTIONAL CLASSES

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Annotation. This article substantiates the effectiveness of the use of multimedia technologies in the process of organizing extracurricular activities and extracurricular activities in the subject, developed a system of practical methods and techniques of work using multimedia technologies.

Key words: multimedia technologies, extracurricular activities, activation of cognitive activity, educational tasks.

The modern world dictates modern requirements. A developing society needs modernly educated, moral, entrepreneurial people who can independently make responsible decisions in a situation of choice, predicting their possible consequences, are capable of cooperation, are distinguished by mobility, dynamism, constructiveness, and have a developed sense of responsibility for the fate of the country.

Computer technologies of the present contribute to the development of the educational process. Multimedia helps to improve motivation, communication skills, acquisition of skills, accumulation of the required skills and abilities, and also contributes to the development of information erudition. Multimedia also includes an ethical component - computer innovations will never replace the connection between a teacher and his students. It can only support the potential of their joint pursuit of new resources and is suitable for use in various learning situations where students, while studying the subject, participate in a dialogue with teachers regarding the material being studied.

Education is not only getting a quality education, but also preparing students for a conscious professional choice in modern socio-economic conditions, freely orienting them in diverse information flows, instilling a civic position, as well as developing skills for continuous updating of knowledge and skills throughout life.

Model curricula provide a continuous mode of studying academic subjects with periodic certification. The order and modes of coordinated activities of the teacher and students can be collective, group, pair and individual. Moreover, a lesson, an elective course, a consultation, an excursion, a seminar, a lecture, a workshop can be equal types of organization of training. Extracurricular activities are a form of organizing training sessions outside of school hours, aimed at expanding, deepening and correcting students' knowledge of academic subjects in accordance with their needs, requests, abilities and inclinations, as well as enhancing cognitive activity.

Multimedia technologies play an important role in activating cognitive activity and awakening students' motivation in extracurricular activities. Multimedia technology makes it possible to ensure, when performing tasks of automating human intellectual activity, combining the capabilities of a computer with the usual ways for us to present sound and video information, in order to synthesize sound, text, graphics and live video.

The rational use of visual teaching aids in education plays a fundamental role in the development of observation, attention, speech, and thought processes of students. Presenting the required material in the form of multimedia technology significantly reduces the training time. The advantages of multimedia tools are: the growth of audiovisual information, the

expansion of interactive capabilities, greater visibility of the proposed material, the ability to sort information, and improve methods of accessing information.

The main task of optional classes: taking into account the interests and inclinations of students, to expand and deepen knowledge of the subject, to ensure their assimilation of program material, to familiarize students with some areas of development of modern information technologies, to reveal the applications of multimedia technologies in practice. Extracurricular activities play a big role in improving information education. They make it possible to search for and experimentally test new content, new teaching methods, and to vary the amount of complexity of the studied material within a wide range.

There is no doubt that multimedia technologies enrich the learning process, make learning more effective, involving most of the student's sensory components in the process of perceiving educational information. So according to Bent B. Andersen [2], when using interactive multimedia technologies in the learning process, the share of learned material can be up to 75%. Multimedia technologies have transformed educational visualization from static to dynamic, that is, it has become possible to track the studied processes over time. Modeling processes that develop over time, interactively changing the parameters of these processes, is a very important didactic advantage of multimedia learning systems. Moreover, there are quite a lot of educational tasks related to the fact that the demonstration of the studied phenomena cannot be carried out in the classroom, in this case, multimedia tools are the only ones possible today.

In our opinion, the most progressive possibilities of multimedia are in their use in the educational process as an interactive multi-channel tool of knowledge. The research, project approach in the system of teaching students, the development of their own multimedia / hypermedia projects, the constant use of multimedia for educational purposes in all blocks of disciplines of general cultural and subject training, make it possible to transform the traditional learning process into a developing and creative one.

Thus, traditional teaching technologies should be replaced by new multimedia developing pedagogical technologies.

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