

**DEVELOPMENT OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS
USING MEDIA EDUCATION TOOLS**

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Abstract: The rapidly evolving digital era has transformed the way we communicate, access information, and learn. As future teachers, it is crucial to equip ourselves with the necessary skills and competencies to effectively navigate this digital landscape and harness its potential for educational purposes. In this article, we will explore the development of professional competence among future teachers using media education tools.

Key words: Professional competence, educational purposes, digital landscape, education programs, citizenship skills, generations.

Introduction. We will delve into the importance of media literacy skills, how they can be integrated into teacher education programs, and the benefits they bring in preparing teachers to navigate the digital landscape of the 21st century. As future teachers, it is essential to recognize the potential of media education in enhancing our professional competence. By embracing media education tools and approaches, we can effectively adapt to the ever-changing digital world and equip students with the necessary skills to thrive in the 21st century. By advocating for media literacy in education policies and participating in professional development opportunities, we can ensure that all teachers are prepared to integrate media education effectively and nurture the digital citizenship skills of future generations. A modern teacher is an expert who is oriented in the informational space freely, has necessary knowledge and skills to search, to store and to use information, to transform and to modify it, to work with various information tools, to use modern mobile technologies, computer communications and systems [1]. The significant aspect of informatization of education is immersion of teachers to the process of creative constructive activity by means of multimedia, their formation of skills of the use of media in their professional activities, and the ability to design their own multimedia environments by means of ICT and mobile learning technologies. Teacher should receive necessary knowledge and skills, form their individual creative aspects of the personality that determine vector of their further professional development.

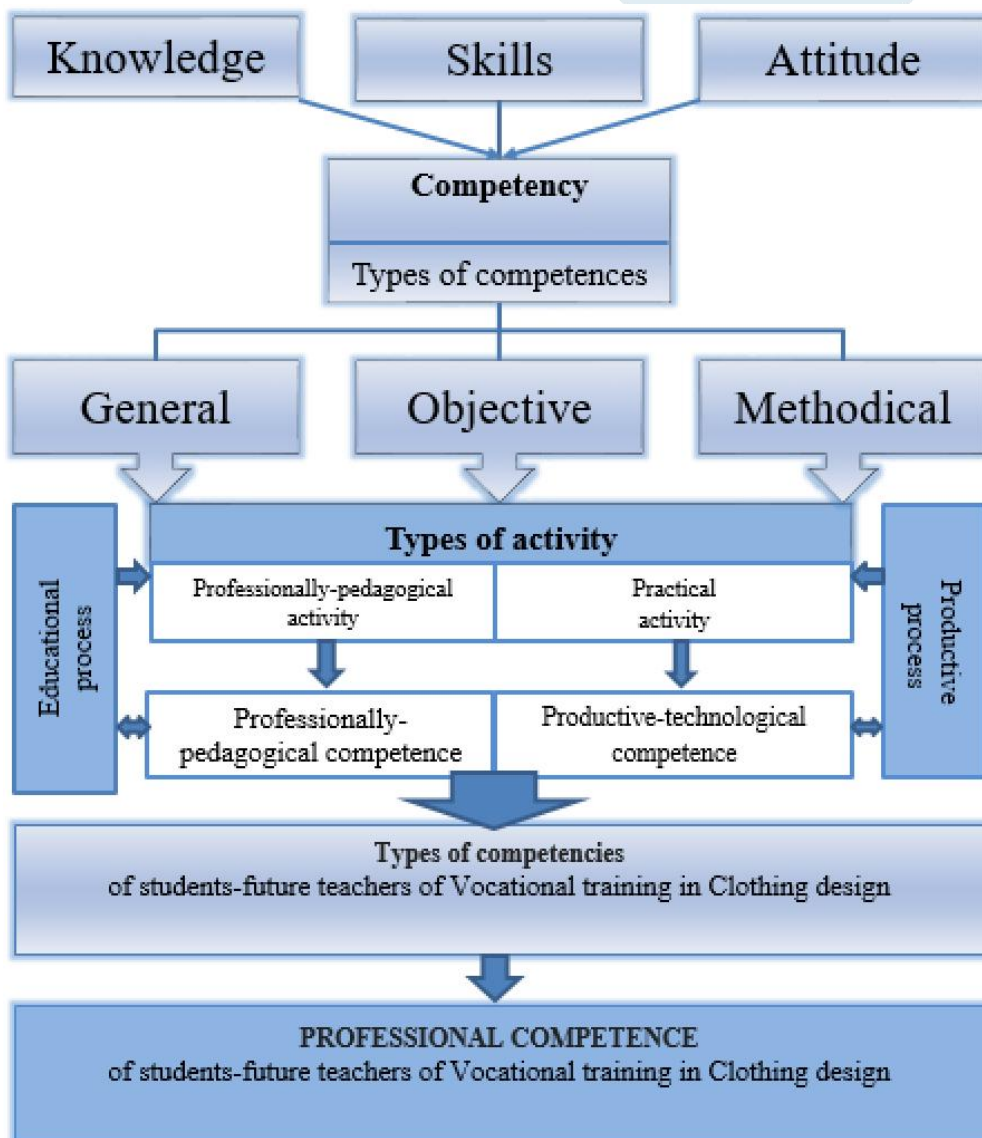


Figure 1. Scheme of Professional competence of student's future teachers of vocational training

Modern pupils and students are better oriented in the information space such as mobile technologies and Internet than their teachers and parents. This is a true trend in the development of the informational society. The task of teachers within the informational age is to develop the child's critical thinking, ability to analyze and to select personal meaningful information, to structure, to synthesize, to use and to create his / her own media texts for the information environment, which helps to form child's media culture. Media culture, on the one hand, is a part of the general culture which associated with the media of communication, and, on the other hand, is a part of general culture of a person. Teacher should begin with the formation of his / her own media competence, which is aimed at the formation of the media culture of a modern teenager [2]. The process of forming media culture consists of many components such as study of mobile technologies and masterpieces of the world culture, study of color and sound harmony, laws of visual perception, technology of creating a "screen image" and the others. Lifelong learning is one of the basic principles, without which a modern teacher cannot keep up with the development of the global information community. The development of media competence of a teacher is an essential factor which influences the formation of his / her media culture. Formation

of professional competence of teachers relates to ensuring their full preparation for using media in the educational process. Media educators pay great attention to the media educational opportunities of Internet and mobile technologies, the impact of which on a person is considered to be very ambiguous. The ultimate goal of media education is not only to perceive media texts critically, but also to realize what role they play in the surrounding reality, to view media as a means of human self-expression, as a means of cultural development, to evaluate how media texts influence the audience. Internet is not only the means of combining information, but also a kind of parallel reality in which a person undergoes changes, the very idea of the surrounding world is distorted. The program was based on practical theory of media education, theory of "critical thinking", which took into account professional and personal experience of each teacher [3]. The program was designed for teachers who had basic computer skills and experience in using mobile and information and communication technologies in their professional activities. Individual, group, interactive forms of education are used while educational process is organized. Individual form of education implies consulting assistance to teachers throughout the program, provides methodological assistance. This form of education is especially important because it allows to establish contact with each participant, which contributes to the implementation of the personal-centered approach and the effective development of media competence of teachers. Group forms of education imply the inclusion of each teacher in the process of interaction with the other participants, which allows to create conditions for revealing methodological, didactic and informational difficulties in creating media texts, exchanging views on the solution of certain problem. Teacher analyze media texts not only by the degree of its practical applicability, but also by its aesthetic features and relevance of use of the chosen cover, which allows to state the development of practical, operational, creative and semantic indicators of media competence. Teachers study features of using media texts created by means of network services, convert media texts created earlier into a network service, and store media texts in Internet within the process of practical implementation of the individual project. Teachers learn the principles of web-resource design, features of the presentation of educational material in the network, basics of website building and creation of blogs, development of creative interactive and problem tasks using Learning Apps network service. Initial study was conducted to identify the initial level of media competence in the experimental and control groups at the beginning of the program. We have identified motivational, cognitive, technological, reflective components within the structure of media competence. Motivational component is an integrative characteristic of a person, which is expressed in willingness and readiness of a teacher to study media texts of various genres and thematic spectrum with the inclusion of non-entertainment genres, to receive new information, to search for media materials for educational, scientific, research purpose; readiness to learn how to create media texts by oneself by means of ICT and mobile learning technologies studying specific examples of creativity of professionals [4]. Based on empirical evidence, this model predicts that teachers' professional competence develops through the active uptake of various learning opportunities and that individual characteristics influence the degree to which teachers utilize these learning opportunities. As a result of the ascertaining section, a predominantly low level of the formation of the media competence of future teachers was determined, which necessitated the theoretical substantiation and implementation of a number of pedagogical conditions. These include: the formation of a positive motivation among future specialists for the use of media in the educational process; organization of an educational media environment in higher education institutions aimed at developing media competence among future teachers; attraction of future specialists to purposeful, creative media activity and the creation of their own media product. The research introduced the testing of such conditions which provided for the systematic work of students with media texts of various types (posts on social networks and

comments to them, movies, cartoons, videos of classes, lessons, and other forms of work with students, webinars, scientific, educational, and other texts in the open access, audio recordings (music, songs, audio books), iconic signs (photos, drawings, infographics)). A number of effective media texts have been identified and introduced into the educational process from the point of view of the formation of media competence of future teachers. To implement the purpose, we used a number of methods of both theoretical and empirical nature. The first included the analysis of scientific and methodological literature to clarify the state of the research problem synthesis and generalization to formulate the essence of the leading categories of research; design and modeling to identify and characterize the pedagogical conditions of formation of media competence of future teachers in the process of professional training, the selection of relevant media texts of meaningful content [5]. Empirical methods include: questioning, testing, methods of mathematical data processing in the course of the ascertaining and control experiments - to determine the levels of formation of media competence of future teachers, the forming experiment (implementation of reasonable pedagogical conditions based on the use of meaningful media texts of various types), control experiment to evaluate the effectiveness of the proposed pedagogical conditions. The analysis of scientific studies of foreign and domestic scientists on the essence of the concept of "media competence" allows us to formulate the author's vision of the world. So, we understand the media competence of a future teacher as an integrated characteristic of competencies, as well as individual personality traits of the applicant, allowing the ability to use media tools and create authorial media products for further professional activity [6]. We consider the following to be the structural components of a future teacher's media competence: motivational component - aimed at the formation of positive motivation of future professionals when working with media tools and various media texts, promotes self-improvement, transformation of personal values and meanings into professional ones; cognitive semantic component - related to the knowledge and degree of their comprehension necessary to work with media tools like types of media, special programs and ways of working with them, processing and critical methods of media processing.

In conclusion, media education provides future teachers with essential skills and competencies to navigate the rapidly evolving digital landscape. By integrating media education tools into teacher education programs, we can equip future educators with media literacy skills, critical thinking abilities, and responsible media consumption practices. Through the use of digital tools and pedagogical practices, teachers can engage students in meaningful learning experiences and foster their media literacy development. Moreover, promoting media literacy across the curriculum ensures that students are adequately prepared to critically analyze and responsibly create media content.

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