



## **MODERN MULTIMEDIA AND THEIR THEORETICAL ASPECTS OF APPLICATION**

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**Abstract:** This article examines the role, advantages, and application methods of multimedia technologies in foreign language teaching. Multimedia tools, including interactive programs, audio and video materials, virtual reality technologies, and mobile applications, provide learners with an engaging and interactive way to acquire a new language. These tools significantly enhance students' activity in the language learning process, increase motivation, and ensure an individualized approach. Furthermore, they contribute to improving pronunciation, expanding vocabulary, and developing communication skills.

**Keywords:** Multimedia tools, contextual, modern technologies, information and communication technologies, adaptation, pedagogical aspects, media culture, mass communication, educational aspects, media creativity, modern audience.

### **Entrance.**

In today's educational process, the significance of modern technologies is increasing, and this development is also significantly reflected in foreign language teaching. In the process of globalization, multimedia tools have become one of the key factors in expanding opportunities for mastering foreign languages, ensuring their effective use, and improving teaching methods. In Uzbekistan, multimedia technologies play a crucial role in teaching foreign languages, particularly the German language.

It is possible to observe that the role and significance of modern multimedia technologies are increasing year by year. Multimedia tools provide a convenient environment for students to acquire language skills through textual, audio, and video materials, interactive programs and games, and internet resources in the educational process. These tools are not only engaging for students but also help them quickly assimilate new knowledge, develop expertise and skills in specific fields, and understand the cultural and contextual aspects of the language being learned.

### **Literature Review and Methods.**

The linguistic aspects of mass communication processes have been studied in the works of scholars such as G. Stepanov, D. Shmelev, V. Kostomarov, O. Lapteva, G. Solganik, Yu. Rozhdestvensky, A. Vasilyeva, S. Smetanina, T. Dobrosklonskaya, B. Krivenko, Yu. Arsky, R. Gilyarevsky, S. Bernstein, V. Yegorov, L. Zemlyanova, Teun van Dijk, Alan Bell, Martin Montgomery, and Norman Fairclough [1.277]. In Western and Russian linguistics, researchers such as D. Rosenthal, N. Kokhtev, K. Garri, Kh. Kaftandzhiev, K. Bove, U. Arens, I. Rashkov, T.

Kolishkina, Ye. Medvedeva, E. Farbi, E. Bulatova, Yu. Pirogova [1.309], and many others have examined the theoretical and practical aspects of advertising and media texts, as well as their linguistic features. This article is based on pedagogical research, including theoretical analysis and experimental research methods.

## **Results and Discussion.**

### **Main Types of Multimedia Technologies.**

In today's globalization process, the rapid dissemination of information sources and the significant increase in the volume of socially important information (scientific, technological, cultural, etc.) inevitably influence any society. The use of information and communication technologies in production enables the creation, transmission, reception, storage, processing, and reproduction of information. The emergence of new types of information technologies has been facilitated alongside traditional information technologies, which are based on automating processes and presenting information in the form of books, newspapers, photographs, and films. These new information technologies are not replacing traditional ones, nor is the volume of information decreasing. However, a new issue has arisen in society—the adaptation of individuals to information, or in other words, the problem of information adaptation. The emergence and development of numerous symbolic systems, resulting in the formation of a multi-component "information space," create a distinctive information world. The challenge of developing skills for using visual and audiovisual information is addressed in modern pedagogy by a field known as visual literacy (from the German *visual literacy*) [2.477].

It is necessary to analyze mass communication tools through the concept of "mass communication." Mass communication (derived from the Latin word *communication*, meaning message or broadcast) is a modern method of preparing and distributing information through media such as the press, radio, cinema, television, sound recording, and the internet. It is used by the state to establish certain moral values within society and to exert ideological, spiritual, economic, or organizational influence on people's attitudes, thoughts, and behaviors. According to most researchers, the characteristics and objectives of mass communication determine its role as a tool of political struggle, governance, propaganda, cultural dissemination, and advertising, which in turn shape the social nature of society [3, 38].

### **Pedagogical Aspects of Mass Communication**

The pedagogical aspects of mass communication are studied in the fields of education and upbringing. In the educational domain, two interrelated aspects can be distinguished: the dissemination of knowledge to a broad audience and the use of mass communication in the teaching process. The educational aspects are implemented by organizing specialized information flows targeted at learners.

One of the distinctive features of mass communication's educational influence is the transmission of moral norms and values, primarily in an artistic and figurative form. The expansion of topics and diversification of genres are characteristic of the educational aspects. Sometimes, a unique "assimilation" of artistic information intended for adults occurs, where many works originally meant for an older audience become popular among students as well. Today, media (mass media) serves as a comprehensive means for individuals to perceive the surrounding world in social, moral, psychological, artistic, and intellectual aspects. Media culture, through print, television, cinema, video, and computer channels, is gaining increasing influence and spreading worldwide. Recent research indicates that media texts are becoming more popular among a wide audience, particularly students. According to researchers studying the impact of

media on student audiences, communication with creative works of media culture holds a significant place among young people.

**Media culture can be examined from various perspectives:**

1. The media sphere as a collection of material and intellectual values;
2. The formation of media culture in the social environment as a foundation for professional activity;
3. Media culture as a system of levels that define an individual's professional development, enabling them to perceive, analyze, evaluate media texts, engage in media creativity, and acquire new knowledge in the media field.

In modern audiences, the targeted formation of media culture (or media literacy) is carried out within the framework of media education to prepare individuals for professional activities.

In pedagogy, media education refers to the following:

- The process of educating an individual based on mass communication materials and developing their preparedness for future professional activities. The goal is to cultivate students' culture of interaction with media, their creative and communicative abilities, critical professional thinking, ability to interpret, analyze, and evaluate media texts, express their opinions using media techniques, and apply media education in their professional careers. The content of media education includes theoretical knowledge about the media sphere (types and genres of media, functions of media in the social environment, media language, history of media culture, etc.), key areas of applying this knowledge (professional mass media, amateur media, recreational institutions, educational institutions, etc.), and understanding the role of media materials in professional activities.
- Providing theoretical and practical knowledge to master modern mass media and communication tools, which are considered distinct and autonomous fields within the theory and practice of pedagogy. It is important to differentiate this from the use of informatics, information technologies, comparative pedagogy, psychology, and other disciplines as auxiliary tools in the learning process.
- Preparing students for their future professional activities in an information-driven society.
- Systematic and effective use of mass communication and information-communication tools (press, cinema, television, video, computer technology, photography) in the process of preparing students for their professional careers. Unlike traditional academic subjects, this approach focuses on students' emotional and intellectual development, aiming at artistic and creative activities that model solutions to challenges they may encounter in their future professional activities. [4, p. 55]

Currently, there is no single, fully developed theoretical concept of media education in the world. However, the main theoretical approaches can be conditionally distinguished [5, pp. 257]:

**1.The "Injection" Theory of Media Education** – Based on the "Hypodermic Needle Theory," which assumes that mass media directly influence audiences without considering their moral, cultural, geographical, or other characteristics. According to this theory, media texts exert a negative impact on passive consumers who do not fully understand their content. The primary task of media education, therefore, is to mitigate the negative effects of excessive media consumption. Educators help students recognize the difference between reality and media

representations and demonstrate the adverse effects of media on professional activities through specific examples.

**2.The "Gratification" Theory of Media Education** – This approach is based on the "Uses and Gratifications Theory," which suggests that media influence is limited, and audiences independently choose and evaluate media texts based on their needs. The main goal of media education is to help students use media in ways that align with their professional activities.

**3.The "Practical" Theory of Media** – This theory is an adaptation of the "Uses and Gratifications Theory," emphasizing the fulfillment of interest in media technologies, such as learning to film and edit videos for professional purposes. Here, media influence is considered limited, while the main objective of media education is to develop students' technical skills in handling media equipment and effectively using it in their professional fields.

**4.The Theory of Developing a Professional-Critical Approach** – This approach views media as a tool for disseminating social values and ethical models among students. The primary goal of media education is to protect students from manipulative media influence and help them navigate the information flow of a democratic society. Without sufficient knowledge of media manipulation techniques and the ability to critically analyze media content, students may struggle to counteract media-driven challenges in their future careers.

**5.The Ideological Theory** – This theory posits that media can manipulate public opinion in favor of a particular social class. Young audiences are considered the most suitable targets for media influence. The goal of media education, in this case, is either to encourage a desire to change the mass communication system or to reinforce the belief that the existing media system is the best in the world. In contemporary media education, this theory has evolved, replacing class-based priorities with national and socio-political approaches to media informatization.

**6.The Semiotic Theory of Media Education** – This theory emphasizes the symbolic and polysemantic nature of media texts, which are often not fully understood by audiences, particularly students. The main goal of media education is to teach students how to decode media texts by studying their "grammar" and codes, enabling them to interpret and apply media content effectively in their professional activities.

**7.The Cultural Theory of Media Education** – Based on cultural theory, this approach focuses on how media texts should be interpreted and analyzed. The primary goal of media education is to help students understand how media enriches their perception and professional knowledge.

**8.The Aesthetic (Artistic) Theory of Media Education** – Like the cultural theory, this approach views media education through the lens of cultural studies. It emphasizes the aesthetic and artistic value of media content. [6, p. 87]

### **Conclusion.**

In conclusion, multimedia tools are an integral part of modern information technologies, encompassing text, graphics, audio, video, and animation. These tools facilitate the reception and transmission of information, making communication more efficient. Multimedia is widely used in various fields: in education, interactive textbooks enhance the learning experience; in business and marketing, visual advertisements and presentations attract customers' attention; and in art and culture, multimedia simplifies the creation and distribution of artistic content. Thus, multimedia tools are among the most effective means of conveying and receiving information

today, and their role continues to grow.

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