

**ORGANIZING EDUCATION USING MEDIA TOOLS
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Abstract: *This article briefly discusses the use of innovative technology (in multimedia) in preschool education, the organization of education using information technology for the students of preschool education organizations, and the development of basic knowledge skills in them using communication technologies.*

Key words: *Pre-school education, technologies, multimedia, children, skills, psychology, communication technologies.*

In today's era of increasing information and advancing technical tools, teachers should not limit themselves to textbook-based information when presenting topics. It is crucial to use projection visuals, electronic textbooks, internet resources, and animations prepared with various software to enhance the teaching process. There are different approaches to organizing education based on information transmission systems. The integration of various computer-based multimedia technologies and advanced teaching techniques into the global computer network system represents a modern solution to the rapid growth of information and knowledge in contemporary society. From a psychological perspective, the learning process consists of two main activities—teaching and knowledge acquisition. Computer-assisted education is generally divided into two main classes: instructional programs (learning environments) and tutorial programs. As we know, the educational process involves various uncertainties, making it impossible to consider it a strictly defined process like production or problem-solving. Therefore, the theory of fuzzy sets should be applied when modeling this process. First, it is necessary to determine the level of representation of educational systems and electronic guides in computing machines. Creating a learning environment requires

special attention to developing convenient tools that regulate student interaction with the system. In addition, visualization tools that represent the studied object or process should be developed. The concept of visualization refers to the ability to present learning tasks in a visual format that closely resembles real-life situations. These tools can be collectively referred to as the user interface. Electronic guides, developed using advanced information technologies, not only replace traditional printed learning materials but also help address instructional challenges. The synthesis of text with interactive dialogue and the enrichment of multimedia effects create a pedagogical system that facilitates student learning. Furthermore, electronic guides offer flexibility for learners, allowing them to structure lessons at their own pace. The system can continuously monitor a student's level of preparedness and academic progress. This monitoring is essential not only for students but also for the system itself, as it helps construct a model of the learner. In this process, the user can observe their own progress and shortcomings while working with a computer. Computer technologies are rapidly integrating into the educational process. Their main goal is to enhance the productivity of both teachers and learners, as well as to improve teaching and independent learning effectiveness. Computer technologies can be applied in both narrow and broad senses: first, as a teaching tool, and second, for broader educational purposes. The development of future educational systems has progressed in parallel with the advancement of technical tools. The emergence of personal computers capable of displaying colored images, graphics, and video information has laid the psychological foundation for creating a technical learning environment. The use of computing machines in education serves two primary purposes: first, to introduce advanced information technologies into the system, and second, to ease the pedagogical workload within the system. Another important aspect is that computer-based education allows for open learning, which enables continuous renewal of educational content. The debate over whether computer technologies should fully encompass educational processes remains ongoing.

Scholars hold differing opinions on this matter. Some argue that the distinctive feature of computer-based education lies in its ability to receive and process high-level expert knowledge. Unlike traditional education, which mechanically reflects knowledge acquisition, computer-based education enables students to master the mechanisms and principles of applying knowledge, ultimately forming skills and competencies. Others suggest that computerization not only enhances cognitive development but also influences self-awareness, motivation, and emotions.

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