



# Methodological Possibilities of Using Media Educational Technologies to Increase the Professional Activity of Future Primary School Teachers

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**Abstract:** The article provides analytical coverage of didactic requirements for modern pedagogy, students' professional training in media education technologies, pedagogical principles of media education, effective innovative methods and didactic recommendations. It has been scientifically analyzed methodological possibilities of using media educational technologies in increasing the professional activity of future primary school teachers.

**Keywords:** media education, information, primary school, innovative tools, pedagogical technology, innovative approaches

*Date of Submission: 07-11-2021*

*Date of Acceptance: 10-12-2021*

## INTRODUCTION

Protecting society from various ideological and ideological threats in the process of globalization, educating spiritually mature, highly intellectual youth, mature professionals, teachers of educational institutions to keep pace with the times, scientific and methodological research, tireless work doing so requires a creative approach to each training session. In the new era of today's so-called "information age", the modern teacher must constantly increase their knowledge, collect and analyze information, process and transmit information, solve problems and disagreements, make independent decisions. It is important to adopt, socio-economic cooperation, use advanced technologies and put them into practice. Also, the teacher should be ready for the ability to work at school, to apply their knowledge in practice, to be aware of the technologies used in everyday life, to think deeply about the problem and increase their knowledge, to cooperate with the work team and professionals, use modern technology to make decisions, solve problems and create new ideas when needed"<sup>1</sup>.

## The Main Part

Innovative information and communication technologies, media education technologies play an important role in the implementation of these aspects. Indeed, the level of readiness of a teacher to use modern teaching methods and information and communication technologies in his / her work is an important component of their professional competence. Therefore, the problem of education today can be considered a global problem. Its ideals, goals, content, methods, technologies and

<sup>1</sup> Usmonaliyev R., Allayorov T. O'qituvchimedia kompetentligishaxsiyvakasbiyrivojlanishomilisifatida. // Zamonaviyta'lim. – T., 2015, № 9, -B.45.

qualities of sustainability sometimes change dramatically. The problem of informing the public requires the widespread use of information and communication technologies in education. The main goal of informatization of education is the global acceleration of intellectual activity through the application of information and telecommunication technologies in the educational process. To solve this problem, it is necessary to substantiate innovative information-didactic forms of education, develop and implement pedagogical, methodological and technological bases for the integration of technology and information tools into one system. In our opinion, the role of such a system is played by the information-educational environment. Thus, the creation of an information-educational environment is an objective result of the development of informatization of education. Informatization of education is a factor in today's educational process. The new information environment fully meets the needs of vocational education. This understanding allows us to talk about opportunities to improve the training of professionals, especially vocational education teachers, in information technology. After all, today students are the formation of knowledge and skills, media competence of future teachers of vocational education in the field of information and communication technologies, media education, their application in the educational process. is a topical pedagogical task. In the renewed pedagogical thinking, media education has entered the educational process at an accelerated pace as an interactive, individualized method of influencing the student. "Media education teaches students to think personally, to develop creative activities, to receive information, to process it, to synthesize, to draw personal conclusions. The main purpose of media education is to help to understand the basic laws, to study the language of media information in simple directions, to contribute to the artistic growth and development of students, to be able to competently analyze, teach and accept media texts. consists of the formation of the nickname. His pedagogical strategy is to be able to analyze the media texts artistically, to evaluate them on a lexical basis". The importance of media education in the world is emphasized in the recommendations of various international organizations, including UNESCO, as follows: media education media (print and graphics, sound, screen and other sources of information) and media technology It allows students to understand how the media is used, and to develop the ability to use the media when communicating with others. A number of scientists conducting research in this field in foreign countries: Y.Nikitina, I.Fateyeva, W.Potter, R.Kubey, according to the views of the world on the development of media competence of students of higher education, media education It has a scientific significance and teaches students to think critically and analytically in the educational process. Professor A.V.Fedorov in order to form a culture of communication with the media in the modern world, media education is transformed into creative, communicative potential, critical thinking, full comprehension, interpretation, analysis and evaluation of media texts, various forms of self-expression using media technology. It sees as a process of personal development using mass communication, media and materials for the purpose of the unit. According to M.M.Vakhobov, one of the most important tasks of the education system is to protect students from various information attacks, destructive foreign ideas, to educate them in the spirit of patriotism through the development of media literacy, media culture and media competence.

The concept of "*media education*" is defined by Y.N.Usov as follows: "Media education is a system of using mass communication and media (press, radio, cinema, television, video, computer technology, photography) in the development of student individuality. Unlike traditional knowledge-based subjects, the developmental system requires students' emotional and intellectual abilities, as well as the practice of artistic and creative activities". In particular, the formation of professional knowledge and skills through modern information and communication technologies, media education, increasing their professional training, the development of professional competencies in students studying in higher education in the field of vocational education. There are principles that include:

1. Develop and implement a system for improving the training of future teachers of information and communication technologies and the formation of skills to use them in pedagogical practice. An important challenge is the development and implementation of a model of a system for improving the training of future teachers of vocational education in higher education in information technology, which includes: Aims and objectives of education, the main directions of pedagogical practice, organizational forms, methods, teaching aids and results.

2. Creating an intellectual-informational learning environment. An information environment is a set of practical information about software and hardware used by users for various purposes, information communication networks, organizational and methodological elements of an educational institution, and subject areas. The results of the study showed that the creation of an intellectually-informed educational environment in the field of vocational education allows teachers and students to work effectively with information and use modern pedagogical technologies in computer-assisted teaching.

3. Educational and methodological support of the process of improving the training of vocational education teachers in information and communication technologies.

In the organization of educational work in educational institutions, it is important to organize a quick dialogue between teacher and student, using information and telecommunications. Many university administrations consider the creation of a material and technical base to be a priority. However, the basis of preparing future vocational teachers for the use of information technology is their independent cognitive activity. Therefore, it is important to create its methodological support. In our opinion, the informatization of education should be carried out in several directions. One of them is the use of software. It includes a text editing system for editing documents in Windows, universal programs that allow you to process and organize homogeneous data; various versions of the MS EXCEL spreadsheet in the form of an electronic form, in which the cells contain not only numbers, but also texts, automatic calculations; scanners that allow you to transfer textual and graphical information from paper to computer memory; digital photography and software for processing data in graphical form; use of a local computer network and the global Internet, as well as reading information on the INTERNET through various browsers (for example, MS Internet Explorer), etc. The second direction of computerization of vocational education is the creation of a database and an automated training system for specific areas of vocational education, the use of databases in vocational education practice.

4. Use of modern information and communication technologies in the educational process.

Practice shows that with the use of information technology, the organization and management of the educational process rises to a qualitatively new level. The use of new information technologies in education to some extent optimizes the educational process. It serves to create its information and methodological support.

In addition, information technology is very useful in managing the educational process. However, the main goal is not to use new information technologies in the educational process, but to increase the effectiveness of education and achieve concrete results. Therefore, in determining the strategies, methods and techniques of teaching using new information technologies, it is taken into account that they are the main tool to improve the quality and speed of management. Undoubtedly, their practical application will have a positive impact on improving the quality and effectiveness of education, addressing pressing issues facing educational institutions. The introduction of an informed learning environment is important in improving the professional training of future vocational education teachers. It consists of several components:

a) *Automated reference*. It provides teachers with the necessary teaching information (subject and other information). Automated reference includes:

- Bank of methodical problems on improvement and informatization of educational process;
- Bank of business didactic games and problem-based learning methods;
- database of study groups (group list, learning outcomes, etc.);
- Bank of educational and program documents (curricula, educational-methodical works, educational loads).

b) *The text of the electronic report*. It allows you to: enter various learning information (course content, individual assignments, problems, test assignments, etc.) into computer memory; duplicate handouts and homework assignments, organize them according to a specific algorithm and rule, and display them on a computer screen or on paper; classification and expansion of educational information, preparation of individual assignments.

c) *Subject knowledge bank*. This component includes educational issues and problems, information modules that allow you to find the solution to the problem and issues, didactic games, assignments and problems related to the issues and problems being studied.

g) *A set of pedagogical software*: automated training courses; different types of training programs; educational databases, etc.

Apparently, students of "Computer Science and Information Technology" are not only provided with theoretical knowledge, but also taught new practical skills and prepared for professional activities. Because today, professional knowledge and professional skills play an important role in the practical work of professionals. It needs to go addressing this topical issue, the development of modern technologies of vocational education in educational institutions, in particular, pedagogical innovations, the formation of modern professional competencies in future professionals through media education, pedagogical research on their preparation for professional activity.

## Conclusion

In conclusion, it is important to create a model of a system for improving the training of future primary school teachers and educators on information technology and to determine the pedagogical conditions for the use of information technology in vocational education. The effectiveness of professional training of future professionals depends on the information technology used in the educational process by teachers of vocational education, as well as teachers of mother tongue and reading subjects in primary school, as well as advanced depends on innovative methods. Clearly, this requires pedagogical principles to improve the training of primary school teachers in media education technologies.

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