

Technologies of Using Multimedia Tools in Teaching Economic Sciences

Rajaboev Shahboz Shodiyevich

*Assistant-teacher of the department of "Information Technologies",
Samarkand institute of economics and service*

Toshmamatova Sayidaxon Erkinjon Qizi, Hasanov Xumoyun Valijon O'G'Li

Samarkand Institute of Economics and Service "Management" student studying in the specialty

Abstract: *The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.*

Keywords: *education, teaching, multimedia, computer, information, system, economic science.*

INTRODUCTION. At present, thanks to the development of artificial intelligence, classical ones are being replaced by new systems based on the use of fuzzy logic models, fuzzy inference, and neural networks (NN), as well as their synthesis.

However, despite significant theoretical and practical progress in the field of application of neuro-fuzzy networks (NFN), there are practically no developments of intelligent systems for analyzing and processing data on personnel in the activities of universities, which successfully complement the functionality of systems built on the basis of analytical models.

This article is written about the methods of using computer technologies in the teaching of economic sciences [1].

ANALYSIS OF THE LITERATURE ON THE TOPIC. Statista provides users with access to quantitative data on media, business, finance, politics and a wide variety of other areas of interest on markets. For each statistic meta data, including but not limited to source, release date, number of respondents and any other relevant details to facilitate verification is made available [1]. This chronicle is devoted to the problems of improvement of state policy and corporate governance in the Russian Federation under conditions of transition to the digital economy business model. The main goal is to analyze new challenges and understand the need to change the energy paradigm applying a system analytical approach to study the level of digitalization [2].

Multimedia education helps to change and improve the learning process and leads to better retention of knowledge. An instructional video can provide more opportunities for students to engage with the content. Multimedia encourages students to learn more through audio, visual and animation support [3].

All spheres of human activity are covered by computer technologies, that is, we can consider that the era we are living in is the beginning of the computer age. The reason we say this is that the computer is covering all areas of our lives. Therefore, computer literacy is considered as a second literacy. This is accelerating the overall computerization [4].

RESEARCH METHODOLOGY. Computer technologies are rapidly entering the educational process. Its main goal is to increase the productivity of the teacher and student, the effectiveness of teaching and independent education. In addition, computer technologies can be used in a narrow and broad sense. Firstly, it is used as a teaching tool, and secondly, it is understood that the computer is used for a wide range of purposes in the field of education.

After that, the development of the construction of training systems went in sync with the development of technical tools. Especially the emergence of personal computers with the ability to place color images, graphics and video information created a psychological basis for creating a technical environment for education.

The computer makes it possible to build education in the form of a dialogue mode based on individual communication with the learner based on his model and knowledge base. Depending on the place and value of the computer in the field of education, it is considered as a new information technology of education. Here, it has different technologies, working principles, functions and methods of teaching [5].

Currently, thousands of systems designed for the teaching process have been created, and there is no general classification of them. *These systems can be divided into the following types:*

- exerciser (trainer);
- strengthening of knowledge, skills and abilities;
- cognitive training designed to master working concepts in a mode close to programming;
- imitative and modeling;
- playful;
- monitor of acquired knowledge;
- information and information provider.

From a psychological point of view, the educational process mainly includes two activities - teaching and learning. Computer-aided learning is divided into two broad classes - programs designed for teaching, known as learning environments, and instructional programs [6].

THE ANALYSIS OF MULTIMEDIA IMPLEMENTATION IN HIGHER EDUCATION INSTITUTIONS. In the process of working in the educational environment, the student has the opportunity to realize a number of goals. That is, the program should help him to solve the problem that he or the teacher has set, to achieve the goal. *The characteristic aspects of programs belonging to this class:*

- a) the possibility to show educational material and other resources according to the student questionnaire;
- b) lack of monitoring of the student's activity by the system.

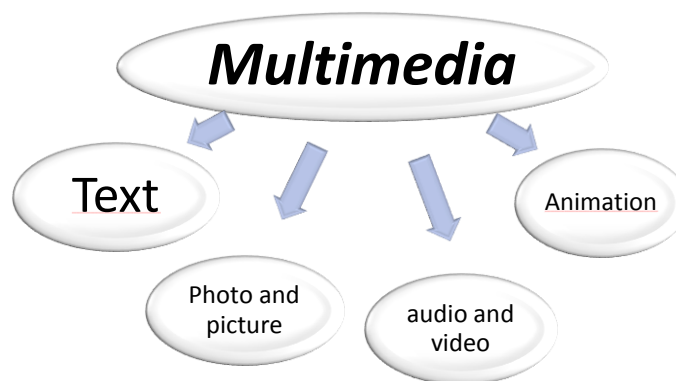
The learning environment offers one of the following services for the learner:

1. information - information service;
2. problem solving (here the concept of the problem is considered as a comprehensive concept);
3. building a content and functional model of static and dynamic objects (this includes a wide class of instrumental systems, from calculators, text and graphic editors to programming languages, electronic model builders, mechanical and other systems, and expert system instrumental tools) [7].

Training programs (both automatic training systems, regular training systems, and electronic training manuals) serve to implement the following pedagogical goals:

1. Presentation of educational material: text, graphics, audio and video materials arranged in a certain form are presented to the student. Programs of this type are called visual, computerized lectures and electronic text manuals;
2. Testing and diagnosis: the student's behavior is examined to determine it. Under the concept of the student's behavior, it is necessary to understand the depth of his current knowledge, the level of formation of qualifications and skills;
3. Performing exercises: knowledge, skills and abilities are formed during the student's performance of a task (this task is problem solving, laboratory work, etc.). In this process, the student is examined in a limited time and the level of achievement of the set goal is determined;
4. Teaching: the student develops knowledge and skills in a specific subject area under the control of the curriculum, in which case the program undertakes the presentation of the educational material, monitoring the level of its mastery and learn to diagnose errors [8].

1-scheme: Basic components of multimedia



1-picture: Multimedia tools (devices)



Programs related to this class:

- a) existence of educational goals;
- b) implementation of some methods of teaching that determine the appearance of communication with the student and achieve the goal;
- c) is characterized by complex solutions to training, control and diagnostic issues.

Multimedia electronic manuals provide individual training for different categories of users. A four-level learner model is used:

- local, the last task completed by the learner embodies the information;
- current, embodying the current lesson result analysis;
- embodying the results of global, course-specific training and the sequence of traversing network nodes;
- examination, embodying the results of a priori examination.

CONCLUSION. It is impossible to overestimate the importance of multimedia technologies in education. Multimedia technologies help simplify abstract content, allow you to differ from individual people, and allow you to coordinate diverse views from different points of view. Of course, multimedia technologies improve teaching and learning process, but this technology has a number of drawbacks that make it difficult to implement it into the higher school program.

The system of multimedia technologies implementation in the learning process developed by the authors reflects their deep potential, helps to level the difficulties associated with their implementation and ensures the smooth development of this system in accordance with the needs of the digital economy.

In addition, there are a number of tools for creating multimedia electronic manuals, which have a wide range of possibilities. They have their own scripting languages, can program separate views of the system under construction, work with an arbitrary number of graphic, audio, video formats, build platform-specific training systems and use them independently of software tools. However, such building tools are very expensive and limited in their availability for a wide range of users. Such software tools include Toolbook, Author Ware, Director, Media Objects, learning Space [9].

In addition, there are complex software complexes that have the ability to manage the educational process, as well as to develop training manuals and test materials for the distance education system. Examples of such systems are "e-learning server 3000" (Hyper Method company), SDO "Promote".

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