



## THE SOCIAL NEED TO IMPROVE THE PEDAGOGICAL SKILLS OF FUTURE TEACHERS BASED ON MEDIA EDUCATION

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**Annotation:** *This article describes the concept of media education. Possibilities of media education in improving the pedagogical skills of future teachers, aspects related to media education of the development components of pedagogical skills have been specially discussed.*

**Key words:** *media education, media literacy, media culture, education, multimedia, purpose of media education, pedagogical skills, competence, communication.*

Today, it is difficult to imagine the development of almost all areas of society, including education, without "media" (ie: television, radio, cinematography, mass publications, computer information systems).

Currently, it is becoming difficult to control both the content of information and the methods and ways of their distribution through mass media networks. Under the influence of such a mixture of information, the problem of the student's independent thinking, the formation of his views, values and ideals requires the search for ways to organize the world of information in the mind of the student, the development of a system of new methods and skills for dealing with information. requiring exit and formation. Moreover, research in this field in the world educational practice began in the 70s of the last century, and a unique direction in the science of pedagogy - media education - has appeared and is being formed.

In the Decree of the President of the Republic of Uzbekistan dated 11.05.2022 No. PF-134 "On approval of the national program for the development of public education in 2022 - 2026", the Ministry of Public Education is required to develop multimedia applications, which it was mentioned that multimedia will be provided through special electronic systems (S-testing, Onlinedu, Digital textbooks, etc.). By the end of 2022, it is planned to create 10 mobile electronic resources and 100 multimedia products for new generation textbooks. [1]

Electronic resources prepared by specialists serve to supplement the knowledge of students. Multimedia products created on the basis of topics help the teacher, guide parents, and allow the student to master knowledge perfectly. Through multimedia, students provide themselves with media education. Many scientists from different countries have mentioned several ways of forming basic concepts such as "media environment", "media culture", "media education", "media literacy". Media education - (Eng. media education, Latin means media -). The very concept of "education" is a social institution that ensures the reproduction and accumulation of not only professional and scientific knowledge, but also spiritual norms and cultural values. Media education focuses students on studying the principles of mass communication (press, television, radio, film, video, internet, etc.). [10]

The main tasks of media education are: to prepare the new generation for life in modern information conditions, to perceive various information, to teach a person to understand it, to understand the consequences of its influence on the psyche, to master the methods of influence and to enter into a relationship using technical means of communication based on non-verbal forms<sup>18</sup>. The role of education and media education in the development of society and the state is great. Through media education, the leading countries of the world have achieved the priority of the education sector. Today, in order to achieve a new high-quality education, it is necessary to optimize educational information and teaching methods, to actively use open educational technologies. The world's best examples of teaching certain subjects through media education, ready-made course programs can be studied through the Internet. This is an opportunity for any person to work on himself and learn the field of his interest. Media education provides remote access to truly inexhaustible resources of the world's library collections, information databases, experimental equipment, and scientific results of leading laboratories and institutes. It also shows that the children of the world have almost the same opportunity. In the process of media education, emphasis is placed on media literacy among students. Media literacy is a critical view of information, an unbiased approach and a conscious approach to sorting through each piece of information. [9]

The goals of media education are expressed as follows:

- teaching to understand and process information provided by the mass media, broad interpretation;
- to develop creative thinking, to understand the hidden content of this or that message, to know how to resist efforts to change the minds of young people in negative content information;
- formation of skills to find, prepare, deliver and receive the required information.

Information and communication technologies are one of the main tools that serve to increase the effectiveness of the educational process, which serve to form educational needs, with their many convenient aspects. In general, any visual means is the reason that the given knowledge is fully reflected in the mind of the student, creates his imagination, and remains in his memory for a long time.

The scientific methodical basis of using multimedia tools in the educational process and its effective methods have been proven by many pedagogical scientific studies and practical experimental tests. Multimedia tools applied to the teaching process of all subjects in the schools of our republic have entered the ranks of important tools used by students to learn science in a short period of time. [4]

Multimedia tools are an effective and promising tool (instrument) of education, providing the teacher with a wider range of information than traditional sources of information; using not only text, graphics, diagrams, but also sound, animations, video, etc. in a visual and coherent manner; provides an opportunity to select types of information in a sequence in accordance with the level of reception (perception) and logical learning of learners. The great scholar Abu Ali Ibn Sina, the engineer of the human psyche, expresses such an opinion in his work "The Laws of Medicine": [7]

"All the actions of the teacher should be good."

The teacher should learn the norms of pedagogical ethics, apply them in practice, compare them with his worldview and moral experience. As a result of thinking and feeling, trying in life, the rules of pedagogical ethics become the teacher's own beliefs, aspirations, and moral qualities.

We recommend the following types of exercise:

1. Analyzing the pedagogical situation, identifying its active participants and, as far as possible, the motive of the behavior, looking at the behavior of each participant in this situation as a whole with his behavior;

2. Understanding the inner psychological-pedagogical meaning of the pedagogical problem (from the surface);

3. Expressing one or more pedagogical tasks based on the analysis of the nature of the situation;

4. Making a pedagogical decision in advance, even in uncertain situations where a danger may occur;

5. Implementation of the test of pedagogical influence. Making a complete decision, thinking about the situation in advance, trying to see how this effect (near and far) will leave a mark on the behavior of students. After the analysis of the situation is completed and taking into account its results, returning to it once again and thinking of other ways of solving the same situation ("variative pedagogy"), as well as in similar situations figuring out what to do next time;

6. To think about the same situation once again, but in different ways, based on the situation that could happen if its participants behaved differently;

7. To place oneself among other participants in the pedagogical situation under discussion and to evaluate and correct one's behavior in this situation. To test oneself in various pedagogical situations that one has not encountered before, to compare one's handwriting - movement with the handwriting - movement of other similar teachers, etc.

Observing the teachers currently teaching in schools, one can come to two different conclusions. Some are very active, aspiring, creative teachers, and some are teachers who have no aspirations and always teach the same way. If you are happy to see them, come and shake a hand. After all, the education of the young generation is entrusted to teachers - ku! Maybe some teachers who have no job tomorrow do not feel this responsibility. The teacher's directions, instructions, assignments play an important role in students' work on themselves. Therefore, it is necessary for a teacher to always be in search, to try to bring some innovations to science, to be an example to others with his manners and professional qualities. The reputation and career of creative teachers who work on themselves will be great. They are always in the public eye and respect. Being in people's respect and attention is the greatest happiness.

In education, Alisher Navoi pays attention to self-education of a person, correcting mistakes and shortcomings. It is said that he who is aware of renewal and renewal is a happy person. While paying special attention to educational issues, Navoi education shows educational processes, tools, and requirements. It is based on the requirements of science

and historicity in education. He analyzes the achievements and shortcomings of Muslim schools of his time. Speaking about the teacher, he says that it is necessary for the teacher to love his students and the subject he is teaching. He likes to be demanding both to himself and to the student.

Personal pedagogical scientific research is of great importance in improving pedagogical skills. Determination of social activity and civic duty is a quality characteristic of a teacher, because a real teacher is a community member in the full sense, and shows children a practical example of living in a socially active state. Success in a teacher's work is ensured by the ability to communicate with adults and children, some groups and individuals in their daily activities. [8]

Studying the activities of experienced teachers in pedagogical work allows to determine the following characteristic features of their activities.

1. The clarity and stability of a teacher's political views and beliefs is an important condition for his real reputation to be noticed by students.

2. They actively participate in the entire social life of the country and do not separate social activities from their work. They also bring to school the experiences gained during social activities. They involve their students in this activity, they educate people who actively participate in social life.

3. Looking at the personality of each student with great interest, the team of teachers creates an opportunity to organize all the work themselves.

4. In their work, innovative teachers think not only about the tasks of the near future, but also about the future, and plan the development of teachers.

5. Skilled teachers are characterized by caring about the fate of their relationship with children, and being interested in the future of their students.

6. Due to the comprehensive influence on the personality of the teacher, a skilled teacher usually does not have a student who lags behind.

7. Skilled teachers study advanced pedagogical experience and the theory of all education and upbringing. In order to understand all the news and compare it with their own experience, some try to reconstruct something to apply in their work. [9]The teacher should pay attention to the following when preparing the system of personal activity. As we know, students are divided into three categories based on their character and mental state.

1. Parents listen to all their whims and raise them to be manly and strict. These students did not take anything seriously. Such students are treated seriously. Some better actions are encouraged.

2. Children who rely on abuse due to strictness, beating and dakki. It is possible to achieve effective results by approaching students of this category with love and affection.

3. Parents were serious and demanding of their child. Such students are distinguished by promptness and diligence. They are entrusted with team work in the class and encouraged.

Pedagogical skill is a set of pedagogical qualities of a person and ensuring effective organization of professional pedagogical activity by the teacher, which means that the pedagogue has reached the highest level of activity skill.

The teaching profession is very individual by its nature. The important life role of every teacher is to be a master of his work.

The teacher's skills are visible in his work. First of all, the teacher must have a good understanding of the laws and mechanisms of the pedagogical process. In this sense, the general skills of the pedagogue and his pedagogical technique are of great importance.

But skill is a special power. It is not possible to be a Master at a higher or lower level. Mastery may or may not be attained. A real master is beautiful only when he is working. Pedagogical skill represents the development of high-level pedagogical activity, acquisition of pedagogical techniques, as well as the personality of the pedagogue, his experience, civil and professional status.

Pedagogical skill components were studied in the research of N.V. Kuzmina, V.A. Slastenin, I.A. Zyazyun, V.I. Zagvyazinsky, G.I. Khozyainov, T.F. Kuzina, A.I. Myashenko, N.P. Lebednik, T. Noyner, Yu.K. Babansky, N.V. Kukharev. They defined the main directions of pedagogical skills in a certain logical consistency.

Pedagogical skill bases include: professional pedagogical knowledge, orientation to humanism, pedagogical technique, experience of professional pedagogical activities, personality of a pedagogue.

To the stages of skill formation:

- reproductive (primary),
- includes creativity, creativity and innovation.

Pedagogical skill levels are a continuation of the teacher's job level:

- reproductive (very low);
- flexible (low);
- local (limited)- modeling (moderately satisfactory).

Pedagogical skill components reflect professional activity in terms of skills necessary to perform professional tasks.

The following qualification groups that form pedagogical skills components are distinguished:

- design;
- construction;
- organization;
- communication;
- cognition and reflexivity.

In recent years, new approaches to the category of pedagogical skills have appeared. There has also been some deviation from the traditional explanations of pedagogical skills (I.A. Zyazyun, N.V. Kuzmina, V.A. Slastenin).

The Saint-Petersburg school of pedagogic researchers describes pedagogy as a special state of a person - that is, pedagogy, which is a special field of working with people in a broad sense.

The basis of pedagogical skill is pedagogical knowledge.

Pedagogical knowledge means an integral professional-personal description determined by the ability and readiness to perform the pedagogical task in accordance with the norms (norms), standards and requirements adopted in a specific historical period.

Pedagogical knowledge implies the ability of a person working skillfully in the field of education to rationally use all the experiences accumulated by humanity in the work of education and upbringing, so he should acquire appropriate methods and forms of pedagogical activities and relations to a sufficient extent.

The main indicator of professional-pedagogical knowledge is orientation to the person.

Professional-pedagogical knowledge includes the ability to consistently perceive pedagogical reality and act consistently in it. This feature provides an opportunity to see the logic of the pedagogical process as a whole and together with the entire structure, to understand the laws and directions of the development of the pedagogical system, and to facilitate the construction of appropriate activities.

Knowledge requires the acquisition of modern pedagogical technologies associated with three situations that are extremely important for a teacher:

- to interact with people, to be in cultural communication;
- to be able to receive information in the field of science and process it according to the teaching content and use it for independent study;
- to be able to give educational information to others.

Professional-pedagogical knowledge is mainly characterized by four components:

- orientation to the person, the person;
- consistent perception of pedagogical reality;
- orientation to the field of science;
- acquisition of pedagogical technologies.

In current educational conditions, professional-pedagogical knowledge is supplemented by three more components:[8]

- knowledge, in general, the ability to organize one's activities on the basis of experiences developed at the level of world pedagogical culture and to be able to integrate into it and the pedagogy of our country;
- (the ability to interact effectively with peer experience and innovative experiences;
- it is manifested in the ability to generalize one's experiences and give them to others.

Creativity is the desire and competence to create a new pedagogical reality at the level of goals, content, technologies, a way of professional life, a multifaceted educational process and system. Creativity helps the teacher to adapt to the flow of innovative changes.

All the above components of professional-pedagogical knowledge form a complex structure, form the "ideal model" of a specialist, and finally become closely united and determine the description of the activity of a teacher.

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