

## MECHANISM OF DEVELOPMENT OF PEDAGOGICAL SKILLS OF FUTURE TEACHERS BASED ON MEDIA EDUCATION

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**Abstract:** *This article describes the concept of media education. Possibilities of media education in the development of pedagogical skills of future teachers, the aspects related to media education of the development components of pedagogical skills.*

**Index Terms:** *media education, media literacy, media culture, education, multimedia, purpose of media education, pedagogical skill, competence, communication.*

1. INTRODUCTION. 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 field of pedagogy - media education - has appeared and is being formed.

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".

### 2. METHODS OF RESEARCH

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.).[6]

Today, together with the concept of media literacy, the concepts of media education, media study, and media culture are used in receiving, sorting, analyzing, and evaluating media information. Are they different?

Media education:

- integrated, interdisciplinary study of media in the educational program;
- that "media subject" is analyzed within a specific discipline;

- a critical approach to the media through practical work and analysis;
- to study its form, technologies, methods of information transmission;
- to study media agencies, their social, political and cultural role;
- the student's work with the mass media;
- research activities;
- studies the impact of the media on the audience through language and art.

Media studies, in turn:

- theoretical study of media;
- comparative analysis;
- its conceptual structure;
- analysis of media text and the method of its creation;
- interdependence of mass communication, cinematography and cultural sciences;
- studies the interaction of world mass media.

Media literacy is the study of media, based on the following results of media education and aimed at:

- understanding the impact of media on individuals and society;
- understanding of mass communication process;
- ability to understand and analyze media texts;
- understanding the media context;
- creation of media texts and their analysis;
- sets the tasks of evaluating media texts and sorting them.

We can divide media education into the following main directions (views):

1. Media education prepares future professionals for the world of press, radio, television, film, video and the Internet - journalists, editors, directors, producers, actors, cameramen, etc.

2. Media education prepares future pedagogues who conduct media culture courses in educational institutions.

3. Media education in schools, secondary special, (vocational) education, higher education institutions or independent (special, voluntary, circle and other) education. is part of the general education of pupils and students.

4. Media education in additional educational institutions and centers that meaningfully organize students' free time (houses of culture, extracurricular activities, aesthetic and artistic education, clubs at the place of residence).

5. Distance education for adults, students and pupils using press, television, video, DVD, Internet.

6. Independent, continuous media education. (This course is theoretically carried out throughout a person's life). [5]

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.

The great scholar Abu Ali Ibn Sina, the engineer of the human psyche, expresses such an opinion in his work "The Laws of Medicine":[2]

"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.

6. To think about the same situation once again, but in a different way, based on what 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.

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.[3]

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.

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. [7]

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 insults due to stubbornness, beatings 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.[8]

Pedagogical skill is a set of pedagogical qualities of a person and ensuring effective organization of professional pedagogical activity independently 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, VASIAstenin).

The basis of pedagogical skills is pedagogical knowledge.[6]

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.

In current educational conditions, professional-pedagogical knowledge is supplemented by three more components:[5]

- 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;
- is manifested in the ability to generalize one's experiences and give them to others.

3. **RESULTS.** The development of pedagogical skills of teachers based on media education leads to an increase in their personal values and general cultural competence. Especially, on the basis of performing various roles in game technologies, educators are provided with a full understanding of theoretical and practical knowledge on solving pedagogical problems. Also, the theoretical and practical readiness of teachers to creatively

apply knowledge, skills and abilities in pedagogical activity is the basis of pedagogical skills. Based on the analysis of psychological-pedagogical literature, we can include the following in the foundations of teachers' pedagogical skills:

- pedagogical culture of educators;
- professional competence;
- pedagogical skills and abilities;
- speech culture and pedagogical interaction;
- self-management skills;
- pedagogical communication and culture;
- psychological and pedagogical knowledge;
- self-analysis.[4]

Several studies on the development of professional competence have been carried out abroad and in our country, including the general principles of the development of professional competence of teachers in the field of pedagogy.

Based on the study and analysis of the above-mentioned research works, the following can be included in the professional competence of teachers:

- thorough knowledge of school pedagogy and psychology;
- work on oneself;
- being able to plan, evaluate and establish feedback on the educational process;
- formation of children's motivation to learn;
- to have the skills to work with information technologies;
- introducing something new to every training session;
- excellent knowledge of school education methodology;
- knowing one of the foreign languages.

4. **CONCLUSION.** We can include the following among the effective ways of improving the pedagogical skills of teachers. That is:

- creating a modular system program, developing the skills of using information technologies in teaching preschool education methodology;
- use of organizational-pedagogical forms, i.e. business games, trainings;
- designed approach;
- organization of research activities of teachers;
- development of a target program for improving the qualifications of pedagogical teams of educational institutions;
- implementing a competent approach in training programs;
- the development of interaction in the educational process, that is, the use of interactive methods.

In short, in the process of professional development, the development of a mechanism for the development of pedagogical skills of teachers based on media education, the organization of the professional development process based on the principles of modern competitive pedagogic personnel training; development of social sociability of educators; introducing a new concept into the educational environment (innovative process); professional communication should be formed.



For this, it is necessary to determine the main approach to improving the qualifications of teachers. That is, it is necessary to improve the personal and professional qualities of teachers, introduce them to the latest innovations in the preschool education system, organize the process of professional development based on world experiences, and improve educational and methodological resources.

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