

## DEVELOPMENT OF MEDIACOMPETENCY OF FUTURE HISTORY TEACHERS

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**Annotation:** *This article describes some issues related to the development of mediacompetency of teachers of history, opinions on the possibilities of media education, encouraging independent thinking to an informed society in the context of a competency approach in education, the development of creativity activities, obtaining information, processing it, generalizing it, drawing conclusions.*

**Keywords:** *history, mediacompetence, competency approach, informed society, independent thought, creativity activity, information, media education.*

Currently, educators are given such requirements as the correct planning and implementation of Educational, Scientific and cultural and educational activities in the organization of their effective activities, as well as the rapid adaptation to modern requirements that change in the continuous improvement of professional pedagogical skills. Through a competency approach in education, to teach students to effectively apply the various types of skills they acquire in situations found in their personal, professional and social lives, to be able to explain their opinion to others, to be able to understand them by listening to others, to enter into an argument, to achieve success in everyday life, in order to, it is necessary to form that they are able to use skills and competencies to solve the problems found in their daily lives. These are, of course, done by each teacher through his productive lessons. In this regard, the practical result is clearly visible, especially if education is carried out through the medium. After all, the competitiveness of pedagogical personnel in educational processes depends on its ability to master advanced educational technologies, its ability to adapt to changing and increasing professional requirements. Among the main trends in the development of the world, the transition to an informed society is an important task, that is, the influence of mediavocre in all aspects of society is considered an urgent problem. On this basis, mediacompetence remains a priority area in the continuous professional development of teachers.

The problem of professional training and competence of teachers has been researched by R.X.Juraev, Sh.E.Gurbanov, E.A.Seytkhalilov, F.R.Yuzlikaev, A.R.Khodjabaev, U.I.Inoyatov, Z.K.Ismailova, Q.T.Olimov, N.A.Muslimov, H.F.Rashidov, Sh.S.Sharipov, J.A.Khamidov, O.X.Turaqulov, D.O.Khimmataliev, O.A.Quysinov. According to M.M.Vakhobov, protecting against various information attacks, destructive alien ideas, educating them in the spirit of patriotism is one of the most important tasks of the educational system through the development of media literacy, media culture and mediacompetency in future history teachers.

The concept of a “Media environment” is a cultural environment that acts with the help of media, creating a suitable option for each concrete individual and society as a whole of the information space, as well as being considered the main culture of modern Information society. The following didactic conditions that are relatively important regarding the development of mediacompetence in future history teachers:

- pedagogical observation of the process of development of mediacompetency;
- orientation to active professional creative activity;
- organization of pedagogical and network cooperation of teachers.

In creating the situation of the process of development of media competence in teachers by means of information technologies, the participants of this pedagogical process, i.e., the specific characteristics of the activity of teachers, the content of its components, and the cases of involving the computer as an object of the student's activity, were observed. The information model of the pedagogical phenomenon or process studied in teaching with the help of information and communication technologies is also the object of the student's activity. A necessary condition for the didactic support of the development of media competence among teachers by means of information and communication technologies is the readiness of the pedagogue for this process. The development of information indicators of the modern pedagogue's media competence is considered an important stage of his theoretical preparation for the implementation of media education activities. Usually, pedagogues are media literate and active internet users. At the same time, most pedagogues find it difficult to demonstrate their knowledge of media competence: their knowledge of the basic terms of media pedagogy is insufficient, they lack knowledge of the theoretical field of media and media education, the relativity of media language, genres, and the history of the development of media culture. facts, they have only approximate ideas about the unique aspects of media culture figures. At a time when many informational threats are trying to have a negative impact on the minds of our youth, it is a very important task to psychologically analyze these processes and find ways to protect our youth from such media threats and implement them. In such conditions, it is necessary to develop media competence taking into account modern requirements, to determine the pedagogical conditions of this process. Currently, in accordance with the requirements of scientific and technical development, it is necessary to determine the directions for the development of media competence by improving the knowledge of students of higher educational institutions in the field of information technology. A competent approach to history classes is an approach that emphasizes learning outcomes. In this case, the result of education is not a collection of acquired information, but the ability of a person to act in various problem situations. Media competence in history classes is based on innovative educational technologies that depend on creativity to implement innovations today.

Media creativity (creativity in the field of media) is the creative ability of a media competent teacher. Media creativity creates an innovative learning environment and leads to the development of media competence. Technological mapping of educational activities on all included subjects in history, development of lessons based on modern pedagogical technologies (Sinkway, Veer, SWOT analysis, case study, test, cluster on media concepts, etc.) developed. The purposeful use of information and communication and pedagogical technologies by the teacher in the lesson reveals possibilities such as efficient use of time, perfection, sequence, flexibility, development, large-scale, demonstrability, as well as learning materials related to the topic. creates the ground for students' full mastery.

As a result of the introduction of information and communication technologies, i.e. media education, mobile education system into the process of history lessons, the ability to teach young people to work independently and think freely is formed. Today, the integration of the latest experience in the field of pedagogy into education is the demand of the time, and it is the primary task of our pedagogues to ensure its integration with education.

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