AMERICAN JOURNALS
Open Access, Peer Reviewed Journals

American Journal of Pedagogical and Educational Research
ISSN (E): 2832-9791| Volume 19, | December, 2023

THE MAIN ASPECTS OF HYPERTEXT TECHNOLOGY AS A CONCEPTUAL MODEL OF INFORMATION STRUCTURING

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A B S T R A C T

Currently, modeling is of a general scientific nature and is used in the study of living and inanimate nature, in the sciences of Man and society.The main purpose of scientific models is to explain the sum of information related to the subject of knowledge. Therefore, it would be wrong to see the main purpose and function of the model only as a means of obtaining information about the prototype. Explaining an object using its model means gaining new knowledge about it.

K E Y W O R D S

Model, modeling, hypertext, links, interactivity, information systems, interconnection, data structure construction.

Introduction

The development of science is accompanied by cooperation of ideas of different disciplines, exchange of experience, theoretical concepts, use of complementary methods, etc. Conceptual, phenomenological and mathematical models of the studied phenomena are increasingly becoming a common language that ensures mutual understanding. Since there is often no common paradigm for research methodology, different interpretations of the models themselves appear.

At the same time, the models created and used in science are a form of a certain systematized expression of empirical material, its introduction into the framework of theoretical knowledge. An important task is to clarify the relationship between scientific models and theories. However, models are often interpreted as cognitive phenomena based only on formal methods, although they are isolated in the process of knowing objects, based on real analogical relations.

In the terminological dictionary of computer science, the essence of the model is defined as follows: "A model is a general scientific concept that means an ideal and physical object, the analysis or observation of which makes it possible to learn the important characteristics of another person. the phenomenon, process or object under study" .

The model acts as an intermediate link through which practical and theoretical knowledge about the object of pedagogical reality is mediated. Through the model, information about the pedagogical object is summarized, and in the model itself it is in a formalized, synthetic form. The basis of pedagogical modeling is mental construction.

Usually, the object cannot be covered by direct research, or the object is so complex that direct experimentation is useless, or working with a model is an operation. in cases where it is determined that it is more convenient than doing, he resorts to the method of models. only with concepts. In this

case, the subject chooses a suitable object from nature that can replace the studied phenomenon according to its characteristics, or builds a technical unit to replace it, or develops a special system of abstract conceptual symbols. a relatively complete and independent theory. The model represents the subject not directly, but through a set of target actions of the subject. Such activities can be broadly reduced to the following procedures: a) building a model; b) experimental and (or) theoretical analysis of the model; c) comparing the analysis results with the characteristics of the original; d) identify the differences between them; e) adjust the model; f) to interpret the information obtained in this way from the point of view of originality, to explain previously unknown features and connections identified in it; g) practical verification of the result of modeling and the method of building the model, its level of adequacy and representativeness.

Thus, the procedures and operations performed in the modeling process are not limited to studying the model and obtaining information about the original. The information obtained through the construction and analysis of the model, in turn, must be interpreted in terms of the prototype, that is, the latter must be explained and understood using the model.

The main purpose of scientific models is to explain a set of data related to the subject of knowledge. Therefore, it would be wrong to see the main purpose and function of the model only as a means of obtaining information about the prototype. Explaining an object using its model means gaining new knowledge about it. Therefore, when defining the concept of a model, it is preferable to use the term "knowledge" instead of the term "information" found in the definitions of the model proposed by a number of authors (Stoff V.A., Uemov A.I., etc.).

Of course, this does not prohibit the use of the term "information" in the definition. But when we talk about the final result of modeling, we must always remember that such a result is formalized in the form of a certain inferential knowledge, each scientific model receives a certain data load. There are no models without such a load. The content of the modeling process includes information and fact processing, analysis and systematization. It is possible to identify new properties and dependencies between the parameters of a modeled object in models, or to predict its motion under strict environmental conditions when a non-uniform dataset is reduced to a common object, the information is explained, and the latter is examined.

The gnoseological essence of scientific models is that they represent a systematic visual expression of an image or knowledge about a group of homogeneous objects or parameters that characterize their functioning. This aspect of modeling usually takes the form of the model's adequacy to the prototype and is reflected in the above definition of the model.

But the requirement for adequacy does not always indicate the strength of the model, and in the case of "ideal objects" as unique forms of mental models, such a requirement is not necessary. It is known that ideal objects such as the ether model, the ideal fluid, etc.had no physical analogues and nevertheless played a very positive role in the history of physics and had a significant impact on the direction of scientific research.

Many examples suggest that the theory can often be constructed through heuristic reasoning based on ideal objects. They show that models do not exist on their own, separated from the mental functioning of people. A subject who refers to Ideal objects, "models", as if it were his process of theoretical thinking.

From this point of view, it is appropriate to show in the definition itself the dual dependence of the content of the model: on the specifics of the object being modeled and on the goal (assignment) for

which the modeling subject is given. The conscious goal of pre-objective knowledge of the objective content of object reflection plays a role of leadership and determines the way in which this content in the model is replaced. But this is one side of it, a prerequisite for modeling.

The second side of the Model concept is the study of the model, its use as a means (or means) of cognition, obtaining information, interpreting it, ensuring its representativeness, determining the degree of compliance of the model form with the choice.

Hypertext, as one of the important parts of today's information technology, is a conceptual model created to structure and allow information. It offers an ideal way to link data, create interconnections, and improve users ' ability to find and read effective information.

The main aspects of hypertext are: Divisions and parks: in Hypertext, data is compiled through divisions and parks. The units assist in the delivery of information to the desired part, while the links serve to pass through links to other information.

Links and directions: the first and most commonly used feature of hypertext are links. This makes it possible for users to switch from one information to another, gain additional details, or become familiar with other information.

Interactivity and applications: Hypertext is interactive and allows users to link data to other data, retrieve additional data, or add additional annotations to the data. Applications help to understand the information in hypertext more detail.

Multilayered data: Hypertext data is multilayered and contains a large amount of information on a subject. Users can explore similarities and differences to information in different aspects of a single topic.

Information system: when compiling Hypertext data, the information system is layered, helping to define the subject and content of each information. This makes it possible to find user-friendly and fast information.

These are the main aspects, which make up the majority of hypertext and allow users to simply find important information in a quick and simple form. Along with the creation and development of hypertext, information systems and data flows are becoming more important.

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