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METHODOLOGY FOR DEVELOPING MEDIA COMPETENCE OF STUDENTS IN EDUCATIONAL TECHNOLOGIES

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ABSTRACT

In this article, the method of developing media competence of students in the science of educational technologies in the modern socio-cultural situation, media education as a pedagogical direction, at the same time, is expressed as an integral component of fiction, art culture and history, psychology, art, cultural studies, adequate selection of media information, full understanding of it it is about the basis for the formation of the ability to create, compare and creatively use media text, critical and independent evaluation skills, and the basics of their practical use in all spheres of human activity.

KEYWORDS

Resource, methodical, verbal, non-verbal, interactive, slide, graphic, didactic, media competence, hypertext, intellectual, audio-visual, media education, gamification.

INTRODUCTION

The current stage of the development of the system of higher education organizations in our country sets qualitatively new requirements for the content and methodology, and for increasing its efficiency. Based

on these requirements, large-scale work is being carried out to create an educational system that meets the priority directions of socio-economic development of our country and the requirements of international

standards. According to the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" No. Special attention was paid to the issues of establishing a technical personnel training system, individualization of educational processes based on digital technologies, development of distance education services, wide implementation of webinar, online, "blended learning" and "flipped classroom" technologies.

The main results and findings

In the implementation of these tasks, attention is paid to many important aspects of training of young professionals, which are directly related to the improvement of the prerequisites for the preparation of students studying in higher education institutions, the orientation of the field in accordance with the changes in the digitization of the society, and the training of personnel for the digital society. At the current stage of the development of our society, the social need for creative professionals with a wide range of thinking skills is increasing. The creative activity and thinking of a specialist, the solution of problems such as design, evaluation, rationalization depend to a large extent on the content and methods of training future specialists. Formation of intellectual potential, preparation of a competitive specialist capable of solving professional problems independently and

creatively, being aware of the professional activities of personal and general education are the main tasks facing professors and teachers of higher education institutions. The increase in the amount of information processed by the student puts a burden on the memory, which means that the assimilation of a very large amount of information at the same time is carried out only with the help of innovative educational methods.

In this regard, in order to achieve the effectiveness of training, it is necessary to introduce innovative educational methods and technologies of teaching. Innovation is the application of new content and new teaching methods. Educational methods are the ways of interrelated activity aimed at mastering knowledge, skills and abilities related to development and progress of professors and students in the educational process. Innovative educational methods encourage students to practice and think, the most effective innovative methods of teaching are used in order to increase the quality of specialist training, increase the cognitive activity of students, reveal their creative potential, and organize the educational process at a high level. As the main goals of these innovative methods, it ensures the exchange of information necessary for the development of media competence in future vocational education teachers, from the information-analytical function that allows to determine the process and trends of media competence

development, to identify existing difficulties and to find ways to eliminate them, to an important professional classification of successful activities in the media environment. with the help of media that create conditions for the development of aspects, from the professional-developing function that expands the professional worldview and lays the ground for their

independent knowledge acquisition in the future, and also introduces successful flexibility in the media environment, is aimed at activating personal qualities that are applied to professional activity by creating situations, serves to work with media information and search for the necessary information directional-flexibility function was used.

Table 1

Nº	Subject of training	Media competence development technologies	Means
1.	Subject, purpose and tasks of "Educational technologies" science. "Educational technologies" science as an independent field of pedagogy	Theoretical, Experience is productive, Creative	Mass media
2.	Peculiarities of the educational process	Theoretical	Mass media
3.	Interactive strategies of education and problem-based learning.	Experience is productive	Media resources of education. Analysis of media texts
4.	Educational technologies in accelerating student activity	Creative	Audio educational tools
5.	Science-oriented and person-oriented technology of education.	Theoretical	Media resources of education. Analysis of media texts
6.	Technologies in the organization and effective management of the educational process.	Experience is productive	Media environment
7.	Educational tools as a structural element of educational technology.	Creative	Media resources of education. Analysis of media texts
8.	Technologies in the organization and effective management of the educational process.	Experience is productive	Media resources of education. Analysis of media texts

9.	Qualification requirements for vocational education teacher.	Theoretical	Media resources of education. Analysis of media texts
10.	Technologyization of the educational process. Pedagogical technologies as educational technologies.	Creative	Visual educational tools
11.	The theory and characteristics of the innovative activity of the teacher. Activity and pedagogical skills of the teacher.	Theoretical	Visual educational tools
12.	Scientific basis of organization of teacher's work.	Theoretical	Audiovisual media education
13.	Application of educational technologies in teaching special subjects Designing educational technology	Experience-productive, Creative	Scene and scenario
14.	Case study technology of education	Experience-productive, Creative	Scene and scenario
15.	Methodology of modular teaching of professional subjects	Theoretical	Media stereotypes
16.	Test task development technology	Creative	Media environment
17.	Techniques of graphic organizers	Experience-productive, Creative	Media stereotypes
18.	Computer teaching technology	Experience-productive, Creative	Media environment

Media environment - a set of hardware and software designed for storage, processing and transmission of media texts that provide certain work procedures and conditions for performing its tasks;

Mass media - technical means of creating, recording, copying, reproducing, storing and distributing information for a mass audience.

Audiovisual media education - technical tools and media texts designed for visual and auditory effects and perception in the educational process.

Visual educational tools - technical tools and visual texts designed for visual impact and perception in the educational process.

Audio educational tools are technical tools and media texts designed for auditory effects and perception in the educational process.

Media stereotypes (from Greek stereos - solid and typography) words (media stereotypes) are schematic, average, familiar, stable ideas about genres, social processes, events, ideas, people that dominate in media texts intended for a mass audience.

Scene (scene) - a part of a media text limited to a place, actions.

The script is the literary basis of the media text.

In these sections, the methods, tools and forms of organization of topics used in the teaching of the proposed topics, didactic conditions for the development of media competence in future vocational education teachers are presented.

We present sample tasks and tests on types of media assignments (theoretical, experiential-productive, creative). This set of assignments is reflected in detail in the content of the textbook "Educational Technologies" and the manuals "Methodology of Vocational Education" prepared by the author.

It is recommended to use the didactic and methodical requirements for the use of software tools with a media environment in the development of media competence of future teachers.

Electronic educational publications (EUN) are educational publications that are presented in electronic form on digital carriers (CD, DVD) and are used in the educational process. textbooks containing

information, training manuals, teaching-methodical manuals, electronic information-educational resources and other teaching-methodical materials, as well as published works are included. Electronic educational publications create the necessary conditions for effective use of the following opportunities in the educational process:

- formation of educational tasks;
- description of the content of the educational material;
- organization of knowledge acquisition;
- feedback;
- control of cognitive activity;
- to prepare for the next stage of educational activity organization.

There are techniques, software, and developments that enable the creation of electronic learning resources. Electronic textbooks are considered ready-made multimedia material and are usually created using an authoring environment in HTML - hypertext format in a certain programming language.

Electronic information educational resources are prepared in On-line and Off-line versions.

A number of requirements are followed when creating electronic information educational resources.

Pedagogical requirements for the creation of electronic information educational resources:

- audio files, animation, emotional impact, etc., in order to ensure easier assimilation of the studied course material, unlike textbooks in paper version. enrichment with;
 - matching the student's level of knowledge and professional competence;
 - created taking into account the emotional and physical potential of the student;
 - visualization of the subject using animation or other similar audio-visual means (starting the visual receptor) as much as possible in accordance with the content of the lesson;
 - free of large amounts of calculations;
 - paying more attention to the content of the studied subject, creating conditions for solving problems and examples;
 - to create an opportunity to control oneself in the section of topics at any stage of the studied subject;
 - to create an opportunity to transfer the written work prepared on the studied subject to any information carrier, to present it using a disk or another information carrier;
 - the use of keywords, additional literature, hyperinstructions and help functions within the scope of the study of science.
 - Educational and methodological requirements are also set for the creation of electronic information educational resources. They are:
 - solving a large number of problems or analyzing by changing primary data, using graphic interpretations;
 - creating conditions for the teacher to conduct the lesson as an independent lesson, in this case participating in the role of a student advisor;
 - to give the pedagogue the opportunity to control the level of knowledge acquired by students with the help of tests of different complexity (formulated according to the level of complexity);
 - creating an opportunity to prepare for classes in a convenient way for the pedagogue (slides, text, teaching (presentation), video material, etc.)
 - Electronic information educational resources must be able to perform certain functional tasks.
- Therefore, functional requirements are also imposed on their creation:
- content - similar to a paper version of a book, with the possibility of searching for keywords, enriched with additional information that complements the subject;
 - flexibility (depending on the learner's mastery level, returning the subject, working on the subject at an individual pace);
 - the possibility of multi-terminal static data analysis;
 - ability to analyze the frequency of student use of electronic information educational resources, test results, correct answers, in which questions he made more mistakes;

- interactivity - imitation of natural communication (having the opportunity to feel the presence of a pedagogue by establishing a dialogue between the text of electronic information educational resources and the student, using questionnaires, verbal, non-verbal, voice, etc.);
- control and analysis (the ability of electronic information educational resources to understand and help to understand the essence of the questions asked by students, to create an opportunity to control the level of successful mastering of the educational module);
- providing feedback and individuality (creating an opportunity to correct mistakes and deficiencies made by the student in mastering the educational module with the help of supplemental and advisory programs during the educational process).

CONCLUSION

Therefore, the following are the functional requirements for the creation of electronic information educational resources:

According to N.A. Muslimov, electronic information educational resources, which are the most common type of electronic information educational resources, must meet the following requirements:

1) able to meet the requirements for the publication of the curriculum and educational and methodological

works (approved by the Scientific and Methodical Council of Higher Education Institution);

2) the fact that electronic information educational resources are prepared as an electronic version of a methodical manual that is presented for the first time or previously published in a specific field, and that the content belongs to a general or special course;

3) possession of a volume sufficient to reveal the content of a certain educational course (or its part) and to achieve educational and methodological goals;

4) possession of visual elements that help to achieve educational and methodical goals (possibility of using the computer's multimedia capabilities to the maximum extent);

5) taking into account the feature of viewing the material on the monitor screen and placing it on the network;

6) the presence of hyper-instructions in the text, the indication of WEB sources and other information resources in necessary cases;

7) the presence of control questions that ensure an independent assessment of the student's mastery of the material;

8) working in many languages and creating special conditions for students with disabilities.

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