

Application Of Media Literacy Elements In Students In The Independent Learning Process

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Abstract: This article covers the matters related to designing self-education of masters of technical higher educational institutions. Here will be listed variety types of independent work, as well as components of pedagogically designing the process of master self-education. Apparently, the independent work of the master is one of the main components of self-education.

Keywords: Self-education, self-study, self-training, self-teaching.

As a result of the rapid development of multimedia technologies, the storage, processing, access, and presentation of discrete-continuous information in various forms by 2012 accounted for 83 percent. A discrete-continuous system is a parallel and branched dynamic system that is characterized by many different elements (text, sound, audio, video, etc.), in particular, the state is represented by continuous processes, representing discrete processes with insignificant states of event exposure time for finite-term and elementary system analysis. is [1, 12-13].

In recent years, the consistent development of information and communication technologies has led to a sharp increase in the volume of information, the speed of information flow has increased, as well as the growing demand for information resources. In such cases, the user can understand, trust, by systematizing, storing, transmitting, receiving, processing discrete-continuous information resources of different shapes and sizes, creating a mathematical model, methods and algorithms that provide an easy and convenient reference interface, time and time compatibility. it is important to provide information in a way that is complete, easy to understand and master.

Multimedia is a rapidly evolving modern information technology. Its distinguishing features include:

- different types of information: traditional (text, tables, ornaments, etc.),
- integrates original (speech, music, video clips, TV footage, animation, etc.) types in one software product.

Various devices for recording and displaying such integrated information:

- work at a certain time;
- Unlike text and graphics, which are static in nature, audio and video signals are considered only at certain intervals of time;
- CPU processing and display of video and audio information on the computer requires high mobility of the CPU, the capacity of the data bus, RAM and video memory, large capacity external memory, volume and the speed of exchange on computer input and output channels;
- "Human-computer" is a new level of interactive communication, in which the user receives a much wider and more comprehensive information in the process of communication, which allows to improve the conditions of education, work or leisure.

Education and retraining of students on the basis of media education is a topical issue today. The concepts of multimedia and media education entered our lives in the early 1990s. To date, the concept of multimedia has been analyzed differently by many experts. We believe that multimedia is an integrated approach to the delivery of learning materials to learners based on audio, video text, graphics and animation effects based on software and hardware of computer science [2,3].

In developed countries, the method of teaching is currently applied in the field of education. Even without multimedia tools, every family has become restless. The total turnover of multimedia in the early 1980s was \$ 4 billion, while in 1994 it was \$ 16 billion. Today, not every computer on sale is conceivable without multimedia tools.

Practice shows that teaching learners on the basis of multimedia means is twice as effective and time-saving. Learning through multimedia can save up to 30% of time, and the acquired knowledge will be stored in memory for a long time. If learners accept the material presented on a visual basis, the retention of information will increase by 25-30 percent. In addition, if the learning materials are presented in an audio, video, and graphical form, the memory retention of the materials will increase by 75 percent. We were convinced of this once again in the process of learning foreign languages on the basis of multimedia tools.

In summary, multimedia-based learning has the following advantages:

- Possibility of deeper and more complete mastering of the given materials;
- Increased willingness to work closely with new areas of education;
- the possibility of saving time as a result of reduced study time;
- The acquired knowledge can be stored in the memory for a long time and can be used in practice when necessary, and so on.

In turn, there are some objective problems with the widespread use of multimedia tools. The most important of these is the development of computer programs that guide the learning materials, laws, and other guidelines that learners need. The use of multimedia elements in manufactured computer programs requires the use of CDs.

Software modules formed using the TIAV-discrete-continuous process control problem-oriented control system of media education multimedia system based on the concept of formation of individual trajectories of multicontents study.

Normative data and expert assessments are collected to realize the possibility of forming an initial set of alternative solutions in the system. Then, a subsystem for processing expert assessments calculates the agreed opinions of the experts and their level of competence, which in turn allows to distinguish unreliable data in case of disagreement.

The result of the operation of a subsystem is a matrix of the coefficient of tightness of relations between multicontents.

The formation of the initial set of alternative solutions is accomplished by applying a model of interacting multicontents. A selection of the multicontent class to be studied is then made. The use of temporal logic, in turn, allows the formation of a class of permissible multicontents, and it implies a logical sequence of the study of multicontents [1,2].

By optimizing the results obtained, taking into account the time interval of the study, the multimedia system forms the optimal individual trajectory of the study, which in turn allows to meet the requirements of the qualification characteristics. The users of the system are: learners, teachers, experts, administrator.

In a multimedia system, the TIAV is a model of discrete-continuous process control system, in which the learners work in conditions that allow access to external subsystems, such as the level of multicontent creation, the level of expertise, the level of multicontent learning, the level of knowledge control, the level of publications. translation of resources.

The values of the coefficient of closeness of relations between multicontents are set on the basis of expert assessments, and the real value of the characteristic they are looking for is set in the range of expert assessments and the validity of generalized collective opinions.

The value of the competency coefficient simplifies the process of determining whether their opinions are consistent and limits the likelihood that the system will be filled with unsubstantiated knowledge.

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