

Media Competence and Continuous Professional Development of the Teacher

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ABSTRACT

This article discusses media education opportunities that encourage science teachers to develop independent thinking, creative activity in an informed society in a competent approach to education related to the development of media competence.

KEYWORDS: *media competence, competency approach, information society, media education, creative activity*

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INTRODUCTION

At present, teachers are required to properly plan and implement educational, scientific and cultural-educational activities in the organization of their effective activities, to quickly adapt to changing modern requirements in the continuous improvement of professional pedagogical skills.

To teach students to effectively use different types of skills acquired in personal, professional and social situations through a competent approach to education, to be able to explain their ideas to others, to listen and understand them In order to be successful in everyday life, it is necessary for the student to be able to search for this information, analyze, and use the knowledge, skills, and abilities to solve problems encountered in daily life [1].

Among the main trends of world development, the transition to an informed society is an important task, that is, the impact of the media in all spheres of society is a pressing issue. On this basis, media competence remains a priority in the continuous professional development of teachers.

LITERATURE ANALYSIS AND METHODOLOGY.

Problems of media education in the Republic of Uzbekistan have been studied by S.Sulaymanova, Ya.Mamatova, S.Beknazarova, S. Babajanov and many other scientists, and scientific and methodological bases have been developed. A.Milyutina, A.Veryaev, V.Protopopova, I.Fateeva, G.Onkovich, N.Zmanovskaya, scientists of the commonwealth of Independent States have carried out significant research on the organization of media education [2].

DISCUSSION

A competent approach in history lessons is an approach that emphasizes learning outcomes. In this case, the result of training is not a set of assimilated information, but the ability of an individual to act in different problem situations.

Media competence in history lessons is now based on innovative educational technologies that depend on creativity to implement innovations. Media creativity (creativity in the field of media) is a creative ability in the activities of a media-competent teacher. Media

creativity leads to the development of media competence by defining an innovative learning environment.

Technological map of lessons on all included topics in history, development of lessons on the basis of modern pedagogical technologies.

The teacher's purposeful use of information and communication and pedagogical technologies in the classroom, along with the discovery of opportunities such as efficient use of time, perfection, consistency, flexibility, development, breadth, demonstration, creates the basis for students to fully master the subject materials. The teacher is able to focus the attention of each student participating in the lesson on the topic, ensuring their activity. The use of information and communication technologies in the classroom allows extensive use of electronic textbooks, electronic manuals, additional resources, electronic assignments and multimedia information. The Internet allows students to quickly find and read the latest sources on the subject and work independently, as well as to develop the ability to keep pace with the times, to get to the heart of each educational material, to work independently on sources and data, to compare

Media education teaches students to think independently, to develop creative activities, to receive information, to process it, to generalize, to draw conclusions.

In order to provide students with more extracurricular information on "Restoration of spiritual and historical heritage in Uzbekistan" in the lesson "History of Uzbekistan" in secondary schools, the teacher can contact <https://meros.uz> directly using a computer or mobile phone. The site provides access to basic information about the existing architectural structures, archeological monuments, technical facilities, shrines and museums in all regions of the Republic of Uzbekistan. At <https://e-tarix.uz/> there is an opportunity to get acquainted with sources on the history of the peoples of the world, documentaries, architectural structures, archeological monuments, technical facilities, shrines and museums.

Today, the teacher, demonstrating his pedagogical skills, must provide students with an Internet address (link) of additional electronic information directly related to the topic during the lesson. In contrast to the traditional method of teaching, the teacher uses a combination of information and communication and pedagogical technologies, which is characterized by the presence of a huge database and active student movement.

Analysis of the literature on the problem of media education shows that the lessons aimed at developing the media competence of the audience are based on games and creative forms of work. In particular, various creative tasks in media education are classified on the basis of the content of the educational material, the characteristics of the character; that is, the nature of the requirements for them, the requirements for the final result, the ratio of "data" and "objectives" of the educational work performed, the organizational and implementation forms. The following cycle of creative tasks can be included in the relatively common media culture materials in the practice of media education today: role-imitation, problem-situational, creative-visual tasks for the audience to acquire creative skills in media materials using technical means, game forms, heuristic methods. A cycle of creative assignments aimed at developing the audience's full understanding of media texts. In the audience, media is a cycle of creative tasks aimed at developing text analysis skills.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS

As a result of the introduction of information and communication technologies in the process of history lessons, ie media education, mobile learning system, the ability to teach young people to work independently, to think freely. Today, the integration of the latest experience in the field of pedagogy into education is a requirement of the times, and ensuring its integration with education is the primary task of our teachers.

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