

Bo‘Lajak Boshlang‘Ich Sinf O‘Qituvchilarining Mediata‘limga Asoslangan Dasturiy-Pedagogik Vositalari

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Annotatsiya:

Ushbu maqolada umumta‘lim maktablarining boshlang‘ich sinflarini o‘qitish jarayonida mediata‘limdan foydalanish masalasi, zamonaviy dasturlar, o‘qitish usullari, metodlari, telekommunikatsiya vositalari hamda elektron darslik afzalliklari va kamchiliklar haqida tahlil qilingan.

Kalit so‘zlar: Elektron darsliklar, mediata‘limdan foydalanish, dasturlar, o‘qitish usullari, dasturiy-pedagogik vositalar, integratsiya, kognitiv faoliyat.

Introduction. Based on the requirements of the law of the Republic of Uzbekistan No. 637 “on Education” dated September 23, 2020, all stages of continuing education, including the higher education system, have been assigned a huge task of training highly qualified competitive personnel, corresponding to World templates, meeting the requirements of the internal and external labor market.¹

In the context of today's globalization, the issue of the use of medium education in the process of teaching the elementary grades of secondary schools is considered important and significant. Modern programs, teaching methods, methods, telecommunication facilities and media are developing at an accelerated pace. Therefore, it is important to determine the didactic requirements for the integration of media, software and pedagogical tools and Multimedia tutorials in the field of all teaching methodologies into education, to analyze the methods of applying media education and Information Technology in the process of cognitive activity.

¹ O‘zbekiston Respublikasining “Ta‘lim to‘g‘risidagi” Qonuni. 637-son. 2020-yil 23-sentabr

It is necessary to be able to find answers to questions about where, by whom and for what purposes information is transmitted, whose interests are reflected in it.²

Analysis of the relevant literature. Broadly defined, the concept of "media" was defined by McLean in his book "Understanding the media". The book states that "media is not just information technology, but Electric Light, speech, writing, roads, numbers, clothing, housing, city, money, hours, printing, comics, books, advertising, Wheels, vehicles (bicycle, car, aircraft), automatic equipment, photographs, games, press, Telegraph, typewriter, telephone, phonograph, Film, radio, Television, weapons, and much more".³ quoting.

Today, OTM information systems are actively developing, which allows institutions to work more efficiently and faster. Today, our government pays wide attention to the informatization of the educational sphere. In addition, today the need to introduce innovations into the OTM system is increasing. Informatization of the OTM is a very broad concept that also includes activities aimed at informing about scientific achievements in the world in the field of higher education with the help of media education. Thus, the upcoming primary class is an effective way to train and improve the skills of teachers. With the help of such technologies, future primary school teachers will have the opportunity to work more efficiently.⁴

Today, medium education and various software and pedagogical tools are widely used in the teaching of native language subjects. Science also began to change with the arrival of a new generation of educational books in classes and the imposition of a special QR code for viewing video cards in the electronic form of topics in these books. The design and form of research and methods of educational activities, new methods of teaching, are becoming more and more used and developed. The use of mediotechnological tools in primary education is an effective method of cognitive activity of students and opens up wide opportunities for future primary school teachers to improve the lesson.

B.As Omonov noted: "globalization and interregional integration, which rapidly expanded as a result of the rapid development of the Internet network, ushered in a new era in the construction of states. In fact, globalization has accelerated the process of modernization, which is not a mistake to say. Somehow, globalization is a union around a common, or rather, western common idea"⁵

The organization of mediata-based cognitive training using media tools as well as computer programs can provide more accurate and understandable material under study and help increase students' ability to visualize widely. This is because not all students have the same ability to imagine and perceive. If we use the topics in this section in a special QR-code, that is, whoever uses video electronic software and applications as a media tool, we will have achieved an increase in the imagination of the reader, as well as an even more solid place in his memory.

In addition, taking a lesson through a computer, modeling the information provided on the subject through a computer saves lesson time, facilitates the teacher's process of preparing for the lesson. We can visualize phenomena on a computer and use it in the form of mediaxabar. Multimedia tools (multimedia-multi - mediation) are a set of technical and software tools that allow a person to interact with a computer using a natural environment for himself: sound, video, graphics, texts, animation, etc.

² Azarova L.N. "Boshlang'ich maktab o'quvchilarining ijodiy individualligini qanday rivojlantirish kerak". Boshlang'ich maktab.1998, 4-son. – 80-81-b

³ Понимание медиа. М.; Жуковский, 2003

⁴ Mavlonova R, Rahmonqulova N, "Boshlang'ich ta'limda pedagogika, innovatsiya, integratsiya". – T.:G'afur G'ulom nomidagi nashriyot matbaa ijodiy uyi, 2013. – 450 b.

⁵ Усманова М.А. Социально-философский анализ проблемы информатизации современного общества: Автореф. дис. ... канд. философ. наук. – Т.: Университет, 1997. – 48

Research methodology. For a person with a high degree of mediacompetence, the following characteristics are characteristic:

- trying to get new information (aspiration);
- to strive for his personal competence in different areas of his life and for the world of mediamadaniyat of all kinds;
- search for scientific materials necessary for study;
- being in “constant” communication with media products;
- –to have the qualification of forming and distributing mediamatns (independently or in conjunction with a group) independently in the media world;
- media-dependent (playbop, fiction, research, and. h.k) can conduct bright activities.

We live in an era of renewal and modernization of national education systems that are developing in the context of global competition. In the modern world, the knowledge that the future primary class receives from teachers or through teaching aids is in conditions that are blocked by a huge flow of data that they find through various media tools, therefore, the development of the mediamadaniyat of learners should become one of the main problems of modern education.

Practice shows that on the basis of multimedia tools, the training of future primary school teachers is doubly productive and time-consuming. On the basis of Multimedia tools, it is possible to save up to 30% of time in obtaining knowledge, while the acquired knowledge will remain in memory for a long time. If students receive the materials being given on a visual (video) basis, the storage of information in memory will increase by 25-30%. In addition to this, the storage of materials in memory increases by 75% if the educational materials are given embodied in audio, video and graphics. We made sure of this once again in the process of learning the native language based on multimedia tools. Multimedia software and pedagogical tools have the following capabilities: ⁶

- ✓ individualization and differentiation of the educational process;
- ✓ diagnosis of errors and control with feedback;
- ✓ saving training time by doing simple computing and graphics work by the computer;
- ✓ visual presentation of information in training sessions;
- ✓ modeling of processes or phenomena under study;
- ✓ formation of the ability to make the right decisions in different situations;
- ✓ development of students ' thinking skills in a specific event;
- ✓ strengthening motivation for learning; formation of a cognitive-activity culture, etc.

So, it seems that the use of computer-controlled software pedagogical tools or electronic teaching aids in the educational process plays an important role in teaching science and developing the perception of future primary school teachers about this science. Multimedial electronic teaching aids, which are being developed today in the subjects taught in the primary class, must meet the following didactic requirements:

⁶ Бабаджанов С.С. Педагогика олий таълим муассасалари талабаларининг медиакомпетентлигини ривожлантириш технологияси («Информатика ва ахборот технологиялари» ўқув фани мисолида): п.ф.б.ф.д (PhD) диссер....Тошкент, 2018. – Б. 36-37

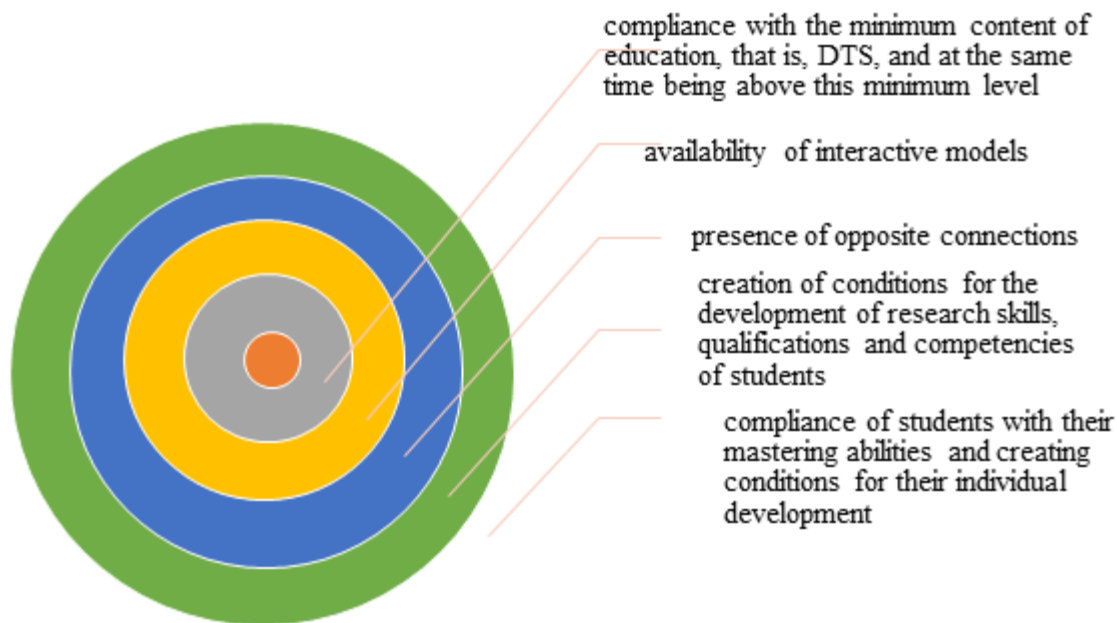


Figure 1. Multimedial electronic training manuals the following didactic requirements

Analysis and discussion of results. In the process of teaching and educating students, the ability to plan and carry out educational work, in general, the formation of pedagogical competencies — this ultimately forms a generalized pedagogical ability — the ability to carry out educational work with younger students.

The processes of modernization of the higher education system are characterized by the acceleration of the process of informatization of modern higher education, which, on the one hand, opens up new prospects for the use of media resources and the introduction of mediamadanic technologies into the educational process, on the other hand, forces pedagogical theory and practice to look for new ways of

Media education is the process of Personality Development at the expense of the help and materials of Mass Communication Media (massmedia) to develop the culture of communication with them, creative, communicative skills, critical thinking, complete perception, media texts, that is, the skills of analysis, interpretation and assessment of various works distributed through mass media.

It can be seen that media education (media education) is associated with all types of media (print and graphic, Voice, screen, etc.) and various media cultural and information technologies. It allows you to understand how mass communication is used in society, is designed to prepare young professionals for life in an information-rich society, and ensures the acquisition of the ability to use media in the process of communication with other people.

Analyzing the directions of mediata education, we come to the conclusion that the main goal of mediata education, which expands the various directions, tools and educational opportunities offered by higher education, which cannot be compared with other traditional educational options, is to develop an adequate picture of reality in the modern multimedia space in the minds of students.

Despite the differences in the above directions of media education, pedagogical practice shows that passive perception of media information by students is ineffective. Consequently, the main pedagogical task in introducing media resources into the educational process is to develop an effective perception of media information through a system of critical thinking, creative tasks that exclude intellectual inactivity.

The information that prospective primary school teachers receive from media messages, unlike educational information, has attractive features such as emotional overtones and relevance of the information.

On the basis of modern approaches, textbook and educational-methodological manuals corresponding to the content of Education, didactic requirements for the development of e-learning resources were studied.

An electronic textbook is developed on the basis of the following requirements:

- compliance of the textbook with state educational standards, scientific justification of the material being presented,
- conformity to modern views, failure to make a theoretical error, and perfect formulation,
- completeness of the text, free of grammatical and orthographic errors, level of methodological development of the textbook,
- application of pedagogical technologies, compliance with national and spiritual values,
- availability of exercises to strengthen knowledge, development of control materials (tasks, exercises, puzzles and games), static and dynamic images, illustrative (photo, video, animation, etc.) material sufficiency,
- taking into account the psychological and pedagogical characteristics of the age of students. Electronic textbook compliance with ergonomic requirements,
- compliance with requirements for color, Font, monitor screen and so on,
- the convenience of installing an electronic textbook on a computer, the convenience of working and managing a textbook, etc.

In the electronic textbook, general didactic and methodological aspects are also taken into account, namely: on the basis of the analysis of educational goals, the content of the subject of this study is determined; an information structure of the subject of study is developed and it is expressed in the form of a system of educational elements; on the basis of a

Electronic textbooks differ from printed texts in that the texts appear in a number of ways. This has a positive effect on students learning the subject effectively.

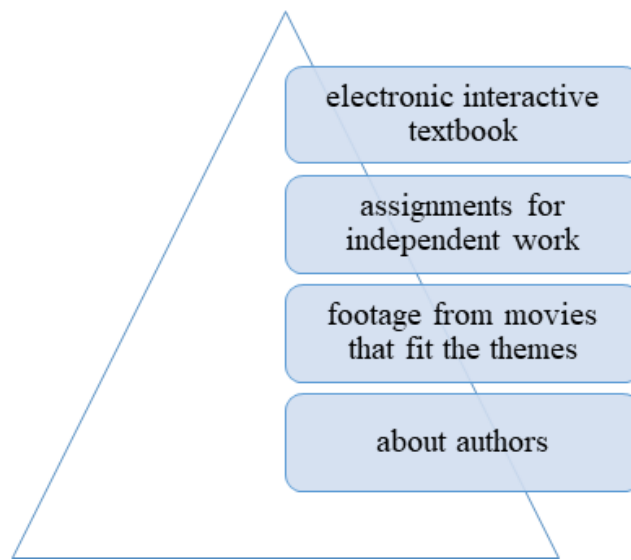


Figure 2. Components of e-learning resources

Educational technologies with such an innovative basis provide for the acceleration of educational cognitive activity and the emergence of integrative processes, the possibility of using the resources of the medium.

Advantages of electronic textbooks

- Visual presentation of the material (using color, pictures, sound, video, animation, etc.).
- Fast feedback (built-in test systems provide quick control over material absorption).
- Interactive mode allows students to control the speed of educational material).
- The possibility of regularly updating the textbook with the appearance of new information (the electronic textbook is located in a certain place in the virtual space, to which millions of people have access; to add or fix something, it is enough to make changes to one).
- Ease of use.

Disadvantages of currently available electronic textbooks:

- Not to take into account the actual age characteristics of the declared circle of students.
- The absence of a “link” to the specific lexical and grammatical material of the program, according to which the student is engaged.
- Study only 1-2 lexical topics in each textbook and the absence of a series of textbooks that respect the continuity of lexical and grammatical material.
- Opportunities for group and team work are limited.
- Lack of real communication that cannot even be programmed in an interactive way.

These shortcomings do not allow the use of electronic textbooks, especially at school, as a basic educational tool, to which the assistant, in principle, puts the task of training.

Thus, future elementary teachers should be psychologically prepared for competition with the media, he should abandon authoritarianism, be more interested in what exactly the student receives from the data consumed, in relation to what the future elementary teachers themselves receive, revise the criteria and methods of assessing the activities of students. Taking into account the state of knowledge inflation, especially in the field of information technology, it is necessary for future primary school teachers to analyze the content of the media education space of the OSM, modern technical tools and software aimed at education in order to modify it to suit active and modern trends, as well as the needs of students.

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