Multimedia in Teaching Russian Language and Literature Understanding Motivational, Informational, and Control Functions

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Abstract: This paper discusses the development of an electronic multimedia textbook that combines a fine arts curriculum, acting, directing, video clips, educational books, and methodological and pedagogical experiences to create a virtual communicative learning environment. Students at secondary schools, academic lyceums, vocational colleges, and groups of non-linguistic higher education institutions that use Uzbek as their primary language of teaching are the target audience for the electronic textbook. The goal of the handbook is to provide students a comprehensive understanding of the most significant epoch in the evolution of Russian literature, as seen in the writings of Russian poets and authors from the nineteenth century.

1 INTRODUCTION

According to I. P. Podlasiy a good textbook should meet all the requirements for the content of training, as well as be interesting, as short as possible, accessible, well-illustrated, aesthetically designed, stable, mobile and perform the following didactic functions) motivational function consists in creating such incentives for students that encourage them to study that subject and forms interest and a positive attitude to work; 2)informational function allows students to expand the scope of knowledge in all available ways of presenting information; 3) control and corrective (training), which involves the possibility of verification, self-assessment and correction of the course and results of training" (Podlasiy, 2003). M. Y. Bukharkina defines "multimedia" as computer technology that represents information in any combination of text, graphics, color, sound, animation, and video pictures. "A multimedia textbook is a textbook that uses computer multimedia technology, i.e. technologies for transmitting colour, sound, graphics etc. in any combination" (Bukharkina, 2001).

Defining the term "multimedia textbook", the researcher distinguishes it from the concept of "electronic textbook" and emphasizes that if an electronic textbook is built linearly, then multimedia technology has a number of advantages that a linear electronic textbook does not have: 1) the use of multimedia features: music or speaker design, animation, graphic inserts, video clips, slide shows; 2) the presence of an extensive structure of hyperlinks (to definitions, terms, explanations), which allow you to get an explanation, definition, additional information in the course of reading the educational material, while quickly returning to the main text; 3) the presence of a structure management system; 4) the presence of a knowledge control system. Thus, an electronic textbook can be linear or multimedia. V. V. Aleynikov and V. N. Aldushonkov characterized in detail the positive aspects of the electronic multimedia textbook. These opportunities are: to provide quick feedback; and quickly find the necessary information; along with the text - show, tell, model, etc. Scientists have determined that the following criteria should be met by a multimedia textbook: the data should be organized logically; the

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text should mirror the video lectures, enabling the user to copy, edit, and print out the information they choose; the interface should have multiple windows; there should be multiple cross-references throughout the text; and sections that are challenging to comprehend in the traditional presentation should have videos or animations accompanying them.

Multimedia educational games, multimedia encyclopedias, and multimedia training programs are the three primary categories that T. S. Antonova and A. L. Kharitonov identify as "multimedia textbooks".

2 METHODOLOGY

Our electronic multimedia textbook belongs to the category of multimedia training programs. These programs are presented as a combination of visual arts, acting, directing, pedagogy, and methodology, along with a textbook and video clip. The end result is a virtual communicative learning environment.

The following definitions and qualities served as our guides when we were constructing the electronic textbook: "An electronic textbook is an officially sanctioned electronic publication that complements or replaces a textbook in part or in whole.

It includes hypertext (text presented in electronic form and equipped with an extensive system of links that allows you to instantly move from one fragment to another); intellectual core (a special set of programs that implement operations in numerical and symbolic forms); computer explanation (an explanation that uses visibility, inductive inferences, and the formation of concepts by answering questions). answers to questions like "yes" and "no"), computer solution (solving using a method that is not used without a computer), visualization (presenting it in a visual form using drawings, graphs, and animation)" (Balcuk et al., 1989).

We employed the following multimedia aspects in our electronic multimedia tutorial:

- video snippets that combine color, music, animation, and picture.

-cartoons (vocal, simple).

-voice-over videos (linguistic and cultural commentary on realia: movement + color + visibility), teacher and student address speeches, gaps explained, etc.

While studying the life and work of A. S. Pushkin, "The Priest and Fool," the voice of an announcer reading the context, music and noise design (for example, in the animated film "Pop and Balda"), and other elements, the perception of new educational material in an electronic textbook is activated through a variety of means. For instance, the contextual visibility of M. Y. Lermontov's poem "Borodino"; color and background the battleground of Borodino; animation - when studying the life and work of A. S. Pushkin "The priest and Fool"; these elements all contribute to the perception of new educational material in an electronic textbook. Furthermore, we included a comprehensive framework of hyperlinks to definitions and explanations, which simplified the process of obtaining definitions, explanations, and, and additional information in the course of studying the training material and at the same time be able to return to the main text.

A method for managing structure that enables educators to determine the best way to deliver the content and in what order. This allows for the reuse of instructional materials for various purposes, such as serving as a reference system or for diverse audiences.

The handbook also features an integrated electronic (multimedia) knowledge control system that manages the instantaneous outcome in the form of a pre-made evaluation for the work that has been finished.

We followed a few guidelines in order to create an electronic multimedia textbook (Evreyinov et al., 1998). These consist of:

1. The quantization concept, which divides the content into parts made up of small-volume, closed-content modules.

2. The completeness concept, which includes a theoretical foundation, control issues, and historical commentary.

3. The visibility principle, which states that every module is made up of an assortment of frames and representations that help learners comprehend and retain new information.

4. The branching concept, which gives the user the option to switch to any other module by hypertext linking between each module. This notion does not preclude—in fact, it even presumes—the existence of suggested transitions that carry out a methodical examination of the content.

5. The regulation concept, which allows the learner to autonomously handle staff changes, access any content in the handbook, complete exams, and assess themselves.

6. The principle of adaptability, which states that an electronic textbook can be tailored to a specific user's needs during the learning process. It can change the breadth and complexity of the material studied in accordance with the user's needs, produce more illustrative material, and offer explanations of the concepts covered and the solutions found.

7. The collectability principle, which states that an electronic textbook should be created in a way that makes it possible for it to be assembled into a single electronic complex or added to a student, teacher, or researcher's own electronic library.

Let's enumerate our e-learning tool's primary characteristics to better comprehend its structure. The ability to tailor the learning material to the trainee's level of knowledge, which leads to a significant increase in the trainee's motivation; - the possibility of including video or cartoon segments in our electronic training manual to illustrate certain provisions of the training material; - the inclusion of interactive fragments in the e-learning software to ensure an operational dialogue with the student in natural language; - the possibility of a well-developed search engine within the electronic training manual; - the possibility of built-in automated control уровня of the student's knowledge level; -a comprehensive multimedia design of an electronic training manual.

Thus, the following content is included in our e-learning guide:

A linguistic and cultural commentary on reality (contextual and visual visibility); B) illustrative and explanatory (explanation, interpretation of lacunae with simultaneous demonstration of the subject, picture: image + sound + color + movement); C) multimedia material based on classical works (image + color + sound + animation); D) voiced explanatory information (texts dedicated to the life and work of the studied writer, texts of works of art); E) training and control tests based on the above material.

3 ANALYSIS

As a result, the pupil sees discrete screen segments that follow one another rather than constantly provided content. The learner choose the next lesson by clicking the "next" button after reviewing the materials on a given screen. They click the "previous" button adjacent to the first frame to go back one step if they find they haven't grasped or memorized anything from it.

Multimedia is used in the creation of our electronic training manual (the complex criterion classification includes general-purpose tools, hypertext, and traditional algorithmic languages). This means that the information is presented in the manual in multiple ways, including text, still images (pictures and drawings), moving images (animation and video), and sound (noise and sound design). This entire thing is interactive. The handbook also includes visual information, such as images and photographs, and audio information, such as speech, music, and sound effects.

Pictures and scanned pictures are classified as photographs, whereas sketches, symbols, and paintings are classified as graphics.

Considering that a significant quantity of information distinguishes multimedia goods from other information sources, our electronic multimedia textbook is stored on an optical CD-ROM with a typical capacity of 640 MB. This disk may be used professionally with the DVD and CD-Worm equipment that are included.

Regarding the theoretical portion of the multimedia lesson, this indicates that all of the content is broken up into parts and chapters. The main page provides access to the general department menu. Each individual part may only be accessed via this menu. We referred to these sections (chapters) as themes. Every subject includes details on the poet's or writer's life and career, texts of artistic creations, linguistic and cultural analysis, video snippets of great works, and visibility in the form of eye-catching pictures and photographs.

The student gets the chance to obtain up-to-date reference material while studying the course content.

An experienced designer and programmer provided effective assistance in creating our electronic training manual, who helped to develop a version of the manual into an NTMα - converter for Word 97/2000, XP / 2003.

We have completed the following steps in creating an electronic multimedia training manual:

1. Choose your references.
2. Creation of a concept list and table of contents.
3. Modulating texts and producing assistance.
4. Electronic implementation of hypertext.
5. The advancement of computer assistance.
6. Material selection for multimedia application.
7. Soundtrack creation.
8. Playback of the audio recording
9. Gathering information to create a multimodal electronic textbook
10. The content visualization.

During the first phase of development, we chose print and digital publications that most closely match the standard program, are clear and simple to use, and come in handy forms.

The second step was compiling a list of ideas that are both essential and adequate for understanding the instructional material and developing a table of contents, which is the division of the information into

sections with minimally volumetric yet closed-content modules.

A system of contextual references was created, linkages between modules and other hypertext links were found, and the source texts were revised in line with the table of contents and module structure in the third stage.

The electronic implementation of hypertext is the fourth level.

The fifth step involved developing computer support, which involved deciding which actions to allocate to the computer in a given situation and how to deliver the computer's answer (such as testing).

The sixth step involved the selection of multimedia content.

In order to free up the screen from textual information and help students grasp and remember the subject they were studying, we created audio texts for each module in the seventh level.

In the eighth step, we used a computer to implement the audio sentences that had been developed and shot on film.

In order to increase visibility and make use of students' emotional memories to help them comprehend and retain the content being studied, we created scenarios for visualizing modules in the ninth stage.

In the eleventh step, we used animation, graphs, and drawings to apply the suggested scenarios and display the texts—that is, computer-generated texts.

The technical data sheet and operating instructions for the electronic multimedia training manual were created, and its methodological content was established (State Patent Office. Certificate No. DqU 00849.).

Our electronic textbook "Poets and Writers of Russian Literature of the XIX Century" is intended for secondary school students learning Uzbek as their first language, as well as students in Uzbek groups at lyceums and colleges and students in non-linguistic faculties at higher education institutions learning Uzbek as their first language.

The goal of the handbook is to provide students a comprehensive understanding of the most significant time in the history of Russian literature. It may be found in the writings of Russian authors and poets like I. S. Turgenev, M. Yu. Lermontov, and A. S. Pushkin.

4 DISCUSSION

The author aimed to provide students with an appropriate explanation of new vocabulary material

in each text to aid in their absorption of the content and increase the amount of reading the text in a given amount of time. An explanation of lacunae, or linguistic and cultural jargon, follows each text. These explanations are crucial in exposing the ideological and thematic core of the book and help you understand and replicate its fundamental idea.

We have created three programs so far that are parts of the electronic textbook; going forward, we intend to create additional programs that honor the lives and contributions of Russian writers and include them into the electronic textbook.

These training courses assist in bridging the language gap, improve internal feedback throughout the learning process, and actively involve students in the educational process.

Students are able to focus their attention for longer periods of time and more readily absorb and grasp the instructional information when they communicate with the computer. Reserves for regaining communication abilities are found in the systematic arrangement of feedback during the accompanying control. One can acquire lexical abilities to a great degree by intentional acts.

5 CONCLUSION

Lingua-cultural materials generally raise the emotional component of the learning process and motivate students to learn Russian, which in turn raises their interest in the history and culture of the nation where the language is being learned.

The electronic textbook considers the language and cultural aspects of the educational process for the Uzbek audience, which is represented in the material's substance as well as the thorough method by which students assimilate essential knowledge.

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