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Media Content as A Tool for Enhancing Learning Effectiveness in Military Educational Institutions

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Abstract: This article examines media content as a tool for enhancing learning effectiveness in military educational institutions. The author argues the relevance and effectiveness of using media content in the educational process. The main attention in the article is paid to the analysis of the difficulties that arise when using them in military educational establishments.

Keywords: Efficiency, media content, military educational establishments, skills, teaching aids.

Introduction: Media content technology is an information technology based on the simultaneous use of various means of presenting information in software packages and systems, ensuring the application of a set of techniques, methods, means and means of collecting, accumulating, processing, storing, transmitting and producing information (audiovisual, text, graphic) in conditions of interactive interaction of the user with the system [1].

From a technological point of view, special media content operating environments allow integrating audio and visual information presented in various forms (text, graphics, animation, slides, music, video). A multicomponent media content environment is divided into three main components:

1) text information - takes up small amounts of memory and can be placed on various types of storage media;

2) audio - speech, music, audio effects (sea noise or rain noise, etc.). The main problem of using high-quality sound effects is information capacity. To solve this problem, audio information compression methods are used;

3) video sequence - characterized by a multitude of elements and is divided into static and dynamic video sequences. Static includes graphics (pictures, diagrams and symbols in graphic format) and photographs (not only digital photos, but also scanned drawings and photographs). Dynamic video sequence can be represented by regular (24 frames per second) or sparse video (6-12 frames per second), as well as animation (a sequence of drawn images).

The use of media content technologies in the educational process places increased demands on the resolution of the screen. The second problem is increased requirements for memory capacity.

Increased productivity and speed of personal computers make it possible to create and use media content software systems and complexes in the educational process that combine text, sound, video, graphic images and animation [2]. Media content educational systems combine both traditional static visual information (text, graphics) and dynamic (speech, music, video clips, animation), making it possible to simultaneously influence the visual and auditory senses of students, which allows creating dynamically developing images in different information representations (audio and visual). Organization of the educational process using media content technology allows for maximum concentration of students' attention, promotes better understanding, comprehension and memorization of information, transfer of large volumes of information, illustration of the presented educational material with video images, animation clips with audio accompaniment.

Main features of media content educational systems:

- ✓ interactivity of work with the system — provides feedback and facilitates the organization of joint activities in the “teacher — PC — student” scheme;

- ✓ visualization of educational information — facilitates better memorization and assimilation of educational material;
- ✓ computer animation — is one of the powerful means of attracting attention and emotional perception of information;
- ✓ modeling of various phenomena and processes — is used to ensure the clarity of perception of educational information;
- ✓ use of hypertext technology — simplifies the navigation process and provides the ability to choose an individual trajectory and pace of studying the material;
- ✓ multi-window presentation of information — provides the ability to compare information presented in separate windows on one slide;
- ✓ audio accompaniment of information presented in text or visual format — increases the effectiveness of perception of the material;
- ✓ presentation of visual information in color — is a powerful means of psychophysiological and emotional impact on a person, serves as an effective means of receiving and processing visual information;
- ✓ manipulation of information — facilitates the organization of repetition of educational information.

The didactic advantages of using media content technology in teaching include the following capabilities of media content educational systems and complexes:

- ➢ modeling of complex phenomena and processes occurring at high and low temperatures, in outer space;
- ➢ imitation of the operation of complex systems and various objects;
- ➢ simultaneous presentation of educational video information on the computer screen with audio accompaniment, increasing the effectiveness of perception of comments on the educational material. The combination of audio comments with video information or animation makes it possible to gradually explain complex phenomena, the operation of objects; provides a visual representation of various processes.

The efficiency of training using media content technology is increased primarily due to the fact that the teacher of military educational institutions relies on the triad of perception - I see, I hear, I write.

The didactic capabilities of media content training programs are associated with hypertext technology. Hypertext allows you to combine in a hypertext system a variety of information that can be located within the system itself, in different files, folders and on different computers connected to a local or global network. A feature of hypertext is the ability to navigate and present information using hyperlinks. Hyperlinks are navigated by clicking the mouse in the area of the active window, which is highlighted in a different font, color, has the appearance of symbols, pictures, etc. There can be any number of hyperlinks on the computer screen at the same time, and when you click on each of them, this or that information appears [3]. Due to the simultaneous impact of auditory (sound) and visual (static and dynamic) information on the student, media content training systems have a large emotional charge, contribute to the development of the creative potential of students and learners, the creation of diverse and effective forms and methods of training [4].

Media content technologies in the education system of military educational institutions are a new phenomenon and have not been fully studied. Individual aspects of the problem of studying and using media content technology in the educational process do not fully solve the set of problems of creating and using media content training systems. The least studied remain the methodological aspects that take into account the specifics of teaching military academic disciplines or blocks of disciplines in military educational institutions. It is in taking into account the specifics of their teaching that a significant reserve for increasing the psychological and pedagogical level of the media content training system is laid, increasing the effectiveness of training.

Methodological and technological issues of using media content training systems for lecture courses have not been sufficiently developed. The initial formation of one's own idea of an object (phenomenon) occurs during lectures, therefore media content technologies should be used in these classes [5]. The main didactic goal of using media content technology is to visualize educational material and organize the educational and cognitive activity of students at the reproductive level, especially in military educational institutions. The issues of using media content technology in lecture courses of special disciplines in military educational institutions in combination with active teaching methods have not been studied. Such a combination could activate the educational and cognitive activity of students and transfer it to a productive level.

The key concept for creators of information and educational environments is the concept of "information space". E.P. Prokhorov identifies several

interpretations of this concept, in particular, the territorial approach, in which the information space is considered as a certain computerized territory. The information-nospheric understanding of the information space is set out in the Concept of Formation and Development of a Single Information Space of Uzbekistan and the Corresponding State Information Resources. For the developers of the Concept, the information space is a certain set of information resources that does not belong to anyone (or everyone?), means of ensuring their replenishment and processing, as well as mechanisms for user access to these untold riches. From the point of view of the social understanding of the information space, the information space is a set of certain structures (individuals, their groups and organizations) connected by information relations, i.e. relations of collection, production, distribution and consumption of information. The information itself is considered as a certain relationship between the subjects of the information space.

Information space is a field of information relations created by subjects interacting with respect to information, but at the same time having a special (systemic) quality that is absent in subjects. According to the definition of research scientists, "the information and educational environment is a multi-aspect integral, socio-psychological reality that provides a set of necessary psychological and pedagogical conditions, modern teaching technologies and software and methodological teaching aids built on the basis of modern information technologies that provide the necessary support for cognitive activity and access to information resources"[1]. Based on a broad interpretation of the information space as a media environment that includes symbolic media and subjects linked by relations of their production, distribution and consumption, we develop the concept of a media educational environment, which is the center of electronic educational resources created by teachers and various media available in the information space. We will call the media educational environment a cultural and educational environment in which the main information carrier for an individual is an electronic educational resource of various modalities (text, image, sound, video), as well as various media (press, television, cinema, radio, etc.) used for pedagogical purposes.

The media educational environment can be designed and "natural". The first is a modern pedagogical system, the purpose of which is to organize conditions for humane, purposeful interaction of individuals with electronic information and educational resources and media in the interests of their personal and cultural development and positive socialization. The second media environment is an information aspect of the modern information and cultural environment (represented by electronic mass media, periodicals, computer information networks, etc.), created by previous generations and developed by our contemporaries. Communication with the "natural" media environment is spontaneous, uncontrolled and is one of the most important factors in the socialization and information orientation of individuals. The most important means of modern education is an electronic textbook, which has become a traditional educational resource in information and educational environments. According to B.Kh. Zainutdinova, an electronic textbook is a complex educational software system that ensures the continuity and completeness of the didactic cycle of the learning process: providing theoretical material, ensuring training educational activities and monitoring the level of knowledge, as well as information retrieval activities, mathematical and simulation modeling with computer visualization and service functions, subject to the implementation of interactive feedback [3]. A.I. Bashmakov and I.A. Bashmakov [2] introduce the generalized concept of "computer-based learning tool", which combines computer textbooks and computer-based learning systems. A computer-based learning system is a relatively small-volume computer-based learning tool. As a rule, its content corresponds to no more than 15 hours of contact time. Computer-based textbooks are used to present large-volume educational material covering the theoretical or technological part of a course (discipline).

The ideas about the structure and content of electronic textbooks are largely determined by the ideology of the electronic textbook as a human-machine system. This is largely true as a means of increasing the effectiveness of training in military educational institutions, but in many respects, it does not correspond to modern ideas about electronic educational systems as social and communicative systems designed to ensure not only training, but also personal development, the acquisition of key (integrated) competencies. Such a task can only be accomplished by electronic educational resources built on other, non-technocratic, principles and a new ideology of pedagogical design. An electronic educational resource is a part of cultural activity recorded on an electronic medium in the form of a program and serving to satisfy the information and educational needs of subjects of the educational process (students, teachers, administration). A personality-oriented electronic educational resource is an electronic educational resource that is focused not only on learning, but also on the creative development

of the individual, carried out as a result of a dialogue with the culture represented by various media resources located both in the local media environment and in the open information environment.

A personality-oriented electronic educational resource as a means of increasing the effectiveness of training in military educational institutions has the following three aspects:

1) cognitive (content) — structure and basic categories of the electronic educational resource, multi-level, media content;

2) communicative — definition of basic actions, definition of points of interaction (dialogue), definition of the place and form of system comments;

3) psychological and pedagogical support — ways to increase motivation for learning, ways to adapt the training system to personal characteristics, user-friendliness of the interface, etc.

The starting point of pedagogical design is pedagogical goals. To achieve them, the designer of the electronic educational resource develops its structure, i.e. breaks down the content of the educational material into separate independent parts — modules. From a pedagogical point of view, a module is a relatively independent part of the educational information, which can be used for both self-testing and pedagogical testing of knowledge. Thus, the use of media content training systems in the practice of training military specialists will allow raising the quality of their training to a higher level.

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