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For students, research workers.

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THE USE OF MULTIMEDIA TECHNOLOGIES IN TEACHING SIMULATION IN COMPUTER SCIENCE COURSES

Multimedia is a field of computer technology that allows to combine some possibilities of the other technical devices (tape recorder, video player, filmscope and etc.) in the computer. It allows you to work with software, equipped with animation, stereo sound, video, and other audio-visuals. Perception of information is provided by several senses, coupled with fast access and interactive possibilities to work with it.

The use of multimedia technology in the educational process allows students to feel the interest to the study of computer simulation in the course of computer science. After all, the combination of ideas and the possibility of its realization give a positive result of the learning process.

Application of knowledge in the field of computer simulation, the ability to use multimedia technologies allows the student after graduation to be in demand in various areas.

The objective of teachers of computer science in the study of computer simulation is to teach students to use innovative technologies. In order to improve the quality of education, interest in learning and realization of creative ideas of students is offered to use multimedia technologies, which in the process of education should promote the absorption of knowledge, acquisition of practical skills.

Among the positive aspects of the use of multimedia technology in education can be identified improving the efficiency of schooling due to its individualization and differentiation, the use of additional motivational methods.

But the use of multimedia tools in schooling on the principle of «more is better» can not lead to a real increase in the efficiency of the system of secondary education. In the use of multimedia resources is required balanced and well-reasoned approach.

Consider the features of multimedia courses by type of educational activity. The main type of training activities aimed at primary acquisition of knowledge is a lesson of learning new material. The use of multimedia technologies can change the delivery methods of teaching material, traditionally carried out during lessons: lectures, interviews with specially designed multimedia courses. The quality of learning of theoretical material, which is comparable to that achieved with lectures, can be achieved through the creation of computer-based training programs and the use of telecommunications in the educational process.

In order to organize the study of theoretical material on modeling can be used the following types of multimedia courses.

• Video lectures. The teacher's lesson in the form of lectures is videotaped. By the method of non-linear editing it can be supplemented by multimedia applications, illustrating the presentation of lectures. Such supplements not only enrich the content of the lecture, but also make her presentation more lively and attractive to students. The apparent advantage of this method of presentation of theoretical material is the ability to listen to a lecture at any time reapplying the most difficult places.

• Multimedia lesson in the form of lecture. For independent work on lecture material can be developed interactive computer training programs. This is a tutorial in which the theoretical material through the use of multimedia tools is structured so that each student can choose the optimal trajectory study of the material, comfortable pace of work over the course of the study and the method that most closely matches psycho-physiological features of its perception. Learning effect of such programs is not only achieved at the expense of the content and friendly interface, but also through the use of, for example, testing programs, allowing the student to assess the degree of assimilation of the theoretical training material.

• Traditional educational publishing: electronic texts of lectures, reference notes, manuals for the study of theoretical material, etc.

The next type of educational activity are lessons to improve knowledge and skills – form the educational process aimed at consolidating the theoretical knowledge through discussion of primary sources and specific tasks, passing under the guidance of a teacher. The use of multimedia technology requires a change in the nature of the organization of the lesson of practical work and enhance their methodological support.

Practical training on problem solving can be carried out using an electronic book of problems or database, which contains typical and unique tasks for all major topics of the course. The electronic book of tasks can simultaneously perform the functions

of the simulator, because it can be used to develop skills for solving standard problems, to understand the relationship between the theoretical knowledge and specific problems to be solved where they can be targeted.

Lessons in the forms of labs allow you to combine theoretical and methodological knowledge and practical skills of students during research activities. Multimedia courses allow to organize work with simulators that mimic real installation, objects of study, the experimental conditions. These simulators provide virtually conditions and instrumentation necessary for the real experiment, and allow to find the optimal parameters of the experiment. Working with simulators allows you to get the skills in drawing sketches, diagrams organization of the laboratory experiment, to avoid empty time-consuming when dealing with real experimental installations and objects. This significantly increases the proportion of independent work of students with teaching materials: electronic simulators, computer laboratory practical work, experiments with remote access.

The development of effective methods of teaching computer modeling is currently an urgent task in teaching computer science. This is due, on the one hand, with the increasing role of computational experiment in solving professional problems of different professions and, on the other hand, the difficulty of learning traditional methods of modeling, which mainly consist of time-consuming to develop and debug studying modeling programs, which leads to inefficient use of instructional time. One of the most important and common reasons for using simulation programs is the need for training simulation or visualization of some dynamic processes, which are difficult or impossible to reproduce in a laboratory or classroom. These programs allowed you to model experiments are used to activate the search activity of the students as stand-alone software, and as part of training systems.

There is a need to create your manuals in order to optimize this process. Teacher, students should be included in the work to create multimedia support work carried out in real time. The works are divided by the form of two types: presentations and video. What does it give? Adjusting the presentation on the laptop, the student receives full information about an operation as many times as he needed to complete each stage. He can go back to watching more than once without having to worry that distracts teachers from helping other students. It is particularly convenient for students who are slow. At the same time the teacher working with children motivated, able to control the work, which is called the «suggest ways» and requires the student creativity.

Multimedia technology helps teachers to optimize the process of laboratory work, workshops, experimental modeling tasks.

Moreover can be prepared for lessons without the help of a teacher. Introduction into the educational process is accompanied by multimedia technologies increase in independent work of students. This, in turn, requires the organization of ongoing support of the educational process on the part of teachers. An important role in the support system holds consultations, which are now more complex in terms of didactic purposes: they remain as independent forms of organization of educational process,

and, at the same time, are included in other forms of learning activities (lessons in forms of lectures, practices, laboratories and workshops etc.). This requires the development of special teaching publications auxiliary (reference) the nature in which students could receive advice. These should include multimedia publications: encyclopaedias, dictionaries, reading books, manuals, etc.

Expansion of independent work of students using multimedia technology is accompanied by an informative extension field in which the apprentice works. This is especially important for the organization of creative, research students, which traditionally is to carry out any of the educational and research projects.

Lessons accounting control and assessment of knowledge and skills are one of the main forms of organization of educational process, as it allows to verify the results of teaching and learning of students, pedagogical skills of teachers and the quality of established training system.

Almost all possible types of control can be implemented with the help of electronic media, based on a specially designed computer programs to take some of the load from the teacher and enhance the efficiency and timeliness of control. Especially effective is the use of computer programs in the current and interim control. Specially designed testing programs or databases containing test items provide, on the one hand, the possibility of self-control to the learner, and the other – take on a routine part of the current or final control. Computer testing system may be as a standalone program that does not permit modification and universal program shell, the filling of which is assigned to the teacher.

Thus, we find that the multimedia technology in teaching computer modeling in the course of computer science is especially needed in laboratory work, and our goal is to create a multimedia support laboratory work and methods of using the materials obtained in the training simulation.

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THE REGIONAL DIMENSION OF THE METHODICAL TRAINING AND FORMATION OF SKILLS OF GRAPHIC DESIGNERS

Costume design as any other object of design, is closely linked with the analysis of complex phenomena and different quality of reality that can not be observed directly and therefore require special forms of reflection. To do this, the designer must have the professional development of figurative thinking on the basis of the