

USING TECHNOLOGY TOOLS IN STUDIES

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ANNOTATION

There are plenty of resources for teachers and students in the internet, from file sharing to different type of software or virtual worlds. There is so much material and everything is so ephemeral that I think a present day classification could be beneficial for most of us.

Keywords: E-learning, approach, multimedia, technology.

АННОТАЦИЯ

В Интернете есть множество ресурсов для учителей и студентов, от обмена файлами до различного программного обеспечения или виртуальных миров. Материала так много, и все настолько эфемерно, что я думаю, что современная классификация могла бы быть полезна для большинства из нас.

Ключевые слова: Электронное обучение, подход, мультимедиа, технология.

INTRODUCTION

E-learning is an increasingly popular area of modern education. However, when applied in language learning, the attitudes towards going on-line may differ. Many educationalists appreciate its values and see it as a wonderful resource for making the learning process more diverse and attractive. Others have an inclination to criticize the limits of e-Learning. Comparing e-based language learning to traditional eye-to-eye classes does not always show the former in the more favorable light. Especially so when we believe that in language learning, speaking and communication are crucial.

MATERIAL AND METHODS

In one development approach, Stoney and McMahon adapted Gould's model of multimedia development and identified the following four basic phases: (1) information design including the planning of the content and an analysis of the audience, (2) interface design which connects the learner with the content in the most functional and intuitive way possible, (3) navigation to connect the pages of content in a logical structure, and (4) interaction design which determines how the program works and how the learner uses the program.

DISCUSSION

Teaching creativity to everyone is vitally important. If teachers persist in using methods that deny creativity, the brains of the learners are conditioned in the direction of accepting traditional assumptions and content without the means to question and test for validity and reliability in today's world. There will always be a creative few who can resist the drill and kill educational methods. But, tragically, when only a few are creative, the balance of power becomes distorted. The majority become impressionable slaves who can be convinced that their

role is serve the creatively inspired experts. When this minority realizes how powerful they are, it can go to their heads. They can too easily take unfair advantage.

The results include corruption, misuse of power, prejudice, scarcity, and many other unimaginable problems.

It just happens that However, I think teachers in every area need to reflect on what they are doing that tends to foster or hinder the creative critical thinking that is essential as a survival and success skill in this world. Creative readers, whatever they teach, will recognize their own lessons and projects in this article.

First of all, for each lesson is prepared a textual content. Most of the content is prepared having in mind the most necessary and most useful tools while working with computer.

The main idea of each lesson is to present an exact procedure (step by step) for solving various situations which are decisive for improving IT skills of each learner. Next, multimedia examples are created. Videos which is shown in presentation (capture screens) are multimedia objects that display recording of the screen. However, each procedure that is described in the text is realized practically in the computer. Sound is added simultaneously i.e. speech that describes the whole procedure, and all are saved together in files that will later be object of links placed in the text.

Technology tools are one way to expose young generation to this type of learning.

As a result, as researchers have started to suspect more about the situations in which students learn more, they have found that “the structure and resources of traditional classrooms” are often inadequate and that “technology – when used effectively – can enable ways of teaching that are much better matched to how children learn”.

Owing to the fact that, many studies of technology use in the classroom have showed mixed results, the largest achievements seem to occur when technology tools are used to teach science. Present multimedia technologies allow students to interact with information in such ways as change content, and even create their own visualizations. Such interactivity enables a wide variety of users to access content.

During multi-media development it is generally useful to be open minded to better ideas for presentation. However, there is a limit to how far one should go in the search for more ideas as it could affect the progress of the project and it should be remembered that there is no single correct way to present a particular scientific concept. In gathering material, the focus should therefore be on the development of an acceptable rendition of the scientific concepts that convey the message effectively and interestingly. For any extra effort beyond this, 'the law of diminishing return' applies and some other aspect of the project will have fewer resources available.

CONCLUSION

There are so many things to consider. Yet I want to keep it as brief and concise as I possible. I believe so much the world needs more and more compassionate creativity to solve the many very difficult problems confronting us. Creative people do not have answers, but they habitually wonder. They habitually ask better questions. They have optimism.

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