

**THE SPECIFICS AND PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF THE
USE OF MEDIA IN EDUCATION**

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Abstract: The article examines the ways of using media in the educational process, taking into account their functional load, specifics, and psychological and pedagogical aspects of using media in education. The article also analyzes the teacher's willingness to use media in professional activities, the main components of readiness: information support, goals, motivation, activity.

Keywords: communication, Internet portals, multimedia, media education, media resources, media products.

Taking into account the functional load, electronic tools can be used as an educational tool for special processing of traditional tasks, as well as as teaching assistants, such as working with electronic dictionaries, encyclopedias and Internet portals on specific subjects.

Due to the various possibilities of media in the presentation of educational materials, the use of media as a means of visualizing the subject is expanding.

Communication (e-media) provides communication between computers located locally or around the world, often in the form of so-called e-mail or video conferencing, allowing children and teachers to communicate across borders and distances. It can be used to communicate across borders and distances. Communication also involves receiving information via the Internet and making it available to others, that is, simultaneously consuming and producing information.

It is a tool for modeling reality, allowing you to identify complex relationships that cannot be recognized by simple observation. By creating artificial worlds, electronic media make it possible to conduct research on a new scale, including pedagogical ones.

A PowerPoint presentation can be used as an example of how electronic media can be used as a means of processing educational material. This is one of the most popular formats today for presenting self-completed assignments, reports, messages, etc. Using PowerPoint can be more effective only if teachers and students follow the curriculum, preparation of the presentation, its design and psychological aspects, as well as this program. The implementation of didactic principles of visual learning at a new level can motivate students only if they know how to use these resources.

The material presented in the form of electronic presentations significantly expands the possibilities of traditional textbooks through the use of audio and video accompaniment, animation effects. When working with a computer, students use both auditory and visual channels of perception, which increases not only the volume of perceived information, but also the intensity of its assimilation.

The second interesting way to use electronic tools as teaching aids is through specialized computer programs aimed at developing certain skills and competencies, and online portals offering rich material on a wide variety of topics in the discipline being studied. In addition to specialized websites and portals, videos, feature films, documentaries, and video clips are important and interesting educational tools.

As a means of communication, modern technological devices offer ample opportunities for

organizing international projects based on e-mail, video conferencing, etc. Along with joint communication projects, students can work independently, improving their knowledge in their chosen field. To do this, a wide variety of courses are available online for different students, both for self-study and for teaching under the guidance of a teacher (distance learning).

Electronic media act as a tool for modeling reality, allowing students to make virtual trips to different cities and countries, get acquainted with the traditions and culture of peoples, explore the main tourist attractions without leaving their home, hometown, school or institute.

Modern technological devices make it possible to implement constructivist requirements for authenticity, multiplicity of learning situations and autonomous acquisition of knowledge in situations of social interaction and cooperation.

The concept of readiness to use media in the professional activity of a teacher, the main components of readiness: information support, goals, motivation, activity.

Informatization and "internetization" of the educational environment is the most important task of the state today. The central figure in the informatization of education is the teacher. The successful implementation of these areas depends on the active participation of all participants in the educational process. The effective use of modern information technologies, their competent integration into pedagogical processes and the creation of a unified information environment in educational institutions will allow us to move to a new, modern educational paradigm.

Undoubtedly, the question of how much the role of the teacher and his functions will change in connection with the declared transformation is relevant in the educational process, which is increasingly influenced by the global process of informatization of society. The answers to this question represent a fairly wide range of opinions, often diametrically opposed to each other. There are concerns that modern media and communications will completely replace teachers and that teachers will only be able to play the role of observers and consultants. On the other hand, others believe that none of the current types of media will be able to replace teachers in the foreseeable future and that in any case they will only serve an auxiliary and educational function. Whatever one's position, it is obvious that modern technological progress places new demands on the personality, professional qualities, functions and role of the teacher in the educational process.

Considering the didactic and pedagogical potential of electronic media and the opportunities they provide, first of all, it is necessary to talk about such qualities as productivity, interactivity, modeling skills, individualization, sociability and multimedia. Thanks to them, modern technical means can imitate the teacher's activity to a certain extent. However, none of the modern technical means can claim to be a teacher-educator, despite the many undeniable advantages that open up new opportunities in the educational process. For example, computers can perform several functions of a teacher. Analyze the student's behavior, prompt, ask and answer questions. At the same time, the range of issues and topics, as well as the options for consideration, are determined in advance. . The teacher can answer any question, including the one that is not entirely successful, in a way that corresponds to the abilities of his students, taking into account many external circumstances and personality traits of the students.

According to popular surveys today, most teachers are theoretically aware of the need for media education of schoolchildren and the importance of introducing modern media and communication into the educational process, however, the proportion of those who use the media in their work is quite large, either very rarely or not at all. Perhaps this situation is due to a number of reasons, but the unwillingness of teachers to use modern technological means in their educational activities

plays an important role here. Therefore, we believe that teachers' interest in the latest technological advances and the formation of an adequate understanding of the new role to be played by teachers in an ever-changing information environment is an important moment of retraining in a modern comprehensive school.

New media has led to the creation of new forms of knowledge management and knowledge organization. Traditional forms of educational information transmission are being increasingly criticized. Declarative knowledge is no longer required, it is necessary to encourage learning as a process and create favorable conditions for it. Traditional teaching is based on the teacher learning structured content and passing it on to students. Learning in the information society requires more activity from the students themselves, who master the skills, methods and techniques of self-learning. The rejection of strict instructions creates an interaction that focuses on the student himself, his individual abilities and characteristics.

Learning from new principles means autonomy, collaboration, interactivity, and creativity. New learning can be facilitated by the introduction of new forms of learning, the creation of new roles for teachers, the active introduction of new technological tools into the educational process and the provision of free access to media resources. The implementation of such a paradigm shift largely depends on the willingness and initiative of teachers to work with various media tools.

Literature

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