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Гуменний Олександр Дмитрович, кандидат педагогічних наук, доцент кафедри соціальної педагогіки та інформаційних технологій в освіті Національного університету біоресурсів і природокористування України.
Контактна інформація: +380963558524, e-mail: gumenniyol@rambler.ru.

Гуменный Александр Дмитриевич, кандидат педагогических наук, доцент кафедры социальной педагогики и информационных технологий в образовании Национального университета биоресурсов и природопользования Украины.
Контактная информация: +380963558524, e-mail: gumenniyol@rambler.ru.

Humennyi Oleksandr D., PhD of Pedagogical Sciences, Associate Professor of Social Pedagogy and Information Technologies on Education of National University of Life and Environmental Sciences of Ukraine.
Contact Information: +380963558524, e-mail: gumenniyol@rambler.ru.

МУЛЬТИМЕДІЙНІ ПРОЕКТИ ЯК ЗАСІБ РОЗВИТКУ ІНФОРМАЦІЙНОЇ КУЛЬТУРИ СТУДЕНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

МУЛЬТИМЕДИЙНЫЕ ПРОЕКТЫ КАК СРЕДСТВО РАЗВИТИЯ ИНФОРМАЦИОННОЙ КУЛЬТУРЫ СТУДЕНТОВ ВУЗОВ

MULTIMEDIA PROJECT AS A MEAN HIGH EDUCATION INSTITUTIONS STUDENTS' INFORMATION CULTURE DEVELOPMENT

Анотація. В статті визначено поняття «інформаційна культура студентів вищих навчальних закладів». Виокремлено особливості та переваги мультимедійних технологій розвитку їхньої інформаційної культури. Акцентовано увагу використання у педагогічній роботі телекомунікаційних проектів, у яких поєднується навчально-пізнавальна і пізнавально-ігрова діяльність студентів, які знаходяться за межами ВНЗ і побудована на компютерній телекомунікації дослідження визначеної проблеми.

***Ключові слова**: інформаційна культура, мультимедіа, мультимедійна освіта, мультимедійні проекти, телекомунікаційні мультимедійні проекти.*

Аннотация. В статье определено понятие «информационная культура студентов высших учебных заведений». Выделены особенности и преимущества мультимедийных технологий развития их информационной культуры. Акцентировано внимание использование в педагогической работе телекоммуникационных проектов, в которых сочетается учебно-познавательная и познавательно-игровая деятельность студентов, которые находятся за пределами вуза и построена на компьютерной телекоммуникации исследования определенной проблемы.

Ключевые слова: *информационная культура, мультимедиа, мультимедийное образование, мультимедийные проекты, телекоммуникационные мультимедийные проекты*

Abstract. The concept of "university students' information culture" is represented in the article. The particular features and advantages of multimedia technologies for the students' informational culture development are outlined. The attention is brought to the usage of telecommunication projects for the pedagogical experience and practice. The projects of that type have to combine cognitive learning and cognitive-play-based activities of external and be based on the computer telecommunication study of a certain problem.

Key words: *information culture, media, multimedia education, multimedia projects, telecommunication multimedia projects*

- **Timelines of the article.** In terms of progressive information of the education system the need to develop the informational culture of students in higher education is caused by:
- general techno-academic mismatch between the progress tempo of software and hardware information and communication technologies (ICT) and the rate of necessary digestion in pedagogics and general media culture;
- equal access to information about the means of mass media for university teachers and students of different perception, learning and understanding the cognitive information according to andragogic;

– increasing of information competence through the continuous improvement of information culture while studying in an institution of higher education.

Most VET teachers have been formed under the particular system of thinking with clearly organized information base. The access to that base was through standardized curriculum, recommended textbooks, manuals, books and magazines. Students also get information and educational space where knowledge is transmitted from teacher and/or textbook overlapping mass media information flow. This information has no structural and semantic logical links, is served in mosaic and elective wat, does not fit into the framework of traditional training and is a qualitatively different type with a significant emphasis on the relationship between visual and auditory perception [7].

The purpose of the article: to justify the use of multimedia projects for the development of high institutions students' information culture.

The analysis of recent research. In the researchers' studies the attention is paid to solving the problems teachers' professional competence formation under the conditions of education informatisation [2], the system of teachers' training to use information technologies for the training process [3], didactic basics of future computer science teachers' readiness to use the new information technologies [4], methodical basics of future teachers' training to use computer technologies [5], media-educational technology and competence-oriented approach in education [6].

Multimedia capabilities in the educational process of secondary and higher education have been the subject of research in the following theses: V. Zabolotny (Didactic principles of application multimedia to form methodical competence of future teachers of physics), M. Zachariewicz (Training of future teachers of technology to use multimedia in professional activity), L. Petukhova (Theoretical and methodological bases of formation the information competence for future primary school teachers'), A. Podzyhun (Pedagogical conditions of information technologies application in professional training of future foreign language teachers) and others.

Presentation of the main research material. Multimedia is a new information technology, which requires a set of methods, techniques, production methods, processing, storage and transmission of audiovisual media. And computer-

technological complexes, equipped with software for creating and processing media, can reproduce some multiple types of information in different formats simultaneously, that is important for improvement of the information searching process. In addition, the considerably important is the opportunity to provide feedback to the user.

Important advantages and features of multimedia technologies are the following: the ability to involve almost all the senses; the combination of printed text, graphics, video, graphic picture and audio; improve of access methods to information; work with non-traditional sources of information; individualization of educational process in content, scope and pace of learning; deepen of interdisciplinary contexts; automation of control and correction the educational activity results; improve the objectivity of knowledge assessment; the possibility of combining logical and imaginative ways of information assimilation; providing interactivity in the classroom; extension of autonomy, the transformation of university students into active subjects of pedagogical interaction; providing feedback; maximum adaptation of learning process to their individual characteristics.

One of the founders of British media education Masterman L. [8, p. 18] defines media education as one of a few tools in the arsenal of teachers and students, which makes it possible to overcome the large information gap between those who manipulate the given information with their own interests, and those who perceive it as news or entertainment

Media education provides great opportunities to training institutions teachers to develop the students' information culture. The main factor of the information culture development is the ability to navigate the world of information and ability to make the right decisions on the data of different sources. Here we define the concept of "information culture student" - is one of the components of a student's overall professional and pedagogical culture, i.e. integrative unity of informative world-view, systems of information and informative knowledge, skills, abilities and attitudes professionally important qualities, personal educational experience in the area of information evaluation, use, storage, analysis, processing and transmission through various means, methods and forms of information-analytical activities, providing

information needs of students as social actors of high education institution pedagogical system.

The efficient way of IC development in media education is the realization of multimedia projects.

Multimedia projects - a mean of integrating multimedia technologies and elements of project teaching method in the development of students' information culture in higher education, based on the formation of their media culture and information competence.

As *multimedia project* (design and construction) the practical works on development of multimedia technology in education are meant. They are performed with didactic and resulting regulations and guidelines in the problem. The projects are passed to student by the teachers. Unlike experimental laboratory researches the project works aimed at the development of design methods and information activities [1, p.5].

The efficient and qualitative development of university students' information culture with multimedia is possible:

based on the project-constructive activity on design of own media-texts with educational and research purposes;

using multimedia projects built on the integration of information technology displaying educational material and teaching technologies of students' personal development.

Contributing to the realization of students' multimedia projects, teachers focus their efforts on organic entry draft in the existing forms of educational process without its breaking and reducing the role of a teacher in the development of a student's personality while training:

for students' media-text messages-presentations it is advisable to use the digital sketch with the task of creative research in the Internet with the obligatory analytical assessment of the material assessment to students, presentations developers, students and audiences;

for laboratory-practical classes it is especially important for teachers to design the students' cognitive and perceptual actions in the virtual space, and the process

should be organized in a mode of guided discovery and new emotional experience (for students) of scientific knowledge.

While forming the multimedia project and representing the teaching material teachers program the situation of prompt implementation of the acquired knowledge for solving educational problems, outlined in multimedia imagery and visual form, development of research methodology, the removal of the artificial separation of empirical and theoretical work "protocol" and modeling in a student's mind the value of gained knowledge.

As part of the design the multimedia project is seen as a broad, system-creative principle that unites and harmonizes interaction in teaching scientific methodology rational and logical thinking of the emotional and imaginative and holistic perception and presentation of information that is distinctive for artistic worldview. In practice this means that modular, fractal-hypertext or historical building multimedia project of educational material for specific discipline in information-educational environment of high education institutions should be consistent with the art genres rules, where cinema and television (procedural unity of representation the informational computer screen, TV, video projector, along with the unity of the psychological processes of perception such information) take the first place.

While the development and further implementation of new semantic multimedia projects the term "pedagogical scenario" of specific forms of educational process has the different meaning. Obviously, training videos are created according to the scenario in the unity of scientific content and genre, its emotional and imaginative way. Similarly, digital sketch of multimedia lecture-presentation is based on the educational scenario. Therefore, the principle of multimedia educational process is being implemented in the project based on the unity of science and art in the field of education.

In the process of creating a multimedia project teachers define and implement with students the following stages: topics development; modeling; analysis of the project; adjusting the analysis; protection project.

Noteworthy is the use of telecommunication projects in pedagogical activity combining external students' educational-cognitive and cognitive-play activity and

designed with computer telecommunication research of the defined problem using agreed methods, ways to achieve the result. At the design stage of the project theme, students learn the material of the task thoroughly that is given in the form of "cloud" resource modules. Using modules helps to: proactive learning the material of aggregated block modules; algorithmic learning activities; completion and coordination cycles of activity. While modeling the work on the modules involves performing mini-projects using information technologies: design of joint interactive map of investigation, contributions to Wikipedia; placing on blogs; bulletins and booklets release, using the options of Microsoft Publisher, Prezi etc. At this stage students offer hypotheses to solve the problem module ("brainstorming"), discussions and motivating each hypothesis, placed on an interactive map. At this stage of project development the teacher stimulates the need for analysis and processing of information, forming mini groups and distribution responsibilities on information search. Creating a module, the teacher creates the repertoire of roles for the project. Students determine the sources of information themselves, clarify their features, get the access to necessary resources and get the material into order. Within the telecommunications project they perform both individual and group tasks defined in modules task. The result of the individual project is the booklet created by students in Microsoft Publisher. The completion of modeling is making the brochure (Travel Guide). It must be done with Microsoft Power Point, Microsoft Publisher, Microsoft Front Page or other applications. A great role at this stage is given to a tutor’s support: development step-by-step algorithm of the project, description of each participant for the chosen role, careful design of each mini-group tasks, memos performance for complete model using Microsoft Publisher, Microsoft Power Point , Microsoft Front Page, Hot Potatoes. This allows the teacher not to interfere the group’s work from the “outside”.

At the stage of the analysis, correction and protection of the project there is the presentation of an obtained product and reflection activities. The information research ability, content and material content, design and execution of the project, public speaking skills and work in a group are assessed. Students are encouraged with reflexive tool in the form of questions/ while giving answers students comprehend the

experience gained in their independent work on the project. The project results with its description are posted on the site/page of the subject by a teacher.

Conclusion. In the article grounds the use of multimedia projects for the information culture development of higher education institutions students. The strengthening of their information culture through using telecommunication multimedia projects while project competence setting (means of productive, communicative, interactive, educational and reflective activity). It is emphasized that the development of telecommunication educational website projects, prepared by teachers, tutors, creates a virtual and real learning environment with integrated multimedia technologies. While such activities the teachers improve their own level of information culture, and students, implementing project activities, form and expand a common educational space.

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