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THE CONCEPT OF EFFECTIVE USE OF MEDIA IN EDUCATION

Submission Date: Sep 04, 2024, Accepted Date: Sep 09, 2024,

Published Date: Sep 14, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue09-04>

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ABSTRACT

The article considers ways of using media in the educational process taking into account their functional load, specificity and psychological and pedagogical aspects of media use in education. The article also analyzes the teacher's readiness to use media in professional activity, the main components of readiness: information support, goals, motivation, activity.

KEYWORDS

Communication, Internet portals, multimedia, media education, media resources, media products.

INTRODUCTION

Taking into account the functional load, electronic media can be used as an educational tool as follows:

- means of special processing of traditional tasks. First of all, this refers to the field of hypertext processing. For example, creation of messages, reports, multimedia presentations, etc.
- learning aides: work with electronic dictionaries, encyclopedias and subject-specific Internet portals.

Due to the various possibilities of media in presenting learning materials, the use of media as a means of visualizing the subject matter is expanding

Communication (e-media provides communication between computers located locally or around the world, often in the form of so-called e-mail or videoconferencing, allowing children and teachers to communicate across borders and distances. It can be used to communicate across borders and distances. Communication also involves taking information over the Internet and making it available to others, that is,

the simultaneous consumption and production of information.

It is a tool for modeling reality to reveal complex relationships that cannot be recognized through simple observation. Electronic media, by creating artificial worlds, enable research on a new scale, including pedagogical research.

An example of how electronic media can be used as a means of processing educational material is a PowerPoint presentation. This is one of the most popular formats today for presenting independently completed assignments, reports, messages, etc. The use of PowerPoint can be more effective only if teachers and students follow the curriculum, the preparation of the presentation, its design and psychological aspects, as well as this program. Realizing the didactic principles of visual learning at a new level can motivate students only if they know how to use these resources.

The material presented in the form of electronic presentations significantly expands the possibilities of traditional textbooks through the use of audio and video accompaniment, animation effects. When working with computers, students use both auditory and visual perception channels, which increases not only the volume of perceived information, but also the intensity of its assimilation.

The second interesting way of using electronic media as teaching aids is specialized computer programs aimed at the formation of certain skills and competencies, and Internet portals that offer a wealth of material on a variety of topics of the discipline under study. In addition to specialized websites and portals,

important and interesting teaching aids are videos, feature films, documentaries and video clips.

As a means of communication, modern technological devices offer ample opportunities for organizing international projects based on e-mail, videoconferences, etc. Along with joint communication projects, students can work independently to improve their knowledge in their chosen field. For this purpose, a wide variety of courses are available online for different students, both for self-study and for teacher-led learning (distance courses).

Electronic media act as a tool for modeling reality, allowing students to make virtual journeys to different cities and countries, to get acquainted with the traditions and culture of peoples, to see the main tourist attractions without leaving their home, hometown, school or institute.

Modern technological devices make it possible to realize constructivist demands for authenticity, multiplicity of learning situations and autonomous acquisition of knowledge in situations of social interaction and cooperation.

They are increasingly seen as tools for self-learning. Such tools (“cognitive tools”) make it possible to

- present different perspectives on aspects of the learning content and its comprehension
- prepare individualized tasks and ways of doing them; and
- motivate learners to solve specific problems;
- make realistic demands in specific situations;
- Implement cooperative learning in groups;

- Delegate management and control of learning to the learner;

The concept of readiness to use media in the professional activity of a teacher, the main components of readiness: information support, goals, motivation, activity.

Informatization and “internetization” of the educational environment today is the most important task of the state. The central figure in the informatization of education is the teacher. Successful realization of these directions depends on the active participation of all participants of the educational process in this process. Effective use of modern information technologies, their competent integration into pedagogical processes and the creation of a unified information environment in educational institutions will make it possible to move to a new, modern paradigm of education.

Undoubtedly, the question of how much the teacher's role and functions will change in connection with the stated transformation is relevant in the educational process, which is increasingly influenced by the global process of informatization of society. The answers to this question represent a fairly wide range of opinions, often diametrically opposed to each other. There are fears that modern media and communications will completely replace teachers and that teachers will only be able to play the role of observers and consultants. On the other hand, others believe that none of the types of media that exist today will be able to replace teachers in the foreseeable future and that in any case they will have only a supportive and educational function. Whatever the position, it is obvious that modern technological progress makes new demands

on the personality, professional qualities, functions and role of the teacher in the educational process.

Considering didactic and pedagogical potential of electronic media and the opportunities they provide, first of all, it is necessary to talk about such qualities as productivity, interactivity, ability to model, individualization, communicability and multimedia. Thanks to them, modern technical means can imitate the teacher's activity to a certain extent. However, none of the modern technical means can claim to be a teacher-educator, despite the many undeniable advantages that open up new opportunities in the educational process. For example, computers can fulfill several functions of a teacher. Analyze student behavior, prompt, ask and answer questions. At the same time, the range of questions and topics, as well as options for consideration are predetermined. . teacher can answer any question, including a question that is not quite good, in a way that is appropriate to the abilities of his students, taking into account many external circumstances and characteristics of the students' personality.

According to popular surveys, most teachers theoretically realize the necessity of media education for schoolchildren and the importance of introducing modern mass media and communication into the educational process, but the share of those who use mass media in their work is quite high, either very rarely or not at all. Perhaps, this situation is caused by a number of reasons, but not the least role here is played by the unpreparedness of teachers to use modern technological means in their educational activities. Therefore, we believe that teachers' interest in the latest technological achievements and the formation of an adequate understanding of the new role to be played by the teacher in the ever-changing information

environment is an important moment of retraining in a modern general education school.

The structure of teachers' readiness to use electronic media in the teaching process includes, in addition to motivational elements, the following elements

- Goals (a clear idea of the purpose and possibilities of using electronic media in the process of teaching a particular discipline);
- Information base (knowledge of modern media, relevant products and resources, didactic and pedagogical competencies, psychological and pedagogical peculiarities and methods of use);
- an activity base (the ability to use different electronic tools and to create one's own educational media products).

New media have led to the creation of new forms of knowledge management and organization. Traditional forms of transmitting educational information are increasingly criticized. Declarative knowledge is no longer necessary, it is necessary to encourage learning as a process and to create favorable conditions for it. Traditional learning is based on the teacher's mastery of structured content and its transfer to the learner. Learning in the information society requires more activity on the part of learners themselves, who learn skills, methods and techniques of self-learning. The rejection of strict instructions creates an interaction centered on the learner himself, his individual abilities and idiosyncrasies.

Learning according to new principles means autonomy, cooperation, interactivity and creativity. New learning can be facilitated by introducing new forms of learning, creating new roles for teachers,

actively introducing new technological tools into the learning process, and providing free access to media resources. The realization of such a paradigm shift depends largely on the willingness and initiative of teachers to work with different media.

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