



**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ**

ЎЗБЕКИСТОН ДАВЛАТ ЖАХОН ТИЛЛАРИ УНИВЕРСИТЕТИ

**ИНГЛИЗ ТИЛИ ГРАМАТИКАСИ ВА
ТАРИХИ КАФЕДРАСИ**

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**INTERNATIONAL CONFERENCE-МАВЗУСИ БЎЙИЧА МУЛЬТИ-МЕДИА ТАЪЛИМ
ВОСИТАСИ ЯРАТИШ ТЕХНАЛОГИЯСИ**

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БИТИРУВ МАЛАКАВИЙ ИШИ

“ҲИМОЯГА ТАВСИЯ ЭТИЛАДИ”

“Инглиз тили граматикуси ва тарихи”

Кафедраси мудири

_____ ф.ф.н., А.Қўлдошев

“ _____ ”

ИЛМИЙ РАҲБАР:

_____ Ҳақимова Г.

2012 йил “ _____ ” _____ 2012

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CONTENTS

INTRODUCTION	3
CHAPTER I. Planning an “International Conference”, and the role of multi-media in education	
1.1. Planning an International Conference	6
1.2. As a subject of International Conference Association.....	9
1.3. The role of multi-media in education.....	12
CHAPTER II Presentation material on the topic: “International Conference”	
2.1. International Conference “Upbringing of Educated and Intellectually Advanced Generation as the Most Important Condition of Sustainable Development and Modernization of the Country.....	23
2.2. Special Delegates visited to the Universities.....	26
2.3. Delegation’s thoughts about Conference.....	29
CONCLUSION	35
BIBLIOGRAPHY.....	38
APPENDIX.....	41

Introduction

Development of a science as a whole and linguistic science, in particular is connected not only to the decision of actually scientific problems, but also with features internal and foreign policy of the state the maintenance of the state educational standards which are to the generators of progress providing social, economic society. It forms society capable quickly to adapt in the modern world. It is now seen in the real life of Uzbekistan when we are celebrating the 20th anniversary of the National Independence of Uzbekistan.¹

Conditions of reforming of all education system the question of the world assistance to improvement of quality of scientific- theoretical aspect of educational process is especially actually put. As president I. A. Karimov has declared in the program speech “Harmoniously development of generation a basis of progress of Uzbekistan all of us realize that achievement of the great purposes put today before us, noble aspirations it is necessary for updating a society”. The effect and destiny of our reforms carried out in the name of progress and the future results of our intentions are connected with highly skilled, conscious staff, the experts who are meeting the requirements of time.²

The world in which we live is changing rapidly and the field of education is experiencing these changes in particular as it applies to Media Services. The old days of an educational institution having an isolated audio-visual department are long gone! The growth in use of multimedia within the education sector has accelerated in recent years, and looks set for continued expansion in the future.

¹ И. Каримов: «Наша высшая цель – независимость и процветание Родины, свобода и благополучие народа». Доклад на первой сессии олий Мажлиса Республики Узбекистан второго созыва от 22,01,2000. Т : Узбекистан 2000 Е, 8-С, 322-340

² И.А.Каримов. Гармонично развитое поколение – основа прогресса Узбекистана Ташкент 1998 стр, 156-168

The **actuality** of the theme is to achieve using multimedia in education particularly in teaching and learning style of English language through computers and teaching English in distance learning using multimedia.

The **novelty** of the qualification is teaching the given topic with the help of multimedia that is one of the most effective ways of teaching the topic above. As a 21st century teacher, teachers have the opportunity to engage students like never before. Multimedia resources, such as interactive online games, video clips, pod casts and sets allow me to address a range of learning styles and meet the needs of every student.

The **aim** of the Qualification paper is to show the opportunities of CALL (computer assisted language learning) and using multimedia in teaching students the given topic: “International Conference”.

The **object** of the given investigation is the multimedia in CALL and the concepts of “International Conference”.

The **subject** of this work is using multimedia while teaching the concepts of “International Conference”.

According to the general aim the following particular tasks are put forward:

- To give information about the term “multimedia”, its advantages and drawbacks.
- To give students enough information about the given topic: “International Conference” using multimedia.
- To introduce students with the vocabulary of the topic and teach them to use while speaking and writing.

Theoretical value of the qualification paper is that it can serve as a basis for studying the multimedia including its history, advantages, disadvantages and its usage in education and teaching benefits of English language through multimedia.

Practical value of this work is that the theoretical results of this paper can be used in delivering lectures and seminars on Country Study, Analytical reading and methodology of Teaching English.

The **methods** used in the investigation are the complex approach to the study of multimedia and its usage in education particularly in teaching techniques of the given topic: “International Conference” in computer assisted classroom using multimedia.

Material investigated in the Qualification Paper includes:

- 1) Different scientific literature like monographs, dissertations, articles on the problem discussed.
- 2) Different types of dictionaries, both translational and explanatory.
- 3) The scientific books in English and Russian about integrating all skills by using multimedia in teaching.

The **structure** of the given qualification paper consists of introduction, two chapters, conclusion, bibliography and appendix.

Chapter I. Planning an “International Conference”, and the role of multi-media in education

1.1 Planning an International Conference

Planning for an international conference should begin at least 18 months before the event. The first critical step is to make some key decisions. If this is not the first event, previous years' attendance figures can be used to estimate number of attendees, vendors, speakers, and size of venue. If it is the first event of its kind, use a similar event as a guide and adjust the estimate based on early responses.

Things to consider:

Venue - The venue selected must have adequate space to accommodate the number of guests, with rooms or sections for speakers, workshops, exhibitors, and/or vendors.

Many hotels cater to a convention atmosphere and can provide the common rooms as well as hotel accommodations for guests, often at a discount. If the event is too large for a hotel, consider a convention hall with several hotels nearby. Hotels will usually offer a discounted room rate for large groups.

Food - Setting up a hospitality room in a conference area or a suite of rooms is always a good idea. Offer finger foods and non-alcoholic drinks in a comfortable, informal setting where guests can mingle and network until late into the night.

Translators - For an international group, translators are a must. The venue may have their own multi-lingual staff to handle guest issues, but the event should have its own translators available in event rooms.

Agenda - Setting event timing and creating flow is crucial to a successful event. Concurrent events can be scheduled without regard to relative position, but events scheduled one after the other should be close together and have a short break between. A staggered, mixed schedule is best, so people can plan their day around the topics they are most interested in.

Day-long Events - If the schedule calls for a day-long event, break the agenda into a morning session with a mid-morning recess, followed by a lunch break, and the afternoon session with another break in mid-afternoon.

Equipment - Most conferences will require audio and visual equipment, lighting, computer stations, television screens, and many other types of electronics. Communications are crucial. Presentations must be as clear in the back row as they are in the front, and guests must have the ability to stay in contact throughout.

Transportation - Airlines will often offer deals for groups. An experienced travel agent may be able to not only broker a deal, but provide references and make suggestions for a more successful trip. Local travel should also be considered. Guests may be expected to arrange their own ground transportation, or limo service can be arranged, paid for by the guest at time of use or included in the reservation cost for all guests. Some hotels provide free shuttle service to nearby attractions.

Entertainment - If there will be a banquet, a little creativity can score a lot of points. If possible, arrange something memorable. For example, Sea World in Orlando has underground dining rooms where the walls are glass windows into gigantic aquariums. Some other good ideas include a dinner cruise or simply a restaurant offering a spectacular view.

Supplies - On any trip, people forget things. Offer a stock of pens, pencils, notepads, paperclips, and clipboards for notes.

Things will go wrong - they always do - so have a backup plan in place for last-minute disasters. Lining up a few local speakers willing to fill in for a speaker snowed in at the airport can be a lifesaver. They may not be what the guests expected, but it's better than an empty schedule and the right choice of substitute may even prove to be a hit. Other contingency substitutions might be additional workshops or discussion groups, or in a pinch, serve desserts and coffee. Appealing to a sweet tooth can often calm irritation and provide a welcome respite from an otherwise busy day.

People attend a conference because they want to participate, learn, network, and discuss. But they will never return to a poorly organized event. Hosting a successful event requires planning for every facet of comfort, function and purpose, and it's the unique touches that make an event stand out from the rest.

Idea for organizing a conference

Idea of an individual

At the beginning there is usually an idea of one or more students who woke up one day with a thought that the student life at the faculty is just not what they want it to be. They are tired of seeing the same faces day by day, having the same discussions over and over again and they want something new, something fresh. And what better way to accomplish this than by inviting your fellow students from different countries to attend a conference at your faculty. This will give you a chance to meet new people with new ideas, different opinions on current issues. Give you a chance to finally use the foreign language, that you have been learning almost all your life, in practice.

Wanting to organize an event

So now we have an idea. What we need next is a desire (ok, maybe it's too strong word) to really want to organize a conference. I know that it's easier to sit in a comfortable chair and wait for the faculty management to do it but as this is not likely to happen (Deans around the globe, please prove me wrong) it is on you, my dear fellow students, to create yourself an opportunity to meet foreign students .

When you finally accept the fact that you want to be the one who'll go the extra mile to give your colleges an opportunity to broaden their horizons is time to get inspiration from many student conferences that happen every year.

Inspiration from different conferences

Why is it necessary to look at other conferences? Mostly because it can give lots and lots of ideas, hints, tips on almost every aspect of the conference. For example, a quick look at the web page of some student conference can give you tons of information on how should an application form look like, how should the web page be

like (if you decide to have one - it's a good idea but you need a webmaster, (when to get up, when to start lectures, when to have a lunch break...) and so on.

In this phase it is also a good idea to look for ideas with a little help of brainstorming of interested individuals. All the ideas that arise in the process are written down and you'll discuss about them later in the preparation period.

Please try to avoid the "copy – paste" technique when building the frame of your conference. Use the other conferences simply as an example. Organising such an event can be a challenge for anybody, so do not give up at the beginning, try something new, better and more interesting and funny and you will be satisfied and your guests will be pleased at the end.

1.2 As a subject of International Conference Association

ICA is the global community for the meetings industry, enabling its members to generate and maintain significant competitive advantage³.

ICA was founded in 1963 by a group of travel agents. Their first and foremost aim was to evaluate practical ways to get the travel industry involved in the rapidly expanding market of international meetings and to exchange actual information related to their operations in this market. This initiative soon proved to have been taken at the right moment: the meeting industry expanded even more rapidly than foreseen. As a result of which candidates from all over the world applied for ICA membership. Not only congress travel agents but representatives from all the various sectors of the meetings industry.

ICA now is one of the most prominent organisations in the world of international meetings. It is the only association that comprises a membership

³ Miller, R. B. (1968). Response time in man-computer conversational transactions. Proceedings AFIPS Fall Joint Computer Conference, 33, 267-277.

representing the main specialists in handling, transporting and accommodating international events.

ICA's network of over **900 suppliers** to the international meetings industry spans the globe, with members in **86 countries**. All companies and organisations which have a strategic commitment to provide top quality products and services for international meetings should consider ICA membership as part of their long term plans.

International meeting planners can rely on the ICA network to find solutions for all their event objectives: venue selection; technical advice; assistance with delegate transportation; full convention planning or ad hoc services. ICA members represent the top destinations worldwide, and the most experienced specialist suppliers.

ICA has offices in the **Netherlands, Malaysia, U.S.A. and Uruguay**.

ICA membership

If international association meetings are an important part of your business mix, there is simply no better nor more cost-effective way to win business from this sector! If you're looking to join an effective, global, business networking platform which brings together the top directors and thought-leaders from all regions of the world and all sectors of the meetings industry, look no further: ICA is where they link up and do business⁴.

If you want to encounter unique, stimulating, forward-thinking, strategic-level education and debate, join us at the annual ICA Congress. And if you want your research, sales and marketing teams to win more business, ICA has great educational opportunities for them too.

If your organisation is genuinely committed long-term to the international meetings industry, we believe you have a role to play in our global business community. And

⁴ The evolution of distance education: Emerging technologies and distributed learning. The American Journal of Distance Education, 10 (2).

ICA membership is the clearest possible way to tell the market about your commitment and professionalism.

If you want to belong to a trade association that aims to deliver creative solutions for each member's unique meetings-related objectives, ICA is your answer.

All ICA Benefits are listed

Business Objectives

Each ICA member company/organisation creates their own unique value-mix from ICA's extensive range of member benefits to deliver specific business objectives within their international meetings strategy. We have listed some of the most typical objectives, along with a drop-down selection of recommended tools, products, services and events that can help ICA members achieve them, and with links to enable members to easily obtain additional information or sign up for these business opportunities. Members are advised to ask ICA directly for advice and assistance with any meetings-related business objective which is not listed here.

International association meetings – research, sales & marketing goals

Identify more prospective clients

Build in-depth knowledge of target clients and their events

Communicate more effectively with prospective clients

Design a better strategic approach to int'l association sector

Increase face-to-face client opportunities

Win more bids/make more sales

Strengthen your company/destination competitiveness in the international meetings field

Build effective networks

Compare yourself to competitors/identify your strengths & weaknesses

Promote your developments and success stories

Train your team

Understand market and client-need trends

Conduct business with other ICA members

Build supplier-client relationships with ICA's meetings management members

Communicate your company's expertise, products & services to potential ICA member clients

Exchange business leads

Form partnerships, mergers, consortia or user-groups

Host ICA events

1.3. The role of multimedia in education

The world in which we live is changing rapidly and the field of education is experiencing these changes in particular as it applies to Media Services. The old days of an educational institution having an isolated audio-visual department are long gone! The growth in use of multimedia within the education sector has accelerated in recent years, and looks set for continued expansion in the future.

The use of multimedia in education has been extensive, as it has been effective in increasing productivity and retention rates, where research has shown that people remember 20% of what they see, 40% of what they see and hear, but about 75% of what they see and hear and do simultaneously. This is especially significant in the CBT (Computer-Based Training) modules in corporations like Ernst & Young, and Union Pacific, where employees are trained in organisational procedures, and in flight simulations in the aviation industry to train pilots. It is now permeating the educational system as a tool for effective teaching and learning. With multimedia, the communication of the information can be done in a more effective manner and it can be an effective instructional medium for delivering information. A multi-sensory experience can be created for the audience, which, in turn, elicits positive attitudes toward the application. Multimedia has also been shown to elicit the highest rate of information retention and result in shorter learning time. On the part of the creator, designing a multimedia application that is interactive and multi-sensory can be both a challenge and a thrill. Multimedia application design offers new insights into the

learning process of the designer and forces him or her to represent information and knowledge in a new and innovative way.⁵

Multimedia, defined, is the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. In other words, multimedia means “an individual or a small group using a computer to interact with information that is represented in several media, by repeatedly selecting what to see and hear next” .

Multimedia is changing the way we communicate with each other. The way we send and receive messages is more effectively done and better comprehended. The inclusion of media elements reinforces the message and the delivery, which leads to a better learning rate. The power of multimedia lies in the fact that it is multi-sensory, stimulating the many senses of the audience. It is also interactive, enabling the end-users of the application to control the content and flow of information. This has introduced important changes in our educational system and impact the way we communicate information to the learners. The evolution of multimedia has made it very possible for learners to become involved in their work. With multimedia technologies, they can create multimedia applications as part of their project requirements. This would make them active participants in their own learning process, instead of just being passive learners of the educational content.

Teachers primarily require access to learning resources, which can support concept development by learners in a variety of ways to meet individual learning needs. The development of multimedia technologies for learning offers new ways in which learning can take place in schools and at home. Enabling teachers to have access to multimedia learning resources, which support constructive concept development, allows the teacher to focus more on being a facilitator of learning while

⁵ Agnew, P. W., Kellerman, A. S. & Meyer, J. (1996). *Multimedia in the Classroom*, Boston: Allyn and Bacon.

working with individual students. Extending the use of multimedia learning resources to the home represents an educational opportunity with the potential to improve student learning.

The elements used in multimedia have all existed before. Multimedia simply combines these elements into a powerful new tool, especially in the hands of teachers and students. Interactive multimedia weaves five basic types of media into the learning environment: text, video, sound, graphics and animation. Since the mode of learning is interactive and not linear, a student or teacher can choose what to investigate next. For example, one does not start on the first page of a linear document and read to the end. Interactive multimedia learning mode is more like constructing a spider's web, with one idea linked to another, allowing choices in the learner's path.

The multimedia technologies that have had the greatest impact in education are those that augment the existing curriculum, allowing both immediate enhancement and encouraging further curriculum development. For example, the WWW serves as a storehouse of information that individual learners can search for subject matter content that specifically fits their learning agendas. Multimedia applications for computers have been developed for single computing platforms such as the PC, Apple Mac and games machines.

It is very tempting to use the latest computer wizardry to represent information and develop computer enhanced learning materials. However, the instructional design of these systems should be based on a careful examination and analysis of the many factors, both human and technical, relating to visual learning. When is sound more meaningful than a picture? How much text is too much? Does the graphic overwhelm the screen? For a student, this allows them to test all of their skills gained in every subject area. Students must be able to select appropriate multimedia tools and apply them to the learning task within the learning environment in order for effective learning to take place.

In Education, multimedia is used to produce computer-based training courses (popularly called CBTs) and reference books like encyclopedia and almanacs. A CBT lets the user go through a series of presentations, text about a particular topic, and associated illustrations in various information formats. Edutainment is an informal term used to describe combining education with entertainment, especially multimedia entertainment.⁶

Learning theory in the past decade has expanded dramatically because of the introduction of multimedia. Several lines of research have evolved (e.g. Cognitive load, Multimedia learning, and the list goes on). The possibilities for learning and instruction are nearly endless.

The idea of media convergence is also becoming a major factor in education, particularly higher education. Defined as separate technologies such as voice (and telephony features), data (and productivity applications) and video that now share resources and interact with each other, synergistically creating new efficiencies, media convergence is rapidly changing the curriculum in universities all over the world. Likewise, it is changing the availability, or lack thereof, of jobs requiring this savvy technological skill.

The English education in middle school in China is well invested and assisted with various equipments. In contrast, the original objective has not been achieved at the desired effect. The government, schools, families, and students spend a lot of time working on improving scores, but hardly gain practical skills. English education today has gone into the vicious circle. Educators need to consider how to perfect the education system to improve students' practical ability of English. Therefore an efficient way should be used to make the class vivid. Multimedia teaching will bring students into a class where they can interact with the teacher and the subject. Multimedia teaching is more intuitive than old ways; teachers can simulate situations in real life. In many circumstances teachers don't have to be there, students will learn

⁶ Mayer, R. E. (1997). Multimedia learning: are we asking the right questions? Educational psychologist, 32(1), 1-19.

by themselves in the class. More importantly, teachers will have more approaches to stimulating students' passion of learning

The live lecture in the digital theater is concurrently broadcast to the remote distance-learning site. Even home-based students may join the live session. The ways in which users or participants in multimedia sessions access multimedia or connect with others have important consequences for the storage and transmission systems. For instance multimedia learning material can be accessed directly from a server during a class or downloaded to student machines prior to a session. The demands on a connecting network are very different in each access mode. Students learn to make use of multimedia as an aid to retrieving information from multiple sources such as digital libraries and multimedia servers that could support computer-assisted learning environments. Students learn to develop multimedia materials, especially as a component of project-based learning that is rooted in constructivism and in cooperative learning.

A *Multimedia Learning* environment involves a number of components or elements in order to enable learning to take place. Hardware and software are only part of the requirement. As mentioned earlier, multimedia learning integrates five types of media to provide flexibility in expressing the creativity of a student and in exchanging ideas

Text

Out of all of the elements, text has the most impact on the quality of the multimedia interaction. Generally, text provides the important information and acts as the keystone tying all of the other media elements together. It is well written text that makes a multimedia communication wonderful.

Sound

Sound is used to provide emphasis or highlight a transition from one page to another. Sound synchronized to screen display, enables teachers to present lots of information at once. This approach is used in a variety of ways, all based on visual

display of a complex image paired with a spoken explanation. Sound which is used creatively becomes a stimulus to the imagination, or which is used inappropriately it becomes a hindrance or an annoyance. For instance, a script, some still images and a sound track, allow students to utilize their own power of imagination without being biased and influenced by the inappropriate use of video footage. A great advantage is that the sound file can be stopped and started very easily.

Video

The representation of information by using the visualization capabilities of video can be immediate and powerful. While this is not in doubt, it is the ability to choose how we view, and interact, with the content of digital video that provides new and exciting possibilities for the use of digital video in education. There are many instances where students who are studying particular processes, may find themselves faced with a scenario that seems highly complex when conveyed in purely text form, or by the use of diagrams and images. In such situations the representational qualities of video help in placing a theoretical concept into context.

Video can stimulate interest if it is relevant to the rest of the information on the page, and is not 'overdone'. Video can be used to give examples of phenomena or issues referred to in the text. For example, while students are reading notes about a particular issue, a video showing a short clip of the author/teacher emphasizing the key points can be inserted at a key moment; alternatively, the video clips can be used to tell readers what to do next. On the other hand, it is unlikely that video can completely replace the face-to-face lecture: rather, video needs to be used to supplement textual information.

One of the most compelling justifications for video may be its dramatic ability to elicit an emotional response from an individual. Such reaction can provide a strong motivational incentive to choose and persist in a task.

The use of video is appropriate to convey information about environments that can be either dangerous or too costly to consider, or recreate, in real life. For example:

video images used to demonstrate particular chemical reactions without exposing students to highly volatile chemicals, or medical education, where real-life situations can be better understood via video.

Animation

Animation is used to show changes in state over time, or to present information slowly to students so they have time to assimilate it in smaller chunks. Animations that are combined with user input, enable students to view different versions of change over time depending on different variables.

Animations are primarily used to demonstrate an idea or illustrate a concept. Video is usually taken from life, whereas animations are based on drawings. There are two types of animation: Cell based and Object based. Cell based animation consists of multiple drawings, each one a little different from the others. When shown in rapid sequence, for example, the operation of an engine's crankshaft, the drawings appear to move. Object based animation (also called slide or path animation) simply moves an object across a screen. The object itself does not change. Students can use object animation to illustrate a point – imagine a battle map of Gettysburg where troop movement is represented by sliding arrows.

Graphics

Graphics provide the most creative possibilities for a learning session. They can be photographs, drawings, graphs from a spreadsheet, pictures from CD-ROM, or something pulled from the Internet. With a scanner, hand-drawn work can be included. Standing commented that, “the capacity of recognition memory for pictures is almost limitless”. The reason for this is that images make use of a massive range of cortical skills: color, form, line, dimension, texture, visual rhythm, and especially imagination.

Employing multimedia tools into the learning environment is a rewarding, but complex and challenging task. All of the multimedia formats available: text, sound, video, animation and graphics, already exist in one form or another in most libraries.

Students can explore an almost infinite variety of information. All these explorations can certainly lead to new discoveries, but unless consumption is followed by production, the story ends. Without a chance to use their new discoveries and demonstrate what they have learned, the knowledge gained soon becomes the knowledge forgotten.

The technology needed to support classroom teaching has increased in complexity. Until only a few years ago all that a lecture room needed were some seats for the students, and a blackboard and a lectern or table for the teacher. Then came the overhead projector, slide projector and the return of TV with video player. Now there is the computer, networks and related display tools. From having a next to zero maintenance cost, the teaching room is becoming not only costly to equip, but costly to run and maintain, including the escalating costs of security such as typical multimedia based educational environment. The main teaching spaces are equipped with a standard set of presentation equipment, and full details of what is, and is not, available in each room.

Many school reform models focus on a significant restructuring of the classroom. They propose a shift from a teacher-centered didactic model to a learner-centered constructivist model. While details of these constructivist models vary, they typically include an emphasis on cooperative learning and on the use of project-based learning. Most types of school reform models recognize that multimedia brings a new dimension to reading and writing, and the need for students to develop basic skills in information retrieval in multimedia environments.

Students respond to information differently. Thus, it is often to our advantage as teachers to use many different formats and modes to teach the subject matter of a lesson. This is why teachers normally use some combination of lecture, text and hands-on laboratory for conveying information. With the advent of the Internet and the multiple formats that can be communicated over the World Wide Web, we now have several new and exciting ways to present information. The Web allows the

incorporation of animation, moving pictures, and sound into lessons, which extends our abilities to present materials that encourage student interaction with the subject matter. Pictures and animations help bring to life scientific principles, and multimedia allows students to take a more active role in learning: they can watch experiments in action, see microorganisms up close, and use a mouse or keyboard to navigate images, simulations and interactive material. One of the advantages of using multimedia is to convey information quickly and effectively to all students – and keep them interested in learning.⁷

School-purchased multimedia such as videos and CDs work well, but these can be limited by school budgets. Another drawback of these tools is that given the hectic schedule teachers are often forced to keep, it can be a significant strain on our time to review multimedia materials and seamlessly incorporate them into a lesson plans. Finally, juggling a VCR and TV for video, a CD-ROM player, computer, projector, and textbook can be technically, as well as financially, challenging. Ideally, what teachers needs is a single system that blends text, images, simulations, video, audio and other multimedia material into a single, coherent environment that is available from school or home.

One of the goals of Vision-learning is to provide just such a resource. Vision-learning provides clearly written, concise online multimedia modules that focus on core scientific principles in biology, chemistry, earth sciences, and physics. Our modules make it possible for you to reach out to students and allow them to view engaging presentations repeatedly. Our modules provide core, text-based lessons written to conform to the National Science Education Standards. These modules also offer original photographs, scientific illustrations, Flash animations, educational videos, audio recordings, interactive quizzes, and ask-a-question areas through a series of external hyperlinks on the right and bottom menu bars.⁸

⁷ Vaughan, T. (1998). *Multimedia: Making it Work* (4th Ed.), Berkeley, CA: Osborne/McGraw-Hill.

⁸ Jessica E. Zimmer "Teaching Effectively with Multimedia," *Visionlearning* Vol. HELP-1 (9), 2003.

Photographs and scientific illustrations appear embedded within our learning modules. Photographs of scientists on the right menu of our modules link to biographies to provide historical context to the lesson. Within the text of the lessons, center-aligned, hyperlinked text loads interactive animations or short movies that help convey the core topic discussed in the lesson. For example, our Scientific Method module contains an interactive experiment in which students are virtually transported to Pisa, Italy where they can simultaneously drop different sized objects off of the Leaning Tower. For more examples of our interactive animations, visit our sample animations page. Many of our illustrations and animations are reproduced in an overheads area of the 'Resources' section (bottom menu) of our modules to provide teachers an easy way to show these materials to a class without having to search through a module.

Near the top of the right menu, all Vision-learning modules contain an 'Experiment' section. This section contains links to educational videos and online interactive experiments that help augment the subject of the lesson. For example, our Cell module contains a link to a virtual tour of an animal cell. Our right-menu 'Classics' section contains links to journal articles, audio recordings and videos of scientists that have made key contributions to the field. In addition, interactive quizzes are contained in the bottom left 'Resources' section to provide students a way to self-assess their learning.

As a teacher, you can use Vision-learning's multimedia materials on and off the Internet. Using the Internet, you can project a computer screen to your class, slowly scrolling through text and clicking on graphics and animations within a lesson. Alternatively, you can work offline with an overhead projector. Our overhead pages (available in the bottom left Resources section) are formatted to be printed on transparencies for classroom use.

Multimedia presentations keep students alert and focused. It would benefit your students immensely if they could hear a researcher's opinions, and read their original work. For example, Vision-learning's Atomic Theory I module "Atomic Theory: The Early Days," has links to J.J. Thompson, a renowned physicist, speaking about his work in the early 1900s. In addition, we provide links to a biography of Thompson and a history of his work, and information about how Thompson went on to mentor other atomic scientists, including Ernest Rutherford.

Chapter II “Upbringing of Educated and Intellectually Advanced Generation as the Most Important Condition of Sustainable Development and Modernization of the Country

International Conference “Upbringing of Educated and Intellectually Advanced Generation as the Most Important Condition of Sustainable Development and Modernization of the Country



INSTITUTE OF DIPLOMACY AND FOREIGN RELATIONS Ministry of Foreign Affairs Malaysia

The Republic of Uzbekistan had extended an invitation to the Director General of IDFR to attend the International Conference on “Upbringing of Educated and Intellectually Advanced Generation as the Most Important Condition of Sustainable Development and Modernization of the Country” held in Tashkent on 16-17 February 2012. The international conference was attended by top academicians from around the world. Malaysia sent a 13 member delegation including the Director General of IDFR His Excellency Dato’ Ku Jaafar Ku Shaari. The international conference was officially opened by His Excellency Mr Islam Abduganiyevich Karimov, the President of the Republic of Uzbekistan.

In his keynote speech, the President narrated about the importance of providing good quality education for the benefit of the younger generation in the future, especially in the republic itself. The republic could only have sustained

development and modernity if the people have the knowledge and expertise gained by having the opportunity to education at all levels right from junior school to higher education level. The President said “Our children must be stronger, more educated, wiser and surely happier than we are⁹”.

Apart from the official opening, the participants were later involved in seminar and discussions in six smaller groups with guest panellists briefing on several working papers on providing and improving education to the young generation. The participants were also brought on a tour to visit several junior and high schools and institutions which were provided by the republic’s Ministry of Education to see for themselves of the efforts taken by the government to ensure that the younger generation was given all the opportunity and the proper infrastructure to be advanced and modernized as aspired by the president himself. The international conference was successfully concluded on 17 February 2012.

Plenary and group meetings are planned in the second day. Such aspects as School Education – Basis of Intellectual Advancement and Formation of Modern Labor Market, Priorities in Development of Higher Education and Its Role in Modernization of the Country, Advanced information Technologies in Learning, Education and Science – Continues Links, and Education and Development of Culture will be thoroughly reviewed within the discussions.

At the first day representatives of international organizations carrying out educational programs in Uzbekistan, international experts and all participants of the conference could visit a number of colleges and higher educational institutions in the capital for to get familiarized with their activity and development.

⁹ Barkamol avlod – Mamlakatimizni rivojlantirishda xal qiluvchi kuch I.A.Karimovning “Yuksak bilimli va intellektual rivojlangan avlodni tarbiyalash- mamlakatni barqror taraqqiy ettirish va modernizatsiya qilishning eng muhim sharti” mavzusidagi xalqaro konferensiyaning ochilish marosimidagi nutqi. Xalq so’zi gazetasi 7-son 2012-yil 18-fevral

Hundreds of specialists and experts from dozens of countries around the world are taking part in the symposium. Uzbekistan National News Agency (UzA) reporters have spoken with a few of them.

Jai Dev Agarwal, Chairman of the Board of Governors at the Indian Institute of Finance, has suggested that the current international conference is important for the study of accomplishments made by Uzbekistan in many spheres, including education, for local and foreign colleagues to exchange views and experience.

“In Uzbekistan, the tremendous significance being attached under the leadership of President Islam Karimov to nurturing a healthy and comprehensively advanced generation and providing them with thoroughgoing education – a priority area of public policy – has been yielding tangible effects.

“Studying these results, especially in light of the consistent implementation of the Law on Education and National Program of Training Specialists, devised at the initiative of the head of your state, could well open up immense opportunities for other countries, as well.

“This conference is quite conducive to enquiring into the educational system in Uzbekistan and exploring through its appealing outcomes, to exchanging views and experience with academia and specialists from diverse countries.¹⁰”

“In light of this international conference one can witness the great attention being paid in Uzbekistan to advancement of education and fostering intellectually developed youth.

“As any one of us is aware, the clout any nation wields is contingent on the level of its education system and, significantly, on how well that system meets international standards in the area. A thorough study of the efforts undertaken in Uzbekistan and the experience accumulated on this front would be useful for other countries, too.

¹⁰ Uz Agency 21.02.2012 Development and Modernization in Uzbekistan

“The system is outstanding and has been yielding notable effects with its primary twelve-year compulsory and free, lifelong education and its professional dimension that takes into account the interests of students.

“The number of education institutions outfitted with latest equipment has been growing in Uzbekistan, and they are located in modern buildings. The attention and care rendered to young people of Uzbekistan, extensive strides made in the sphere of education cause admiration.”

2.2 Special Delegates visited to the Universities

The conference participants visited Turin Polytechnic Institute in Tashkent

The Transport and Telecommunication Institute rector professor Boris Mishnev visited Tashkent in February 15-17 by personal invitation of the prime-minister of Uzbekistan A.Aripov. He took part in the International conference “Preparation of Well-educated and Intellectually-developed Generation as an Indispensable Condition of Country Development and Modernisation”.



Islam Karimov, the president of Uzbekistan, delivered a report at this conference. More than two hundred rectors of the world-famous universities from all continents and the leaders of international organisations, facilitating the education development (U.N.O. , Asian Development Bank, Islamic Development Bank and others) took part in the conference. The conference participants got acquainted with the achievements Uzbekistan has in the area of education. Visiting the leading HEIs of Tashkent (Westminster International University, Turin Polytechnic University, Singapore University of Management Development, and so on) was in the conference programme.

Visiting the industrial park of Turin Polytechnic Institute



The conference participants visited

MDIS (Management and Development Institute of Singapore)

According to the Order of the President of Republic of Uzbekistan on 5th January 2012, # P-3777 to provide an extensive research and acquaintance of the international community with the achievements and results of implemented reforms in the field of continuing education in Uzbekistan, the state's role in the preparation of

highly educated, intellectually advanced generation on the 16-17 February, 2012 in Tashkent there will be held the International Conference:



"Preparing an educated and intellectually advanced generation - as a key condition for the sustainable development and modernization of the country". The International Conference will be held at the Symposium Palace, the National Library named after Alisher Navoi. The participants of the event are the key specialists, international experts operating successfully in area of education will pay visit from Korea, Japan, Australia, Singapore, the United Kingdom, Italy, Russia and etc.

We are delighted to inform that MDIS Tashkent will also be part of the vital event. The MDIS (Republic of Singapore) president, Dr. Eric Kuan will be one of the speakers and Mr. Chris Patton, the Pro Vice Chancellor, International and Enterprise, Southern Cross University from one of our partner Universities will also actively participate, both of them have already submitted their articles for the official event catalog. Moreover within the scope of the International Conference MDIS Tashkent is honored to host the participants of the event.

2.3 Delegation's thoughts about Conference

The conference included plenary and sectional sessions featuring members of major international organizations such as the World Bank, the UNDP, the Islamic Development Bank, the German Academic Exchange Service (DAAD) as well as education experts from France, Italy, Japan, Russia, Singapore, South Korea, the UK and other countries.

Prior to the conference, the participants visited several general education schools, academic lyceums and vocational colleges to learn of their activities and to exchange experience and opinions about Uzbekistan's achievements in training specialists.

The members of the Fund Forum and its partners presented reports at 6 sectional sessions as well as information stands focusing on their activities in education and upbringing a young generation in Uzbekistan.



The activities of the SISF were presented in Sections 1 and 3 while Yangi avlod forumi of the Fund Forum presented projects seeking to develop school and pre-school inclusive education for children with disabilities through creating mixed group and classes at pilot nursery schools and secondary schools in Uzbekistan. In an effort to support institute and university students the Fund Forum has run a series of educational projects and organized various workshops and training sessions. More specifically, over 9,000 young people have participated in the Educational Grants

Program since it was launched 7 years ago. The SISF also oversees Manager Project which offers a series of training sessions geared for aspiring managers and seeking to teach skills crucial to successful business management and social project management.



At section 2, a member of the Youth Employment Center (YEC) delivered a report – Professional Education and Formation of a Modern Labor Market – which focused on the center`s efforts and accomplishments. The YEC gave itself the goal of training graduates for employment with the use of innovative methods and approaches, organizing training and internships for the alumni and collaborating with international organizations.

Kelajak ovozi YIC presented its projects in Section 4 of the conference and underlined that it works to implement innovative projects and to provide further support for the winners of Kelajak ovozi Contest in various categories.



Doctor Akbar Hakimov, the Director General of the First Tashkent Cinema Forum, in his speech that focused on artistic education and development of the creative potential, pointed to the necessity for cultural education and untapping the youth`s creative potential.

Haruhiko Kuroda, the president of the Asian Development Bank (ADB):



“I`m happy to be part of this conference. ADB`s cooperation with Uzbekistan has yielded impressive results in spite of the economic crisis. The Uzbek model of education development reveals not only brand new educational facilities, technologies and equipment but also quality education and highly qualified teaching personnel. And this conference, which has brought together high-caliber specialists in education is very opportune.”

Noeleen Heyzer, Under-Secretary-General of the UN:



“Famous Uzbek poet Alisher Navoi once said that any country`s wealth is its people and that people should have equal rights to education. Education is the primary factor and indicator of a country`s development; it`s a guarantee of its

prosperity. Education opens opportunities for young people to demonstrate their skills and to work for the benefit of their country. Uzbekistan has shown considerable success in this respect.”

Viktor Sadovnichy, rector of Moscow State University:



“Uzbekistan has been famed since ancient times for its rich cultural traditions. The people of Uzbekistan have always cherished education as evidenced by the works of prominent Uzbek scientists and thinkers. We have been collaborating with Uzbekistan for quite a while now. Moscow State University has a branch in Tashkent where many talented and promising students are being trained. There are many students in Moscow who study Uzbek history, culture, language and traditions and travel to Uzbekistan to hone their skills and boost their knowledge. I think that this sort of experience exchange is very important to education development both in Russia and Uzbekistan.”

Ahmed Mohammed Ali, the president of the Islamic Development Bank:



“I would like to express my thanks on behalf of the Islamic development Bank to the people of Uzbekistan for your hospitality. Uzbekistan is

continuing the rich legacy of its eminent predecessors and scaling new heights in many areas year after year. As many participants have noted, Uzbekistan has a very high statistical level of education, and I believe this is a very impressive achievement secured by Uzbekistan.”

Progress in Central Asia

Twenty two years ago the world pledged to achieve universal primary education and to reduce global illiteracy.

It has been 12 years since the Framework for Action to Achieve Education for All was agreed. That’s long enough for a child to have started and finished their primary and secondary schooling.

With just three years left until 2015 – the deadline for both Education for All and the Millennium Development Goals (MDGs), it is time for a last big push. We need to ask ourselves how many children have had this opportunity? How many have we equipped to seize the possibilities of the 21st Century?

In Central Asia we have done quite well – with some progress towards universal primary education, higher literacy rates, and reduced gender gaps. On the other side of the equation, however, this progress has been uneven across and within countries.

On the goal of universal primary education for instance, progress has been made with the net enrolment ratio for the sub-region having reached 90% in 2008, indicating that countries continue to struggle to reach the last 10% of children.

Central Asia’s adult literacy is near-universal at the average rate of 99.4%, which is higher than the world’s average of 83.7%. However, more than 330 000 adults remained illiterate in 2009, of which almost 67% were women.

At least as important as access to education however, is the quality of education delivered. We have seen good improvements in the number of pupils per teacher – with teacher recruitment at the secondary school level in Central Asia having risen by 11% between 1999 and 2008.

Education and Modernization

The theme of this Conference is that education is a key condition for modernization and sustainable development. I want to take this opportunity to thank the Government of Uzbekistan for making such a clear link between economic development and education.

In a country where youth make up almost 60% of the population, successful modernization means tapping into the youth dividend. With more than 1600 vocational colleges around the country, improved out-of-school education and new programmes to partner with other education systems, there is a clear shift in emphasis from quantity to quality of learning.

Initiatives like these are also important first steps to achieve the goal of building Tashkent into a hub of educational excellence for Central Asia.

By investing in education – in life-long learning – we build human capital and equip people to make the leap into the new global economy. We develop in them the skills and know-how to attract foreign investment, to generate new jobs, and to build shared prosperity.

Central Asia stands at a crossroads. Asia is investing in itself to sustain its economic growth by increasing regional connectivity, closing its development gaps, and investing in social development, green growth, and sustainable agriculture. Great opportunities are emerging as Asia creates stronger, more integrated regional economies.

Conclusion

Clearly the message from this conference in Uzbekistan, and from Central Asia as a whole, is that investment in education is a critical part of a smart development strategy, and it can help us to leap-frog into the modern economy and a sustainable future.

Having analyzed the theme of my research work, having studied several resources on the given topic and having seen the works of other scholars about the multimedia and its use in education and especially in teaching I came to the conclusions below:

1) The term Multimedia is said to date back to 1965 and was used to describe a show by the Exploding Plastic Inevitable. The show included a performance that integrated music, cinema, special lighting, and human performance. In the 1993 first edition of McGraw-Hill's *Multimedia: Making It Work*, Tay Vaughan declared, "Multimedia is any combination of text, graphic art, sound, animation, and video that is delivered by computer. When you allow the user – the viewer of the project – to control what and when these elements are delivered, it is interactive multimedia. When you provide a structure of linked elements through which the user can navigate, interactive multimedia becomes hypermedia."¹¹

2) The use of multimedia in education has been extensive, as it has been effective in increasing productivity and retention rates, where research has shown that people remember 20% of what they see, 40% of what they see and hear, but about 75% of what they see and hear and do simultaneously. It is now permeating the educational system as a tool for effective teaching and learning. With multimedia, the communication of the information can be done in a more effective manner and it can be an effective instructional medium for delivering information. A multi-sensory

¹¹ McGraw-Hill's *Multimedia: Making It Work*, Tay Vaughan

experience can be created for the audience, which, in turn, elicits positive attitudes toward the application. Multimedia has also been shown to elicit the highest rate of information retention and result in shorter learning time.

4) Most teacher advocates of audiovisual aids have made similar observations on the primary and secondary level as well. An effective teacher knows the secret of AV instruction is to utilize the unique capability of each medium. This can only be accomplished if the teacher is willing to put in the necessary planning and effort. The rewards can be considerable. Once a technique is mastered, its use can free the teacher for the many classroom activities in which human interaction is still, and always will be, vital.

Students respond to information differently. Thus, it is often to our advantage as teachers to use many different formats and modes to teach the subject matter of a lesson. This is why teachers normally use some combination of lecture, text and hands-on laboratory for conveying information. With the advent of the Internet and the multiple formats that can be communicated over the World Wide Web, we now have several new and exciting ways to present information. The Web allows the incorporation of animation, moving pictures, and sound into lessons, which extends our abilities to present materials that encourage student interaction with the subject matter. Pictures and animations help bring to life scientific principles, and multimedia allows students to take a more active role in learning: they can watch experiments in action, see microorganisms up close, and use a mouse or keyboard to navigate images, simulations and interactive material. One of the advantages of using multimedia is to convey information quickly and effectively to all students – and keep them interested in learning.

5) Multimedia materials in the teaching of foreign culture are of inestimable value. I have discovered that these aids are extremely effective; especially at a time when the visual media seems to dominate all our lives and, as such, that this visual conditioning

communicates to us with greater sharpness and impression. It must be kept in mind that multimedia materials serve the teacher only as supports to his lectures and the assigned required readings; nevertheless, they are essential graphic portrayals of the British life which could not be otherwise experienced by students other than through travel to the UK. Student evaluations both essay and objective, of the multimedia used in the course attest to the effectiveness of their use in the classroom.

So, as we are living in the 21st century we must use all opportunities that we are given. Teachers of this century have the opportunity to engage students like never before. Multimedia resources, such as interactive online games, video clips, pod casts and sets allow them to address a range of learning styles and meet the needs of every student.

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APPENDIX

Comprehension check

- 1 How to do plan International Conference?
- 2 How to organize International Conference?
- 3 What is a subject of International Conference Association?
- 4 What do you know about the role of multi-media?
- 5 When was last International Conference held in Tashkent?
- 6 What was aim of holding International Conference on Educational System of the Republic of Uzbekistan?
- 7 What Universities did Special Delegates visit to?
- 8 Give an example of delegate's thoughts about Conference?
- 9 What do you know about Education system of the Republic of Uzbekistan?
- 10 What do you know progress in Uzbekistan?

Glossary

Supplies	Prospective
Contingency	Multi-media
Substitution	Representation
Inspiration	Variable
Webmaster	Interactive
Competitiveness	Foreign Affairs