

5-10-2022

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### Recommended Citation

Otabekov, Akbar Oynabekovich (2022) "METHODS TO FORM OF STUDENTS MEDIA COMPETENCE," *Mental Enlightenment Scientific-Methodological Journal*: Vol. 2022: Iss. 3, Article 21.

Available at: <https://uzjournals.edu.uz/tziuj/vol2022/iss3/21>

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## METHODS TO FORM OF STUDENTS MEDIA COMPETENCE

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**Abstract:** This article provides information on developing students' understanding of media competence.

**Keywords:** media literacy, media competence, media culture, media, teacher, student.

### INTRODUCTION

The development of the state and the development of society is determined by its intellectual potential. The reason is that a country with a highly developed scientific potential is always advanced in all areas. Therefore, in our country, radical reform of the education system is considered a major task of national importance, and much attention is paid to it. There are specific requirements for the organization and management of the educational process for the training of qualified specialists. First, to ensure that students' professional knowledge meets the requirements of state educational standards. Second, to ensure that students' independent creative activity covers the knowledge, skills and competencies set out in the state education standards. The rapid development of society in such a situation, the need for highly qualified personnel - requires the teacher to meet the social requirements, demonstrating their intellectual abilities.

Media is the Latin word for medium. It is a means of satisfying spiritual (information, knowledge) needs. It is a real tool, like a knife, fire, water. The knife in the doctor's hand heals the patient. The knife in the criminal's hand makes a healthy person sick. When a person freezes in the absence of fire, most of the fire burns him. When most of the water drowns, the drought dries

up. The media is like that. Used in moderation, competently and effectively, the media is a source of knowledge for the wise. For the ignorant, yesa is a mine of troubles [1; 2]. Thus, the problem is not with the media, but with its users, or rather, with the media morale of every young man and woman.

## **MATERIALS AND METHODS**

The problems of media education (mainly in private, individual aspects related to film, press, or television) are a source of research for many scholars and experts.

By A. V. Fedorov based on Weber V., Kyubi R., Dj. Potter's approaches, leading British media educators . Based on six basic concepts, Bouker, D. Buckingham, E. Hart, and others developed a classification of components (components) of an individual's media competence.

These six basic concepts are:

- 1) media agencies (study of the work, tasks and goals of the creators of the media);
- 2) media categories (typology of media / media texts: study of types and genres);
- 3) media technologies (study of technologies of methods of creation of media text);
- 4) tilmedia languages (media languages, ie study of verbal, audiovisual, montage series of media texts);
- 5) media representations (study of reality in media texts, methods of re-understanding, author's concepts, etc.);
- 6) Media auditoriums (audience typology, study of media perception typology).

Media psychology is a modern, fast-growing field of psychology, the subject of which is considered in the context of modern media culture as a dynamically developing field of world culture. The main tasks of mediapsychology are:

- to study the behavior of an individual under the influence of individual and mass means of communication;
- study of individual and group media effects;
- analysis of the impact of the media environment on the development of the subject, the recovery of the individual and the psychological well-being of the person;
- development of programs for the formation of media protection and media competence of the individual.

The most important area of media psychology is the study of the syndrome of information fatigue, which occurs as a result of the processing of information and the suppression of information.

Taking into account the above considerations, it can be said that a convenient way to form students' media competence is to develop information technology, multimedia technology in the teaching of information technology in education. Special courses on the basics of multimedia, based on increasing the level of media competence, allow graduates to demonstrate a high level of media competence not only in higher education, but also in subsequent professional pedagogical activities.

In conclusion, the implementation of these tasks also depends on the desire, character and professional training of the future teacher. If a person is not afraid of new changes, if he takes a bolder step in the new conditions, he will achieve his goal as soon as possible.

## **RESULTS AND DISCUSSION**

President Shavkat Mirziyoyev —Today's rapidly changing world opens up new and great opportunities for humanity and youth. At the same time, they are exposed to a variety of unprecedented threats. Malicious forces are killing ordinary children against their parents, against their country, and taking their lives. In such a tense and dangerous environment, we, parents, educators, the public, the community, need to be more vigilant and aware of

this issue. We have to raise our children ourselves, not leave them in someone else's hands. To do this, we need to talk more with our young people, listen to their hearts, understand their pain, and provide practical assistance to solve their problems. After all, the main problem that contradicts our national mentality and upbringing, and worries our society with its own dangers, is the problem of information threats. This problem poses a great threat to the future of our society, to the general education of our students, to the future life with its dark shadow [3, p. 67].

We know that today students are aware of the various aspects of information threats and popular culture.

From this we can understand that social and informational factors play an important role in shaping students' media competence.

In conclusion, the development of a harmoniously developed generation, the use of the experience of developed countries to further improve information technology and media competence in education, the inclusion of disciplines and methodological manuals explaining the concepts of media competence in curricula, delivery to listeners and students, media culture, media literacy and media education.

We know that education plays an important role in the development of society. In any field, highly educated professionals will have the opportunity to engage in research, create new products and develop technologies. The globalization process and the current competitive environment between companies require professionals to be prepared for this. Not only do they provide a favorable environment for the development of their ideas and the practical application of their theoretical models, but they are also an important intellectual factor for the innovative development of the economy.

It should be noted that the informatization of education is a separate study of the problem of better application of knowledge about media

products, the identification and study of achievements and shortcomings in this area, promising areas.

Taking into account the social and pedagogical features of information technology and media competence, the influence of social and informational factors on the formation of students' media competence provides an opportunity to consider the content of social and informational factors of future professionals in an informed society.

We know that the quality of education is largely determined by the competence and professionalism of the teacher. The term competence (Latin *competentio* aspire, deserve, deserve) - means deep knowledge and experience, high skill, awareness, efficiency. A competent approach is becoming a conceptual framework for education around the world. At the same time, competence is not only the a Modern society and today's education system need educators with innovative media competencies. After all, innovative and creative educators enrich the educational process with new content and serve as an important factor in raising it to a higher level of quality. The work of an innovative media-competent educator is focused on the individual, where students are taught to make independent decisions, solve problems quickly, and realize their full potential based on their knowledge in problematic situations that may arise in a changing social space. In this context, the role of the media in training professionals will increase significantly. This, in turn, requires a teacher with high erudition, great creative, scientific potential and initiative.

It is time for educators to increase their media competence, to communicate closely with students, and to use Internet resources as much as possible for educational purposes. The development of the educator's virtual space leads to his / her professional growth and provides the necessary incentives for him / her to develop himself / herself as a specialist. The university administration should actively encourage this activity of professors

and teachers, as such work will ensure the quality of education in the university.

Independent work of students, the effectiveness of interaction in the analysis of their work in the field of student research is growing - there is no need for the teacher to constantly adapt the schedule to the teacher's schedule, as there are different ways to communicate via the Internet. At the same time, educators who want to get acquainted with the rapidly evolving Internet technologies are afraid of the amount of knowledge required in the field of ICT, are convinced that the prospects in this area are not bright, and give up in the face of small problems.

Teachers' interest in new ICTs should be encouraged in a timely manner and they should be given maximum assistance in learning the alphabet of online life.

Multimedia is an effective and promising tool for teaching, providing the teacher with a wider range of information than traditional sources; use not only text, graphics, diagrams, but also sound, animations, videos, etc .; It allows learners to select information types sequentially according to their level of perception and logical learning. To fully demonstrate the full potential of multimedia technologies and to use them effectively, learners will need the help of a competent teacher ability to acquire knowledge, but also the ability to put it into practice [4, 52].

be able to install modern multimedia programs and work with standard programs;

- be able to create graphic animations based on modern multimedia programs or standard programs;

- Install animation, pictures and text using Microsoft Office, PowerPoint;

- Ability to create three-dimensional (3D) images using MS Office, PowerPoint, as well as from the media (print, press, television, cinema, radio, recording and Internet), which are also a means of information and

communication technologies in education. Its use helps students to develop the skills of active and correct use of media information so that they can become educated, critical thinkers, independent thinkers, and active participants in public life.

Informatization of the educational process should be considered as one of the main tools for the implementation of the new state educational standards. This process involves the development of a mechanism for the implementation of DTS as a result of pedagogical innovations and the use of information technology, and the rapid enrichment of the educational institution with techniques and technologies. The task of the educational community is to understand the ways and pace of development of this process.

The state educational standard of pedagogical higher education sets the minimum level of competencies that students should have. State educational standards determine the level of competence of students in the field of information technology in education, and serve as a basis for the development of curricula and programs, textbooks, manuals.

The curriculum has been further improved and the subject of Informatics and Information Technology has been renamed Information Technology in Education.

The purpose of the subject of information technology in education is to provide students with theoretical knowledge on the use of information technology in education, the correct choice of software to solve problems in their professional activities and to solve problems based on the acquired knowledge. to develop the ability to use modern information technology software independently.

The role of information technology in education:

- to form a holistic view of informatics and information technologies;

- to reveal the role of informatics and information technologies in the life of every person and in the development of society;
- to reveal the essence and possibilities of hardware and software of informatics;
- what is the purpose and use of information systems and technologies;
- to reveal the ways of effective use of various types of media technologies in increasing the media competence of students;
- information security is about creating an understanding of e-commerce.

One of the current global challenges posed by the growth of today's information technology is to inculcate in young people the concepts of media, media literacy, media culture and media security.

With the rapid development of information and communication technologies, the term "media" has emerged. —The term media is derived from Latin (media, medium) and means guide, mediator [5].

The media is a system of direct and circular communication in society, a space that temporarily creates interactions with people and distracts them.

## **CONCLUSION**

In today's globalized world, the media plays an important role in students' access to information.

In an informed society, from the earliest stages of their conscious life, each student must learn to search for information independently, to be creative in what he or she sees, reads and hears through media channels, and to be able to critically analyze and evaluate media texts.

One of the main goals of media education is to develop practical skills in young people through the use of media products.

Today, due to the fact that there is less opportunity to block and block various types of information received from various sites, including Youtube, Mytube, Facebook, Telegram, Instagram, WhatsApp, Twitter, and to limit the various plots, the concept of Mediata'lim Media Education This will

increase its potential for future development in the field of education. In the future, in higher and secondary special and educational institutions under the Ministry of Public Education. It should also be taken into account that media education is included in the curriculum as a separate subject or by incorporating its elements into other disciplines [6].

The conclusion is that improving the quality and efficiency of education in the education system, the widespread use of new pedagogical technologies based on the effective organization and management of the educational process to provide quality education to students, including the introduction of media education is a modern requirement.

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