



**THEORETICAL BASICS OF PROFESSIONAL-CRITICAL APPROACH
IN ORGANIZING MEDIA EDUCATION AND PEDAGOGICAL
ACTIVITY**

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A B S T R A C T	K E Y W O R D S
<p>This article describes the methods of media education, the teaching of creative assignments based on media materials.</p>	<p>Media education, media education models, media education practice, media materials, information technologies.</p>

Introduction

Integration processes taking place in modern education make the use of modern technologies and active forms of interaction within the educational process urgent. The potential of pedagogical technologies is used in various fields such as philology, history, social studies, legal education, foreign language, geography, ecology, world artistic culture. In recent years, pedagogical technologies have been actively used in the practice of media education in our country. Pedagogical technology means "a set of means and methods of reproduction of theoretically based educational and educational processes that enable successful achievement of educational goals. Pedagogical technology consists of instructions for methods of activity (didactic processes), conditions under which this activity is implemented (organizational forms of education) and means of implementation of this activity" [1]. Let's turn to an example from the reality of Russia. It is known that the possibilities of interactive informal communication are very actively used by modern schoolchildren and students in chats and mobile phones. Modern telecommunication networks, for example, allow communication participants to enter into an interactive dialogue in real time. In the process of interaction (interaction -?), it is possible to discuss news, movies, express your opinion on the problem of interest by participating in the forums. N.W. Zmanovskaya, for example, offers an interesting innovative form of work on media education of future pedagogues at the Higher Education Institution - a pedagogical studio. Workshops in the studio focused on strengthening the direction of using hypertext for the purpose of media education, developing the skills of students to search for information in the process of acquiring knowledge, processing, storing and using information in the pedagogical process, and developing the critical thinking of the audience. Thus, the media (in this case - computer technology) is not only an educational tool for information transfer or a daily technical device for spontaneous interactive

communication, but is becoming an educational multimedia environment that offers information that helps to solve certain pedagogical tasks in the form of hypertext. The development of media-communicative literacy of students in pedagogical studio sessions includes the acquisition of operational, procedural (order) and behavioral knowledge and skills that are the basis for future pedagogical activities. In our opinion, interactive interaction based on dialogue has great prospects in modern education (not only higher education institutions, but also in school education).

As stated by N. Krlova, in the course of modern education, "it is necessary to avoid the use of non-standard pedagogical tasks and methods of clear, unambiguous answers to the teacher's questions. We need methods that allow the student to think broadly about the topic of the problem, and the answer itself is not important, but to search for the answer, immerse in the world of thinking together (within a group, dialogue) and search for the relative truth in the absence of knowledge and primary information. One of such methods actively used in the process of media education was considered "big questions", they are not a one-size-fits-all answer to the question posed by the pedagogue, but a creative approach and an independent understanding of the works of media culture. Examples of 'big questions' are: 'Give three explanations for why...?', 'Explain why...?', 'What is the difference between...?', 'Guess what if... will be?' etc. These types of questions are called problematic and have been around since the time of Socrates, Pythagoras, etc. Problematic questions help to activate the research activity of pupils and students. Creating problem situations and organizing independent research activities of the audience can also be used in the media education process, and it is aimed at "forming students' independence in learning, developing their logical, mental, critical and creative thinking and cognitive abilities".

M.M. Levina, emphasizing the importance of problem-based education, considers it "one of the main educational technologies that implements the humanistic direction of the science and practice of pedagogy." It is not by chance that posing problematic questions, as well as using problematic situations, are widespread in the practice of media education. For example, Yu.N. Usov, G.N. Polichko, A.V. Spichkin, A.V. Fedorov et al.'s models of media education emphasize problematic, heuristic, playful and other productive forms of education that "develop students' individuality, independence of thought, creative activity, perception, interpretation and analysis of media text structure, assimilation of knowledge about media culture" [2].

Research Methodology

Creating problem situations based on the study of works of media culture, their comprehensive independent analysis will help to increase the cognitive activity of the audience, develop the emotional sphere, and creative abilities. Using the main components of problem-based learning makes it possible to achieve these goals, namely:

- increases schoolchildren's (students') basic knowledge of the world of media culture (its theoretical, terminological and historical-pedagogical foundations), the relevance of working with media works of various forms and genres;
- mastering new concepts and methods of action, as well as applying them in practice in connection with media creation.

Acquiring new knowledge about media and media culture is always related to the questions that arise, which, in turn, predetermine the vector of obtaining answers to the problem of solving the studied problem or the attitude to the received information, so, for example, understanding and analyzing a

watched film or television show. A serious work related to . Thus, the search for independent and sometimes difficult answers to questions of interest motivates a person to think and research related to the media.

Design activities are increasingly actively used in school and higher education media education. Projects related to media education are represented as an important example of cognitive activity, creativity, and at the same time the formation of certain personal qualities of pupils (students). The method of students' (students') research projects is aimed at applying acquired knowledge about media culture and mastering new ones. The activity of designing media material allows the audience to become an active participant in the educational process, helps to acquire teamwork skills. Project activity is of particular importance in the process of developing the critical thinking of the school audience (students), because creative work on the project helps to form "constructive critical thinking, which is difficult to learn in the ordinary school system." Students develop a personal analytical view of information, and the evaluation scheme given from above: "This is right and that is wrong" is no longer valid.

Analysis and Results

Effectiveness of project methodology in media education, A.V. According to Spichkin, it is determined by the following reasons:

- project methodology is person-oriented, that is, the developmental aspect is one of the leading aspects in meta-education;
- learning during the implementation of the project is self-motivating, which means an increase in interest and involvement in the work during its implementation;
- finally, in the methodology of projects, the hierarchy of "teacher-student" interactions is significantly different from traditional educational methods [6].

The teacher helps the audience in the search for information while working on the media project, and at the same time is a source of information and a coordinator of the audience's work. Its most important task is to support and encourage students, to activate their creative activities. As the main condition for the implementation of media education projects in the school environment, A.V. Spichkin distinguishes the following:

- in order for schoolchildren to have the opportunity to compare the possibilities of different equipment and to understand the specific features of their use, they should be provided with the opportunity to use all the equipment in the educational institution;
- it is necessary to take into account the complex aspects of the production process related to the acquisition of technical equipment in order to ensure the management of project implementation;
- schoolchildren must understand the correct definition of the scope of the implemented projects. Projects should have clearly defined goals and target a specific audience;
- schoolchildren should not set tasks beyond their level of technical and artistic preparation. Before starting the work, it is necessary to clearly define the quality criteria of the final product, after achieving them, the work is considered complete;
- the practical activities of schoolchildren on the creation of media texts and the discussion of its results should help them understand how media messages are created, distributed and consumed;

– every teacher working with schoolchildren must have a clear idea of the general structure, goals and tasks of the project at one or another stage of its implementation. Solving specific tasks related to specific school subjects should be subordinated to the general goal[3].

These cases, in our opinion, apply not only to the process of school media education, but also to the process of media education in HEIs. "Media Education" in working with students on creative media education projects within the specialty subjects for Pedagogical Higher Education Institutions, for example, creating and creatively implementing personal media products (socio-pedagogical films, newspapers, commercials) for students of different ages, school events (optional, in the film club) training) includes design activities such as developing scenarios. Before moving on to practical implementation of projects, students can be offered the following challenging questions:

- for what purpose is this or that media material (release of a film, presentation, newspaper, magazine, radio broadcast, etc.) prepared;
- what pedagogical goals and tasks the author of the project (group of authors) sets for himself;
- what main priorities and ideas form its basis, etc.

Thus, the preparation of media education projects, interactive forms of working with works of media culture, posing problematic questions, etc., allow to successfully solve the main tasks of media education, and help the development of media competence of the young generation.

Summary

In the process of globalization, the rapid spread of information sources, the enormous increase in the amount of socially important (scientific, technological, cultural, etc.) information cannot fail to have an impact on any society.

Therefore, providing young people with the necessary and necessary information related to the media in the process of preparing them for the profession will guarantee their further activities. This leads to an adequate reflection of the image of the real world in their minds and allows them to work in harmony with the environment.

Thus, the preparation of media education projects, interactive forms of working with works of media culture, posing problematic questions, etc., allow to successfully solve the main tasks of media education, and help the development of media competence of the young generation.

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