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RAQAMLI IQTISODIYOT VA AXBOROT TEKNOLOGIYALARI

2023

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DIGITAL ECONOMY AND INFORMATION TECHNOLOGY
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РАҚАМЛИ ИҚТИСОДИЁТ ВА АХБОРОТ ТЕХНОЛОГИЯЛАРИ
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ЭЛЕКТРОН ИЛМИЙ ЖУРНАЛ

Мазкур электрон илмий журнал Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 19 декабрдаги “Оммавий ахборот ва коммуникациялар соҳасида давлат хизматлари кўрсатишнинг айрим маъмурий регламентларини тасдиқлаш тўғрисида”ги 1017-сонли қарорида белгиланган вазифалардан келиб чиқиб, Тошкент давлат иқтисодиёт университети томонидан 2021 йил март ойида таъсис этилган ҳамда халқаро интернет тармоғига жойлаштирилган.

This electronic scientific journal was established by the Tashkent State University of Economics in March 2021, based on the tasks defined in the decision of the Cabinet of Ministers of the Republic of Uzbekistan dated December 19, 2019 No. 1017 «On approval of some administrative regulations for the provision of public services in the field of public information and communications» posted on the internet.

Нашр қилинаётган “Рақамли иқтисодиёт ва ахборот технологиялари” электрон, илмий журнали Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссиясининг 2023 йил 31 январдаги 332/6-сон қарори билан Иқтисодиёт фанлари бўйича “Фан доктори” илмий даражасига талабгорларнинг диссертация ишлари, илмий натижалари юзасидан илмий мақолалар эълон қилиниши лозим бўлган Республика илмий журналлари рўйхатига киритилган.

The electronic scientific journal “Digital economy and information technologies” published by the decision of the Higher Attestation Commission under the Cabinet of Ministers of the Republic of Uzbekistan dated January 31, 2023 No. 332/6 announces scientific articles on the scientific results of dissertations of candidates for the degree of Doctor of Science in «Economic Sciences» included in the list of republican scientific journals that should be published.

Журналнинг интернет ахборот тармоғидаги манзили:

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IMPROVING MEDIA LITERACY USING DIGITAL TECHNOLOGIES IN PROFESSIONAL EDUCATION

Parpieva Ra'no Abdurasulovna

Lecturer teacher, Tashkent State university of Economic, Department of "Digital economics and information technologies"

Norboyeva Nafisa Erkinovna

Lecturer teacher, Tashkent State university of Economic, Department of "Digital economics and information technologies"

Anvarova Mukaddas Maxamadjonovna

Lecturer teacher, Tashkent State university of Economic, Department of "Digital economics and information technologies"

Abstract. This article provides methods and ways to organize self-studying work of students of professional education by developing media literacy. In addition, types of independent work and their assessment, as well as a technological map designed for one lesson, are presented. Recommendations for the use of interactive and innovative educational technologies are given at each stage of the technological map.

Keywords. Media literacy, professional education, self-studying work, types of self-studying works, technological map, innovative educational methods.

Introduction:

Nowadays, one of the important factors in the development of the education system and the training of quality personnel is the wide use of information technologies and scientific and educational information resources in the education system. The main priority of modern education is that the learner acquires the necessary knowledge and skills, and is determined by the independent acquisition of information resources. At the same time, it forms feelings such as professional competence, knowledge and skill, creative approach in the student. One of the main factors of the information process is the development of media literacy and independent education among young people.

Today, media and information literacy helps people know where and how to get information, and how to sort the right information. A lot of methodical work is being carried out on the wide implementation of the information educational environment in the educational process, the development of students' media literacy knowledge, independent and digital education system.

In our country, on the basis of information technologies, ample conditions have been created for improving media literacy, organization and development of students' independent activities.

The purpose of this article is comparing types of self-studying works, determine problems and, furthermore, giving solutions in professional educational system with helping media literacy of pupils.

Methodology:

One of the main tasks of today is future specialist's self-studying activity is teaching to improve one's knowledge and skills. In self-studying activity, the learner must have the literacy to receive, use, and sort the necessary information, use multimedia, and use information technologies. This emphasizes the interdependence of medical literacy and self-studying activity.

The urgency of the problem of improving the independent activities of students of professional education and its role in the formation of professional competencies can be characterized by the following reasons:

1. Different level of knowledge and skills in preparation of independent subjects;
2. Students' different motivational approach to occupation;
3. Different levels of literacy in information technology and the use of various information;
4. The need to form an individual professional-educational guide in the course of the student's independent activity;
5. The need for the student to acquire a wider range of independent knowledge in preparing himself for life;
6. Increasing the role of the professional education system in students' acquisition of media knowledge;
7. Increase the status of independent activities like other educational activities.

Therefore, in order to solve these problems and organize independent activities, a set of pedagogical and technical conditions that ensure the formation of professional and media competences is necessary.

The process of training qualified specialists in the professional education system envisages its future implementation. The need to apply advanced techniques and technologies to the educational process, the issue of improving the media literacy of students and their practical preparation for independent activities is considered urgent today. Issues of reforming the educational system, applying information and communication technologies to the educational process in educational institutions, and using information resources: considered of Muslimov N.A. [1], N.N. Azizkho'jaeva [2], U.Sh. Begimkulov [3], B. Ziyomammedov [4], E.I. Xayrullina [5] and others works.

Regarding the organization of independent activities, the scientists of the foreign states Hải Nguyễn [6], Phí Khương, Lâm Dương [7], Tetiana Voskresenska [8], Tufte [9] and et al. considered in their work.

General scientific works that ensure the effectiveness of independent activity show that the level of formation of independent work is related to (clear definition of the goal, place, time, conditions, analysis of information, reflection of results, correction).

Self-studying activity is an educational activity related to the independent and creative performance of educational tasks by students in a specified subject. The basis of independent activity is independent work. Independent activity determines the student's independence in professional activity.

In our opinion, self-studying activity is a type of education that enables students to independently acquire new knowledge, master it, get closer to the professions they want to acquire, and apply the acquired knowledge in their later life.

In the study “Independent activity as a means of professional training of students”, G.N. Dinits defines the following main features of independent activity in education: purposefulness, that is, activity aimed at achieving a consciously set goal; rationality, after setting a goal, the student analyzes the situation in which he has to act and chooses the ways and means of achieving the goal, the sequence of future actions; understanding, knowing the possible outcome, planning and waiting, the existence of a logical sequence; structure, a set of certain actions and the sequence of their implementation; effectiveness, activity finding its end [10].

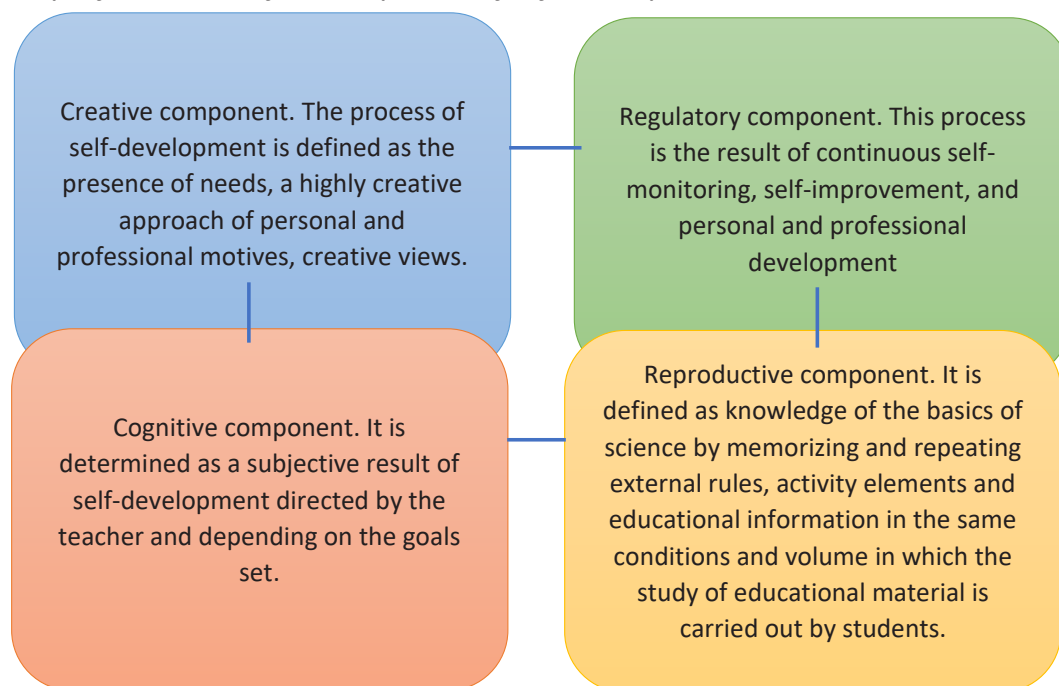
I.A. Kutnaya showed organization of independent activity, self-control, evaluation and analytical analysis of information as the main features of independent activity [11].

According to F.X. Matsieva’s views, the main characteristics of independent activity are: expediency, systematic and independence. He adheres to the point of view that the basis of independent activity is knowledge activity aimed at improving the process of professional training of future specialists [12].

R. Fuller’s classification shows three stages of the professional development of a pedagogue, each of which includes a process of independent knowledge acquisition:

- 1 – stage. Overcoming existing professional difficulties.
- 2 – stage. Adaptation period. Special attention to professional activity;
- 3 – stage. Maturity period. Working on oneself, mastering new knowledge, seeking to conduct research.

Due to the given analyzing information, we create components of the process of personal and professional self-development of a future specialist:



The above-mentioned components of independent activity reflect a purposeful, continuous and systematic process of professional and personal improvement of students. This process is aimed at increasing the level of professionalism in future specialists, developing leading personal and professional qualities.

Discussion:

In the conducted research, debates arose about the basic tasks and characteristics of the concepts of media literacy, media competence, and media education. The following table 1. explains the above concepts and their characteristics:

Table 1

Meaning of the words “Media literacy”, “Media competence”, “Media education”

Media literacy	Media competence	Media education
Use of media in learning, development of materials, resources, knowledge, skills.	The knowledge, skills and abilities acquired in education and their ability to use them in practice at an acmeological level	Media-based teaching and learning. Represents an educational process that helps to understand the basic laws of media, and is aimed at forming the skills of receiving, studying and competent analysis of media.
The main features of media literacy	The main features of media competence	The main features of media education
1) helps students to think critically in communication with the media, in understanding the content of the media in their educational activities; 2) teaches to receive, analyze, evaluate and transmit information in various forms; 3) teaches to understand the socio-cultural, political context of the media, to perceive, create, analyze and evaluate media texts	1) to find necessary scientific materials for study, to be in “constant” communication with media products; 2) teaches to perceive and interpret cognitive, emotional, aesthetic and moral media information in the educational process; 3) being able to use acquired media knowledge, skills and abilities in professional activities	1) about the media set of regulatory and legal documents and knowledge; 2) information technologies, multimedia technologies organization of education in an active form; 3) teaches to interpret and create messages, to choose suitable media for education

Due to the given table we create technological map of the lesson to the theme “The importance of Microsoft Office programs in the formation of mathematical ideas of preschool children”.

Stages	Activity of the teacher	Activity of the pupil	Self-study is organized based on the development of media literacy skills (knowledge, skills, abilities)
1. Motivational stage (5 minutes)			
Visualization of education in order to strengthen mathematical knowledge based on the use of Microsoft Office programs	The following interactive methods are used: Question: «Quick question and answer», «Brainstorming», «Debate»	Estimated expected answers are given. A goal is set and questions are asked	Motivational learning activities: A learning task is set for the student based on previously known and still unknown knowledge.
2. Personal development stage (10 minutes)			
Development of knowledge, skills and competencies of learners on the basis of their personal competencies	«KWHL» (Know, What, How, Learn) method is used.	All thoughts and ideas on the topic are analyzed	Communicative educational activity Cooperation in collecting information, working as a team; Personal training The need to use Microsoft Office programs and ideas about their application in activities are developed in mathematics training. 3 minutes
3. Cognitive stage			
Understanding the content of knowledge and competence on the given topic	Mediaquest+, «Problem situation», «Creative thinking» methods are used.	Preschool children understand the importance of Microsoft Office programs in forming their mathematical imagination using Mediaquest+, «Problem situation», and «Creative thinking» methods.	Media-educational knowledge, qualifications, skills: With the help of Mediaquest+, «Problem situation», «Creative thinking» interactive methods, the skills of analyzing the content of media literacy and using media texts are developed. 6 minutes
4. Information stage			
Developing a sequence of using Microsoft Office programs in the development of children's mathematical imagination	“DIGA” (Describe, Interpret, Generalise, Apple) methods are used.	They compare the structure they have developed with the presented one.	Perceptual learning activity Searching and extracting information; Ability to systematize knowledge; 4 minutes

5. Active stage			
Setting a personal goal, implementing the necessary methods and tools to overcome the difficulty	“Correlation Chart” methods are used.	During the lesson, the table «Correlation Chart» is filled, the advantages and disadvantages of Microsoft Office programs are written.	Which Microsoft Office programs are used to achieve the goal is distinguished 6 minutes
6. Result stage			
Self-examination and assessment in a prescribed manner	“Learning Matrix” methods are used.	They fill the table	Regulating educational activities are students’ personal conclusions about the quality of knowledge acquired, which should be acquired again 4 minutes
Total:	80 minutes		

In the education system, self-studying activity through media literacy, organization, development, implementation of this process, training of future specialists through improvement of media knowledge on the basis of a modern approach is gaining importance.

Conclusion:

In the process of organizing independent activities, the ability of independent thinking is formed in the student. As a result of the formation of independent and creative thinking ability, the student develops the skills of systematizing the laws of nature and society, as well as professional knowledge, studying them in depth, and making appropriate decisions.

Organizational and methodological preparation of the pedagogue, the need for independent education of students, and an individual approach to the successful completion of independent tasks are required for effective and high-quality organization of students’ independent activities based on media literacy. In the design of the teaching process, it is necessary to develop educational and methodological support that ensures the independent activity of students in all subjects, so that it is possible to apply modern information technologies to the educational process.

A training manual and an electronic teaching-methodical manual were created in the preparation of students for professional activity in the Pedagogical College and were used in the course of the lesson.

Possibilities of using active learning methods in the development of independent activities of students were studied, based on the conducted work, scientific recommendations were given on the application of motivation, group work, discussion, exercise, problem tasks, assignment, guidance text methods to the educational process.

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