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ENSURING THE EFFECTIVENESS OF THE EDUCATIONAL PROCESS IN IMPROVING THE QUALITY OF HUMAN CAPITAL

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Abstract: This article presents ideas and considerations about ensuring the effectiveness of the educational process in improving the quality of human capital.

Key words: educational process, distance education, Multimedia technologies, multimedia tools, multimedia information, multimedia products.

In the conditions of the modern information society, there is a need for informatization of education, which was especially manifested due to the impact of the pandemic that occurred unexpectedly. Its purpose is to rationalize the educational process and significantly increase the level of education through the use of new information technologies in the conditions of distance education. This, in turn, led to the establishment of a new direction of training specialists with a new type of thinking that meets the requirements of the modern labor market, and distance education organically includes computer and Internet educational technologies.

Modern technology is a link between a student and a teacher who are thousands of kilometers away from each other. Training is conducted on the corporate network, through the Internet, e-mail and other modern means of communication. The main convenience of this type of training is the independence of the location, the main condition is the availability of a computer and Internet connection. Therefore, a student can be anywhere and acquire knowledge of a new profession. Another advantage is that anyone can be taught and trained through such a system, there are almost no age, regional, educational, professional restrictions, as well as health restrictions.

Specialized information systems, sometimes called program and pedagogical systems, are mainly used to implement distance education.[1]. Usually, such information systems consist of a set of modules that provide complete distance education. Currently, there are many developed learning management systems that are commercially and freely distributed. There are also many developments of higher education institutions "for themselves". Therefore, today, based on the possibilities of distance learning, more and more educational institutions prefer these systems, which have been tested in practice. The basis for building the distance education process is the use of multimedia technologies.

The main feature of multimedia is the harmonious synthesis of various types of information. The concept of "multimedia" is multifaceted and occupies an important place in the process of

[1] Naumenko O. M. (2010). Deiaki aspekty pidhotovky maibutnikh uchyteliv do vykorystannia zasobiv IKT v navchalnii diialnosti [Some aspects of training future teachers to use ICT in educational activities] ; avtoref. dys. ... kand. ped. nauk : 13.00.04. K.

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educational informatization. "Multimedia" (from the English multi - many and from the Latin media - tool, means, environment, mediator) is often used as an analogue of the term "mass media" (printing, photography, radio, cinematography, television, video). In the commonly accepted definition, "multimedia" is a special interactive technology that provides computer graphics, text, speech support, high-quality sound, static images and videos with the help of technical and software tools.

Directly translated multimedia refers to the presentation of information to the user. The concepts of "multimedia technologies", "multimedia tools", "multimedia information", "multimedia products" are derived from "multimedia". It is important to clearly distinguish between them and understand their difference and importance. Based on the above considerations, we can say that multimedia technology is a technology that allows combining, processing and simultaneous reproduction of various signals, various environments and means and methods of information exchange using a computer.

The main advantages of multimedia technologies are the expansion of possibilities, improvement of methods of access to materials, greater visibility of mastered material. Multimedia tools are divided into hardware (computer with processor, multimedia monitor with built-in stereo speakers, TV tuners, sound boards, multimedia projectors, SMART Board) and software (programs and problem-oriented programming languages). The most common multimedia authoring tool is the Power Point application program, which is part of the integrated MS Office package. This type of authoring tool is widely used due to the use of a scripting language, a large number of templates, examples and ready-made graphical elements for the user interface.

In multimedia programs, the educational effect is not only the content of a friendly interface, but also, for example, test programs that allow the student to assess the level of mastery of theoretical educational material, traditional analog educational publications - electronic texts of lectures, reference books, methodological support for studying theoretical material, methodological recommendations for writing coursework and others are achieved through use. The main differences between multimedia resources and "non-multimedia" resources are:

1) information is stored and processed in digital form using a computer;

2) resources may contain not only text, but also sound, graphics, animation, video and other information of various types;

3) an important feature of multimedia resources is the active interaction of resources, programs, services and people, the interactivity of their interaction. The user can take this or that Internet product and add his own data (diagrams, tables, texts) to it and thus become its co-author;

4) the presence of hypertext. In the distance education process of a higher education institution, multimedia products are often presented in the form of electronic textbooks placed on various platforms, materials prepared by the teacher himself, presentation of information using the Power Point program, video method, e-mail, playing during online classes, online tests during practical training, etc. This, in turn, increases the efficiency and quality of training. For effectiveness and

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didactic results, video and audio fragments must meet technical, ergonomic, psychological and pedagogical requirements:

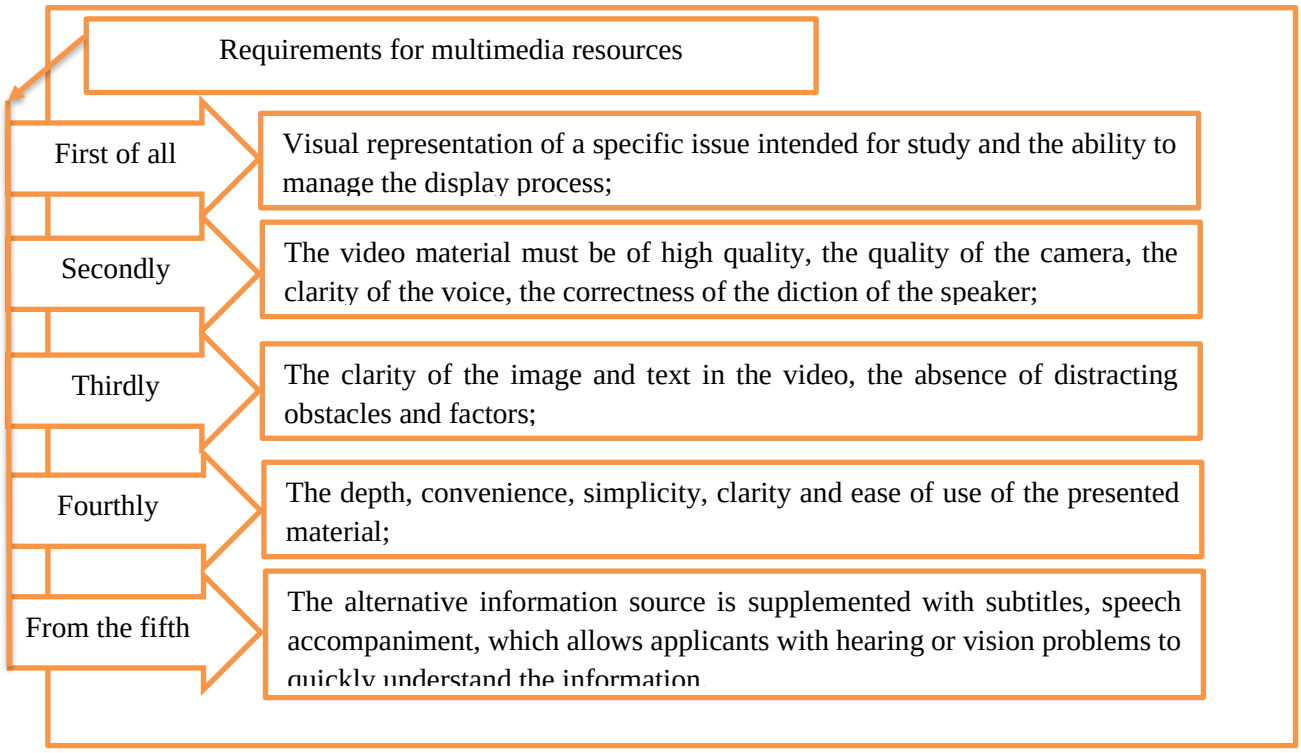

Figure 1. Requirements for multimedia resources for online training

Video and audio-based multimedia is a powerful didactic tool that helps to significantly increase the effectiveness of distance education. According to S.M. Denisenko, it is appropriate to focus on the features of the audiovisual image displayed in educational videos, which provide an optimal combination of verbal and visual forms of presenting new material[2]. Because the nature of the audiovisual message is related to the specific characteristics of the human psyche in direct and indirect knowledge of the surrounding world. During the educational process, audiovisual information is designed to ensure the effectiveness of forming an image of the surrounding reality and to organize various educational and cognitive activities of students.

The didactic value of the multimedia-visualization method is manifested, first of all, in the implementation of the principle of visibility in education at a qualitatively new level using the possibilities of multimedia technology. Extraordinary expressiveness, visuality of multimedia is very important when working with representatives of the new video generation, who have the ability to

[2] Denisenko S. M. The use of video materials in multimedia electronic educational resources. Information Technologies in Education. 2015. No. 25. P. 74-83.

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more effectively perceive, understand and remember knowledge through the works of screen computer culture.

The latter forms in users the tendency to perceive and learn the world through the figurative and visual presentation of information based on multimedia, the readiness to work in the rapidly developing information society in the country. In the introductory part of the multimedia program, it is appropriate to place methodological recommendations indicating who this presentation is intended for, the types of skills that will be formed with its help, what educational material the program is based on, and the approximate duration of the program. In other words, a multimedia software product should include methodological recommendations for its use by other scientific and pedagogical staff. When using multimedia programs in a practical or lecture class, the structure of the class does not change fundamentally.

In it, as before, all the main stages are preserved, perhaps only their time characteristics change. An important condition for the organization of distance education using multimedia technologies is the telecommunication information educational environment. To support distance learning, it should include a tool and a number of materials (Figure 2).

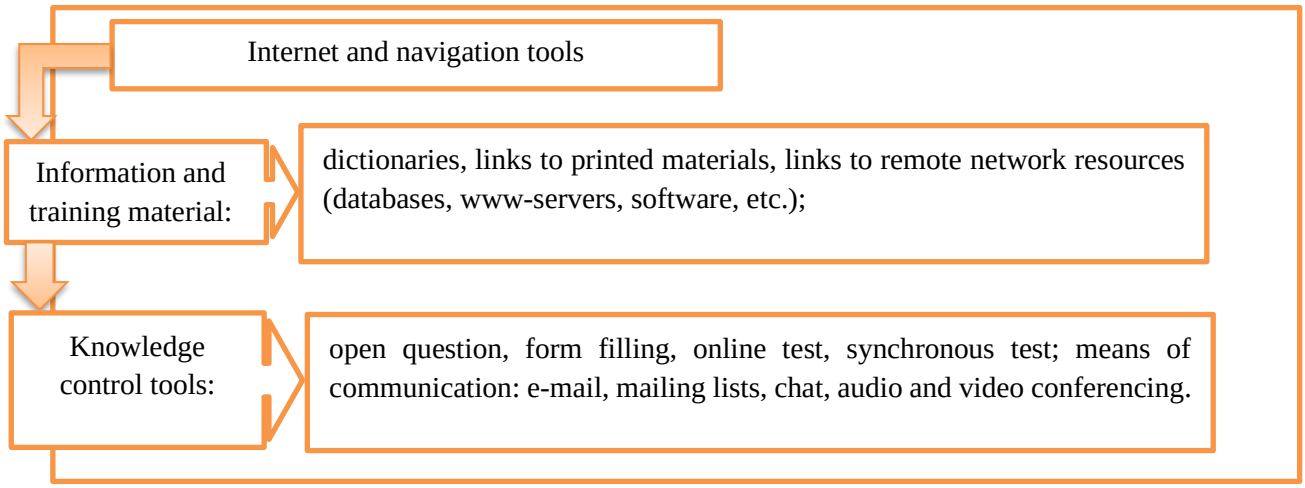

Figure 2. Distance learning support tools and materials

The use of multimedia tools in the teaching process allows to change the process of educational and cognitive activity of students, to activate independent work with various electronic tools of the educational goal. The most effective is the practical application of skills and competencies necessary for professional training in the process of mastering basic knowledge from multimedia tools. It can be seen that distance education has significant advantages over traditional education. Including:

- learning at an individual pace - the learning speed is chosen by the student depending on his personal conditions and needs;

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- freedom and flexibility - the applicant can choose any one of many training courses, as well as independently plan the time, place and duration of training;

- availability - independence from the place of residence of the student and the location of the educational institution;

- mobility - effective implementation of feedback between the scientific and pedagogical employee and the applicant. This advantage is one of the main requirements and reasons for the success of the educational process;

- technology - use of the latest achievements of information and telecommunication technologies in the educational process;

- equal opportunities for education, regardless of health, elitism and financial security of the recipient;

- favorable conditions for the student to express himself creatively. Therefore, the use of multimedia technologies in the field of education is an objective need of modern society. The use of multimedia technologies in the process of distance education, organization of presentations and projects for scientific and pedagogical staff and students, participation in face-to-face, correspondence, remote projects of various levels of complexity, simulation of natural processes, creation of multimedia works (projects), various types allows you to search and share information.

In short, the use of multimedia technologies in the educational process allows to reveal the creative potential of each student. Therefore, the use of multimedia technologies allows individualization of the educational process and helps to develop the independence of students. Thanks to these technologies, students are more interested in the learning component, making sure that they can learn the material by repeatedly studying it at their own convenience. You also have the option to set the time and duration of the training to your own schedule.

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