

STWORZENIE I KORZYSTANIE PREZENTACJI MULTIMEDIALNYCH W PROCESIE KSZTAŁCENIA W SZKOLE WYŻSZEJ

Adnotacja. W artykule akcentuje się uwagę na nowoczesnym procesie edukacyjnym, który charakteryzuje wzrost wykorzystania dodatkowych narzędzi technologii informacyjnych i komunikacyjnych w celu lepszego zrozumienia i przyswajania informacji - sprzęt multimedialny oraz z powodu niewłaściwego stosowania i tworzenia prezentacji multimedialnych oraz zgodność z roszczeń uniwersalnych. Należy zauważyć, że wprowadzenie e-learningu w praktyce szkoły wyższej poswale znacznie zoptymizować wykształcenie przyszłych specjalistów, adekwatne adaptować do wyzwań nowoczesnego systemu szkolnictwa wyższego.

Słowa kluczowe: prezentacja multimedialna, szkoła wyższa, proces edukacyjny.

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CREATION AND USE OF MULTIMEDIA PRESENTATIONS IN EDUCATIONAL PROCESS OF HIGHER SCHOOL

Abstract. The article states that the the modern educational process is characterized by the increasing use of additional tools that provide a better understanding and assimilation of information. One of these tools is the multimedia technology. The article demonstrates the possibility of multimedia presentations MS PowerPoint and analysis experience in this area in the lectures courses in natural sciences, as well as practical classes. Multimedia presentations in the educational process of higher school is not a tribute to fashion or innovation for its own sake. The widespread use this medium of instruction due to the specifics of the modern information space and interaction with him students in the changed circumstances in organization of higher vocational education. The article states that the reasons of incorrect creation and use of multimedia presentations, and compliance with universal requirements for implementation of this medium of instruction in the practice of higher school will mostly to optimize the preparation of future professionals make it adequate task faced by modern system of higher education.

Keywords: multimedia presentations, higher school, educational process.

СТВОРЕННЯ І ВИКОРИСТАННЯ МУЛЬТИМЕДІЙНИХ ПРЕЗЕНТАЦІЙ У НАВЧАЛЬНОМУ ПРОЦЕСІ ВИЩОЇ ШКОЛИ

Анотація. У статті йдеться про сучасний освітній процес, що характеризується зростанням використання додаткових інструментальних засобів інформаційно-комунікаційних технологій, які забезпечують краще розуміння і засвоєння інформації – мультимедійні технології, а також визначені причини неправильного створення та використання мультимедійних презентацій, а також дотримання універсальних вимог. Зазначено, що впровадження електронних засобів навчання в практику вищої школи дозволить значною мірою оптимізувати підготовку майбутніх фахівців, зробити її відповідною до завдань, що стоять перед сучасною системою вищої професійної освіти.

Ключові слова: мультимедійні презентації, вища школа, освітній процес.

The development of civilization is practically erected to a minimum ability of human to perceive light evenly through the senses, given to him by nature. So D. Rue presents data on the features of perception of information a modern person. So, she writes: "People perceive information in such ratios: 1% due to taste; 2% by touching; 4% by smell; 10% by ear; 83% to visually. But people are usually to remember: 10% of reading; 20% what they heard; 30% of what you see; 50% of what they had heard and seen; 70% of what they said and noted. "

Is not necessary to prove all unproductiveness of giving lectures dictation. Some examples of reading – communion lecturer with the audience are exceptions of this rule.

The situation deepest the fact that today's students can be attributed to the generation of a strong " blinking" thinking. They have grown and living to century of information technology, they are accustomed from childhood to the visual accompaniment, which are full of modern media and communications. Today the main source of formation the ideology is Internet, where the youth are the consumer of information, largely visual.

D. Rus said that «...the eyes perceives in 8-9 times more effective than brain, the imbibition improve on 35% due to vision for the same period of time, the vision helps to remember on 55% more».

In this situation lectures and lessons with multimedia presentations could considers the effective way of decision the problem.

The most widespread in educational process is program MS PowerPoint, which allows to combine different digital resources into single integrated sort.

The experience of creation the multimedia presentations convinces us that using of MS PowerPoint only for creation simple slide shows wastes its possibilities. The additional using of textual and graphic editors, instruments for creation diagrams and illustrations, sound accompaniment, video fragments etc. precedes the creation of presentations, which has status of powerful audiovisual remedy of study.

The methodical providing of lectures with using of presentations MS PowerPoint most of all has typical mistakes, such as:

- the reading of text in the slides by teacher, that causes the losing of contact with audience;
- the incorrect using of prints, colors of backgrounds, letters etc.;
- the abuse of special effects;
- the excess number of slides;
- the divergence in logic of reading the lecture and content of slide show;
- the mechanical transcription of texts from the slides by students etc.

In this list of mistakes we should find the reasons of reprobation by students the using of presentation PowerPoint in the lectures. Sometimes they confess that dictation of information is better for them. But the situation should be modified. The changes concern the technical moments, content and method of reading lectures with using the PowerPoint presentations.

The technical moments are simple, for its execution enough to learn ergonomic and technical requirements, which presents to creation the PowerPoint presentation. We are taking about the number of slides, the format of type, the color of design etc. The compliance of these rules makes the perception of content by students easier.

The following question that inevitably arises when creating presentations in PowerPoint refers to interaction content of lectures, which is taught teacher and content of the text slides. To begin with, it's different kinds of language and logic of speech, in principle, does not coincide with the logic of written language. The student, if he does not write for the teacher text is set in spoken form that provides a greater degree of personal relationship to the content, so the transition of lecturer to reading text of slide rightly evaluate a student as a formalization of a material alienation of teacher lecture from content of. Here there is a direct relationship with the method of using PowerPoint presentation. Reception, which can to some degree soften the problem serves as using in the texts of slide lexicon informal style, rhetorical questions, quotes, humor, conflicting

information that could bemuse, and so on. Good looking questions at the end of text of slide that can cause a desire in students to express their opinions. Striking example of skillful use PowerPoint presentations can serve as a combination of conflicting information on one slide.

It should be mentioned that in the modern theory and methodology of higher education there are many works devoted to the problems that were mentioned. Special attention is given to points as overall didactic and individual principles as a basis on which should be constructed educational process using multimedia presentations. These principles are specific in nature, include:

1. The requirement of adaptability that provides adaptation of the learning process to the level of knowledge and skills, psychological characteristics listener. It great importance is the gradation levels and adapts from individual pace of learning the material in the development of individual tasks for students.

2. The requirement of interactivity that provides interactive dialogue and feedback from the audience, which contributes to the control of students.

3. The requirement of intellectual potential students when working with multimedia presentations involves the formation of different styles of thinking.

4. The requirement ensure the integrity and continuity of didactic training cycle means that multimedia presentation should permit the implementation of all parts of the didactic cycle within a single session with information technology.

In our opinion compliance with these principles are equally important for the teacher and students who create multimedia presentations for use in the classroom, in defense projects, in exams and tests.

Our operational experience showed that there are universal approaches and requirements for the creation and use of multimedia presentations regardless of field of study students of higher professional education. We denoted them:

1. Observance of technical and ergonomic requirements while creating multimedia presentations.

2. Careful selection of text and illustrations to presentations that made in the package PowerPoint. Preference should be given to the associative illustrations, which reflects the main idea, allowing open discussion, provoking questions from students. Actually illustrations (portraits, authentic visual information) must be specific and relate to the text.

3. The presence of methodological and didactic software using multimedia presentations.

4. In lecture use different methods: lecture relying on the presentation, and then work with the actual text (basic entry points, while in notebooks is clean right side, at home students are complement their own recording lectures, conducting independent work with literature), the other reception - not all slides shows in the lecture, only the basic, at home students are working on their own theoretical material on all the slides of the presentation.

5. In practical classes multimedia presentations can be theme for discussion seminar or discussion of the task during the laboratory work. This raises a number of opportunities to create presentation competencies required for various activities in educational, industrial plans and in real life.

6. Creation and use of multimedia presentations should not be an end in themselves, suppose "most important task" - the formation of future professional media culture.

However, the system of higher education are discipline where multimedia presentations have their own specifics and opportunities that allows you to create specific competence. To such disciplines can undoubtedly be attributed most of natural sciences.

Students highly assess this experienthat once again supports the view that the success of any performance by 60-70% depending on what the audience sees 20-30% - on how the speaker says, and only 10% of what he says.

Multimedia presentations in the educational process of higher school is not a tribute to fashion or innovation for its own sake. The widespread use this medium of instruction due to the

specifics of the modern information space and interaction with him students in the changed circumstances in organization of higher vocational education. Avoidance of reasons of incorrect creation and use of multimedia presentations, and compliance with universal requirements for implementation of this medium of instruction in the practice of higher school will mostly to optimize the preparation of future professionals make it adequate task faced by modern system of higher education.

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