

Types and Functions of Modern Media, Important Characteristics of Electronic Media

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Annotation: In this article, the types and functions of modern media, thoughts about the important features of electronic media, and the analysis of literature on the topic are covered.

Keywords: media, education, modern, electronic education, libraries, archives, Internet.

The achievement of independence of our country caused great positive changes in the cultural and spiritual life of the Uzbek people. Thanks to independence, our national values are being restored, the spirituality, culture, moral beliefs, national spirit and new content of our people are being filled. The development of techniques and technologies in the current era has led to an incomparable expansion of the media, information sources and information suppliers (libraries, archives, Internet, etc.) and made it possible for citizens to use and exchange its huge volume. As a result, citizens have the opportunity to assess the reliability of this information and fully exercise their rights to express their opinion freely. That is why the current issue of ensuring media and information literacy of students is being ignored [31]. In line with the development of our time, the treasure of knowledge is becoming richer, and the intellectual potential of young people is increasing. There is no need to explain that a real information society was created in the process of information. Accordingly, the number of media technologies is growing. Image, sound and text are literally harmonizing, and the audiovisual culture is improving in its own way. Now its widespread use in the field of education has become a necessity. Many students listen with interest to lessons that are sometimes conducted in an unconventional way. It is possible to use such methods in the course of classes held with the help of information technologies. This will serve to further improve the education system. In other words, in the era of globalization and the informational society that is similar to it, it is necessary to properly educate the young generation, to prepare them for life, to receive various information, to learn to distinguish between good and bad, black and white. There are many positive aspects of globalization, globalization in the field of information is a process that creates great opportunities for humanity, for the interaction of people in all regions of the world, for the acquisition of the wealth of science and culture. When the time comes, it is worth saying that in the process of globalization, it is impossible to turn a blind eye to the fact that some evil forces are using these information technologies for malicious purposes. The following potential benefits of multimedia should be identified: Student interactivity:

Accelerated learning compared to textual information, better memorization and application of knowledge, opportunity for practice, availability of information-support: Multimedia has other potential advantages. The ability to present multimedia to the student to perceive video and audio gives multimedia a good advantage over these two types of information. In addition, since the perception of audio and video is very different for a person, their combination in multimedia is more successful, because it uses auditory and visual perception. The principles of using multimedia in education describe 4 points, conditional on the effectiveness of multimedia support: -Visual display of information; Instruction, user manual; Tasks, exercises for memorization and understanding. Final test to determine the results; Of course, all these elements can be used without

multimedia, but with multimedia, these points become the most important and effective in the learning process. Over time, scientists have developed several principles for evaluating the effectiveness of multimedia. Let's look at some of the main ones. The principle of "useful-temporal communication" indicates that in teaching with a display, for example, an animation and its audio part and a description of the text, the text and animation should go side by side in the program and should not follow the audio accompaniment, but see the animation 'show. In fact, this is so, this principle confirms that human working memory is limited, and blocks with the same information should not be distributed both in space (far from each other) and in time. It is also important to note the important principle of "Redundancy", which states that the information provided should not be repeated. For example, an image should not be accompanied by an audio clip or an on-screen transcript of that audio clip. Because there is distraction, the student is unable to capture visual or audio information. And the most important principle, I think, is called the "Multimedia" principle. In this principle, we argue that any use of one type of information, such as text alone, is always worse than using text and graphics together. There are several opinions of experts on media education in Uzbekistan. A number of scientific articles on media education have been published in the magazines "Tarbiya", "Khalq Telimi", "Uzluksiz Talim". For example, Sh.Rahimov's article "Basic Concepts of Media Education" in *uz.infocom* magazine, Tolqin Eshbek, associate professor of the Faculty of Journalism of the National University of Uzbekistan at <http://sharh.uz> "Media education: as a new method of education" " article on the site <https://telegraf.uz>, the teacher of the Moscow State Institute of International Relations (MSIIR), professor Valery Solovey's article entitled "Television's management of thought", the Faculty of International Journalism, Professor F. Mominov of the Uzbekistan State University of World Languages The article "Effectiveness of Media Education" on the website of the Department of Theory and Practice of International Journalism (<http://trif.uz>), "Media literacy and why it is needed" by candidate of philology Nargis Kasimova on the website <http://www.uzhurriyat.uz>. article entitled [The role of using information and communication technologies and media educational achievements in teaching foreign languages by B. Berdiyeva on the website <https://conference.fledu.uz>, Termiz State on the website <http://fikr.uz> University teacher, associate professor Akhmad Rakhmatullayev's article entitled "Media education - an important factor of educational efficiency", Ya. Mamatova, S. Sulaymanova's study guide "Uzbekistan on the road to media education development" done Multimedia is used not only for the beauty of the teaching material but also to support and extend learning to a greater extent. The choice of format should be determined depending on the subject being taught. For example, animation and images are more suitable than text for engineering graphics. Media elements for use in a form that support each other. Engage students in an active process rather than passively imparting information.

Creating media applications, that is, the essence of using multimedia in pedagogy and education, is not just creating applications with beautiful pictures, effects, and interesting audio additions. The essence of using multimedia tools is to use various formats effectively and qualitatively, to reveal their advantages and hide their disadvantages. The purpose of using these applications is that students can use each element of the media separately. In order for students to independently concentrate on a specific topic of the subject being taught. There are two main learning environments, Directed (training takes place in a specific framework), Undirected (the student himself goes where in education has the right to choose a tooth). Thus, multimedia theorists have found that an environment that focuses on not distracting attention from the fundamentals of science is more appropriate for introductory courses. And for more prepared senior students, as a rule, an environment without direction is suitable, then the student can choose where to go in mastering the subject. Well-designed and selected media for the learning environment lead to better

learning outcomes, improve motivation, learning and knowledge transfer. The more multimedia elements in the application, the more difficult it is to develop the program, but the better for learning, because you can cover different aspects of the topic, look at the problem from different angles. Of course, developing such a complex multimedia application is not the task of one person, it requires different skills. In addition, professionals with the skills not only to directly create multimedia elements, but also good consultants on this topic are required. It is necessary to choose the sequence of presentation of the material, the ease and clarity of navigation through multimedia, understandable terms, so that the final, complex product, the result of teamwork does not disappoint the students or completely misunderstand the essence of what is being said. At this stage of multimedia analysis, we can conclude that multimedia is universal and the only way to develop education. But some comments should be made. The first note against the use of multimedia says that in order to properly display the created applications, resources that meet the requirements of computers are needed. Since only a small part of educational institutions meet the needs of the current era, the use of multimedia in education cannot be everywhere now. Not to mention distance education, where multimedia is also widely used, the Internet is not well developed in Russia for the universal introduction of multimedia applications. Also, don't forget that choosing the right part from a large stream of data is a very difficult task for people who create multimedia collections. Indeed, for high-quality and effective use, it is necessary to select only those parts and elements that fully correspond to the educational objectives. By choosing the wrong option to solve a particular problem, you can do a lot of damage to the learning process, especially when we are talking about procedural knowledge about when this wrong solution will be used in practice. In measure, it is worth talking about limited education.

Using multimedia can certainly help you find solutions to certain problems, but for this you need to include navigation elements that clearly indicate what the next step will be. There is one downside to this turn-by-turn navigation, which makes the reader feel limited. And in this regard, the student should be able to ask for help from a teacher in both technology and a particular subject. When working with multimedia, it is impossible not to say that these disabilities should be taken into account and appropriate recommendations should be made with the advantages of providing information to people with visual or hearing impairments using different channels (auditory, visual).

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