

The Concept of Media Competence of the Educator and Its Essence

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ABSTRACT

This article analyzes the meanings of media competence, media competence and media education, highlights the teacher's views on media competence in pedagogical activities and its essence.

KEYWORDS: *Competence, media, media education, media competence, education, knowledge.*

One of the most critical issues of today is the level of professionalism and qualifications of pedagogical staff in vocational education institutions of the country, the development of professional pedagogical competencies in accordance with modern requirements. This means that the teacher must use technology that meets modern requirements. The ultimate goal of any teacher's pedagogical endeavor is to help students become creative individuals in order to be more in demand in modern society. After all, if in the past there was a certain order and limitations on the performance of a person in a society, now he must be able to develop his creativity, have responsibility and freedom in a sense.. To do this, the main focus in teaching should be on the development of functional literacy: teaching students to use their experience, knowledge, skills and personal characteristics to solve specific problems, that is, professional training is informative teaching should be activated.. This highlights the need to create conditions for students to acquire, analyze and use information, not to acquire knowledge. How to make a simple lesson extraordinary, how to present interesting material that is not interesting, how to communicate with modern children in a modern language? These and many other questions are probably asked by every teacher who comes to class today. Everyone solves this problem in their own way, because at the current stage of formation and development of the child's personality, it is not enough to present the material in the classroom in the traditional form, often as a block of information. The adoption of criterion has led to the next trend of transition from the traditional approach to the innovative approach, which is the system of requirements and obligations of the state to society as a whole as the main basis for the formalization of effective education management. Adoption of new generation standards is an urgent need for modern society. The methodological basis of the standards is systemic-activity, competency-based and axiological approaches. However, the introduction of modern teaching and information technologies does not mean that they will completely replace traditional teaching methods, but will be an integral part of it. After all, pedagogical technology is a set of methods, techniques and forms of organization of educational activities based on organizational theory and providing the planned results. It is very difficult for a teacher to overcome the stereotypes of a lesson formed over the years. There is a great desire to approach the teacher and correct mistakes, to offer a ready answer. Students face a similar problem: it is common for them to see the teacher as an assistant, an organizer of cognitive activity. The modern education system allows teachers to "choose their own" from a variety of innovative methods, to take a fresh look at their work experience. In order to take a refresher course and successfully conduct a modern course today, you need to rethink your position, understand why change is needed, and first and foremost change yourself. A modern multimedia lesson has the same

structure and uses the same methods as a traditional lesson, but today the lesson can use dynamic information models, instant visualization of the process being studied, and modeling of the phenomenon being studied. Of course, in this case, the use of computers in the classroom should be purposeful and methodologically sound, and should not serve as a fashion trend. Information and communication technologies play an important role in all stages of design and research activities. Vocational education works in special conditions, its specificity is determined mainly by the global process of culture, education, informatization of society. The media and communication play an important role in the lives of not only adults but also children. Sociological research in recent years has shown that children are more likely to use different forms of leisure time and more often than not to use different technical means of information transmission, including more and more media. They choose the forms they contain. Today, the younger generation spends more free time watching TV or playing computer games than reading books, which is already approaching or exceeding the amount of time a child spends in school. At the same time, students are not looking for new knowledge, the desire to enjoy comes first. With this in mind, the issue of a teacher's media competence is important.

The concept of media competence is a new term that is entering the field of education.

Media competence is an important part of the process of self-renewal of pedagogical staff and depends on the targeted activities of the subjects of the educational process.

One of the most important issues today is to further improve the information and Internet access in education. To do this, the process requires the participation of all educators, that is, not only teachers of computer science and information technology, but also other teachers of science should be actively involved in this process. The effective use of modern information technologies, their application to the pedagogical process, the development of the information sphere in educational institutions, requires a transition to a modern paradigm of education.

The readiness of the teacher to use the media in their professional activities, the main components of training (informational, targeted, motivational, dynamic activities), media competence of students and teachers: the concept of media competence, the main indicators were discussed.

Media competence is a collection, classification, and didactic processing of information on scientific achievements, innovations and discoveries, the corresponding use of innovative technologies taking into account new material added in the content of the educational process.

Achieving media competence is inextricably linked to the development of critical creative thinking about the media system in general, and media texts in particular - a complex reflexive thinking process that involves associative perception, analysis and evaluation of media mechanisms in society.

In her research, Ye.I.Xudoleyeva identifies the following pedagogical problems in the way of media science:

- Internal psychological problems of teachers, fear of new techniques and technologies;
- Unwillingness to try and put extra effort to organize the use of new techniques in less professional activities;
- Insufficient level of information development in society;
- lack of access to electronic media for many social groups;
- Insufficient development of media competence in teachers;
- Teachers do not want to be trained and do not have the opportunity to do so;

- Lack of free access to computer technology for teachers and students;
- The lack of motivation in teachers;
- Unfamiliarity of the concept of media education for the general pedagogical community;
- Lack of purposeful and systematic public policy to coordinate the development of the theory and methodology of media education. In such circumstances, the relevance of media education can be clearly seen. Media education should be based on the traditions of our people, national and universal values. Media education prepares young people for safe and effective communication with modern media, forms media awareness, media literacy, media culture and media competence in them.

Another concept of media competence is the concept of distance learning with the help of media. This trend is also becoming increasingly popular. Therefore, one of the general pedagogical tasks of the education system is to develop media competence. In the development of media competence it is very important to take into account its modern requirements and to determine the pedagogical conditions. At present, it is important to determine the direction of formation and development of media competence in order to improve the knowledge of students of higher education institutions in the field of information technology in accordance with the requirements of scientific and technological progress.

In short, the use of developed countries for the further improvement of information technology and media competence in the education of the younger generation, the introduction of lectures and practical training in the curriculum, the introduction of methodological trainings on media competence, the development of media guidelines and delivery to students, the development of media education is a current requirement of the times. Because in the context of the strong influence of the media on our national traditions, our young people, who do not have enough life experience to distinguish between good and bad, are vulnerable to negative influences information. Therefore, it is our pedagogical duty to take them under our control.

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