



TECHNOLOGY OF USING MEDIA EDUCATION IN DEVELOPING PROFESSIONAL TRAINING OF FUTURE BUILDERS-ENGINEERS

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Annotation

The purpose of this work is to analyze the results obtained from researchers on media education, technology, media education its situation carried out in institutions Builders-engineers in Uzbekistan and its application in training and the development of professional training and the future implies application in activities.

Key words: Media education, technology, educational technology, internet, information technology, education,

We live in such a time of development that we do not have time to fully understand the events that are happening in time and time. All you have to do is going online to get information on the topic you want. However, human spirituality and creativity cannot be compared with anything.

The effective use of modern media in the education of students is an important requirement of the present time. Especially information Internet, network which has become an information space, is especially important in this regard.

Let's give some information about the Internet network: according to the data published by J. Clement on the statista.com site, as of April 2020, more than 4.57 billion people are active on the Internet in the world. This means 59 percent of the world's population. In terms of countries, China, India, and the USA are at the top (post script 1) [17].

Today, the development of means of communication, their computerization, e-mail, Internet, space tele-radio communication show that the possibilities of information exchange are expanding dramatically.

Nowadays, the development of information technologies, their becoming a part of our daily life, attention to this field not only in social life, but also in the field of education. The use of pedagogical technologies during the lesson has a positive effect on the quality of children's learning.

Opinions about the nature and characteristics of media education have become the most discussed issue in the pedagogical environment in recent years. Professor A.V. Fedorov defines media education as creative, communicative potentials, critical thinking, full perception, interpretation, analysis and evaluation of media texts as well as various forms of self-expression with the help of media technology to form a culture of communication with the media. Sees it as a process of personal development using mass communication (media) tools and materials for teaching purposes.

He rightly emphasizes that the active use of television, radio, video, cinematography, press, internet, mass media helps a person to better understand the language of media culture. There fore, media education is designed to prepare people for life in an information society.

Media education should be occupied a proper place in the education sector of our country, including in the public education system. In fulfilling this task, it is important to improve the activities of retraining and professional development institutes of pedagogues in the public education system, and to increase the quality of education.

Prospects for the development of media education in our country are directly related to the problems of forming the foundations of civil society, where the process of socialization of an individual is extremely relevant and important in the 21st century. If we can teach our youth, who are the future of our country, to think creatively, we will have achieved a great goal. Because thinking in a new way, creativity, coming up with new ideas is one of the important tasks of today's era.

The analysis of existing scientific publications on the use of media technologies in the educational system shows that the issue of the use of media education has received great attention on a global scale and significant results have been achieved. In particular, Russian scientists Ya.N.Zasursky, Ye.P.Prokhorova, A.Sarkisyan, A.V.Fedorov, L.N.Fedotova, I.D.Fomicheva, I.Khmaralar conducted studies on media education.

Bajenova L.M. "Using Media Education in Teaching Grades 1-4" [13], Baranov O.A. Conducted research on "Media education in schools and higher education institutions" [14]. Veryaev A., Zaznobina L., Zmanovskaya N.,

Milyutina A., Nikitina Ye., Onkovich G., Protopopova V., Fedorov A., Fateyeva I. and other scientists from the countries of the Commonwealth of Independent States Organization of media education conducted considerable research on and in Bajenova L.M. "Using Media Education in Teaching Grades 1-4" [13],

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Also, in 2018 at the Tashkent State Pedagogical University, S. Babadjonov's on the subject of "Technology for the development of media competence of students of higher educational institutions of pedagogy" (13.00.01 - Pedagogical theory. History of Pedagogic Teachings) was defended done in our edentry, several experts have opinions on media education. A number of scientific articles on media education have been published in the magazines "Education", "People's education", "Continuing".

Several articles are published on the Internet. For example, Sh.Rahimov's article "Basic Concepts of Media Education" uz.infocom.uz site [8], National University of Uzbekistan on the sharh.uz site

The article "Media education: as a new method of education new education" by association professor of The faculty of Journalism Tolkin eshbek [9], professor of Uzbekistan State University of World Languages F. Mominov's of Theory and Practice of International Journalism, faculty of International Journalism trif.uz the article "Effectiveness of media education" on website [10], "Media literacy and why is it necessary" by Nargiz Kasimovna candidate of philological sciences on the website uzhurriyat.uz article [11],

We can note that the article "Media is- an important factor of educational and effectiveness" [12] by the teacher of Termiz State University, associate professor Akhmad Rakhmatullayev was published on the fikr.uz.site. Some elements of media education are being taught by integrating them into academic

subjects in the general secondary education system, but media education is systematically taught as a separate subject for future civil engineers. not covered by the curriculum.

The theoretical significance of the study is enriched by theoretical approaches to the development of professional training of future builders-engineers through media education methods; Criteria and indicators for determining the level of professional training of future builders-engineers through media education methods, as well as the development of scientific-methodological recommendations that provide a positive solution to the research problem.

Professional future builder-engineers through educational methods it is explained by the improvement of the standards of training.

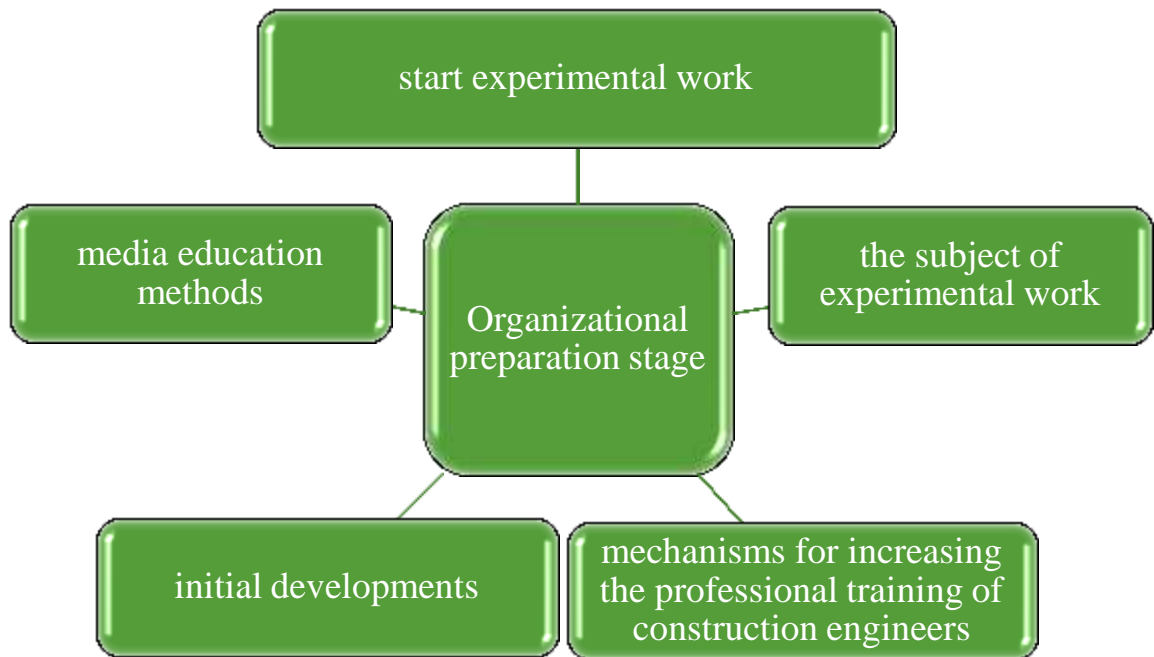
As a result of the research, the theoretical approaches, views, opinions and considerations on the mechanisms of increasing the professional training of future builders-engineers through media education methods are presented with pedagogical and information technologies. Through media education methods, they will have scientific and methodological recommendations on the mechanisms of improving the professional training of future builders-engineers.

In the research process, practical activities aimed at studying the actual situation of the problem, analyzing the available data, coming to certain conclusions, and evaluating the general situation based on the conclusions drawn have a special place.

The initial foundational experimental is carried out on the the basis of a specific project going provided the result of practical activities.

Based on the nature and content of the project, which is the theoretical basis, the following was implemented:

Organizational preparation stage. In this case, the objective and subjective factors implementing experimental work were determined:



- experimental areas were selected, which allow for starting experimental works;

- the number of teachers and students was determined as subjects of experimental work, they were divided into experimental and control groups based on random selection;

- the persons responsible for ensuring the consistency and consistency of the test work on the mechanisms of improving the professional training of future builders-engineers through media education methods were determined;

- preliminary designs for experimental work were prepared;

- based on the organization of surveys (questionnaires, tests, interviews), the level of professional training of future builders-engineers was determined through media education methods.

The following principles were followed in determining the stages of the experiment - test work; coherence, scientificity, consistency, systematicity, logicity, interconnectedness, etc.

Specific goals and objectives were set for each stage of experimental work, and attention was paid to their full implementation.

Experiment - test work was carried out in the following 3 stages:

1. Preparation stage.
2. Experiment - the stage of direct organization of test works.
3. The final stage.

In the organization of experimental testing, the main attention was paid to the following:

1. Organization of pedagogical observation (determining the identity of the student and the content of educational activities).
2. To organize interviews in order to determine the state of theoretical and practical study of the problem.
3. Passing questionnaires and tests, questionnaires.
4. To determine the factors that shape the professional training of future builders-engineers through media education methods.
5. To study the sources of the problem and to have information about the factors related to them.
6. Questionnaires and tests, questionnaires and tests conducted with the participation of students as a result further enrichment of research activities.

Experimental work was carried out at the Namangan Engineering-Construction Institute. 52 students were involved. Participants were conditionally divided into 2 groups.

1st experimental group, 2nd observational group.

First, both groups were given the following questionnaire.

Questionnaire-session 1: “Life without media”

The purpose of the training: to teach to understand the role of media and information in society.

Materials: pen and paper.

Students are asked to imagine a world without libraries, the Internet, radio, books, and cell phones.

And They are asked to answer the following questions;

1. How do you get information about the news happening in the world?
2. How do you make decisions? (what to buy, who to vote for, etc.)?
3. Which media would you need more?
4. What would society lose if the media disappeared?

Analysis of results

Analyze and evaluate the given answers.

5th point. Students understand the role of mass media in their lives.

4th point. Students are well aware of the role of mass media in their lives.

3th point. The results of students' discussion about the role of media in their lives are superficial.

2nd point. Students go beyond discussion questions. The answers are superficial

1 point. Does not participate in tasks and does not understand the role of media in his life.

Questionnaire-training 2 “The Impofact of News” was given to the experimental group after information, training and assignments about the influence of media education methods on creative thinking.

Purpose: to teach students how news affects people’s lives Show and to teach what this effect is based on.

Duration: about 30 minutes

Answer the following questions.

1. What new in information did you learn from the news?
2. Which of the news stories you have seen (heard) throughout your life is the most memorable?
3. Which message was the nicest?
4. What news would you like to forget?
5. What event would you like to know more about?

The answers to the questionnaires given above were analyzed accordingly. With the help of the information obtained from them, indicators of increasing the efficiency of improving the professional training of future builders-engineers through media education methods were determined. Based on the results, the work to be carried out in the future will be determined. Based on the positive results obtained, the mechanisms of using media education methods will be put into practice during the lesson.

In addition to information taught in educational institutions, the impact of information received from mass media has a great opportunity to form creative thinking in students.

To teach students to understand the role of media and information in society, the following task was given:

Students were asked to imagine a world without libraries, the Internet, radio, books, and cell phones. Then you will be asked to answer the following questions;

1. How do you get information about the news happening in the world?
2. How do you make decisions? (what to buy, who to vote for, etc.)?
3. Which media would you need more?
4. What would society lose if the media disappeared?

Analysis of results

To question 1, 23 students said that they get information through the Internet, 20 students through television, and 9 students, newspapers and magazines.

To question 2, 17 students said that they make a decision based on fashion, 25 students because of advertising through television and 10 students based on the information they received from their parents.

To question 3, 32 students said they need the Internet, 15 students need television, and 5 students need newspapers and magazines.

To question 4, 10 students said development, 7 students said news, 12 students said business, 10 online communication and 15 time saving.

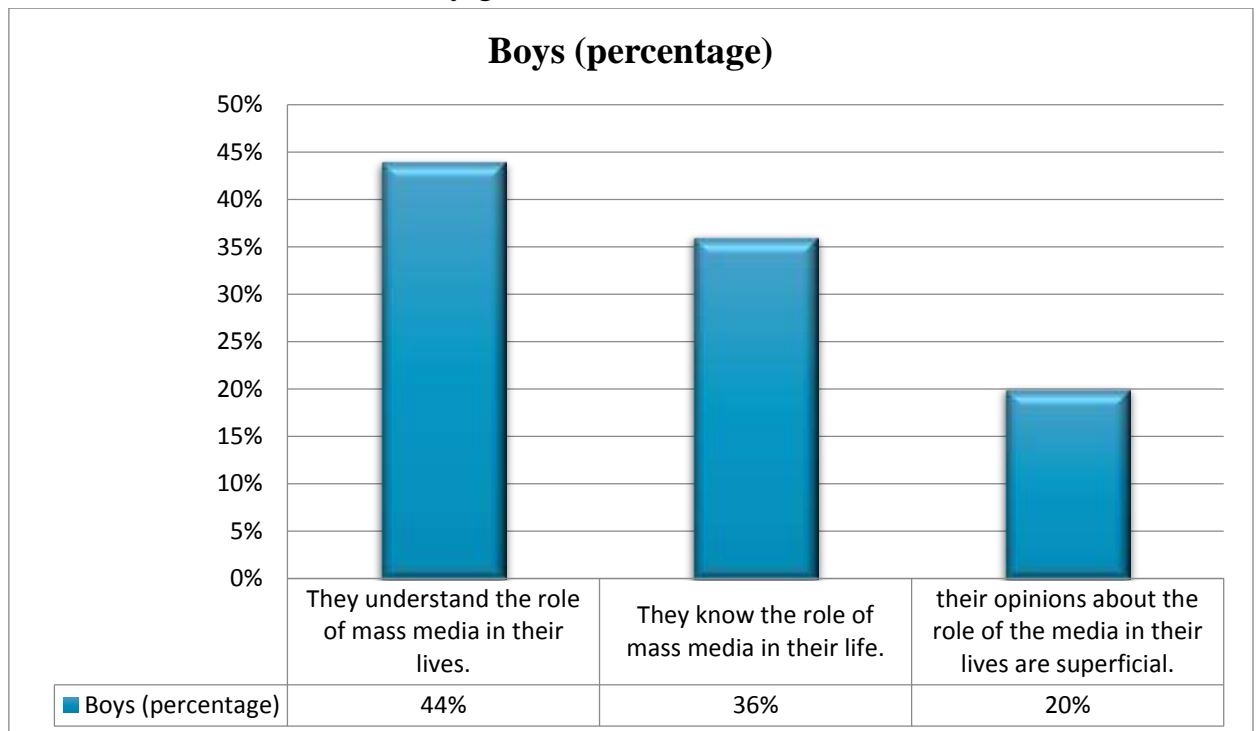
As can be seen from the answers given:

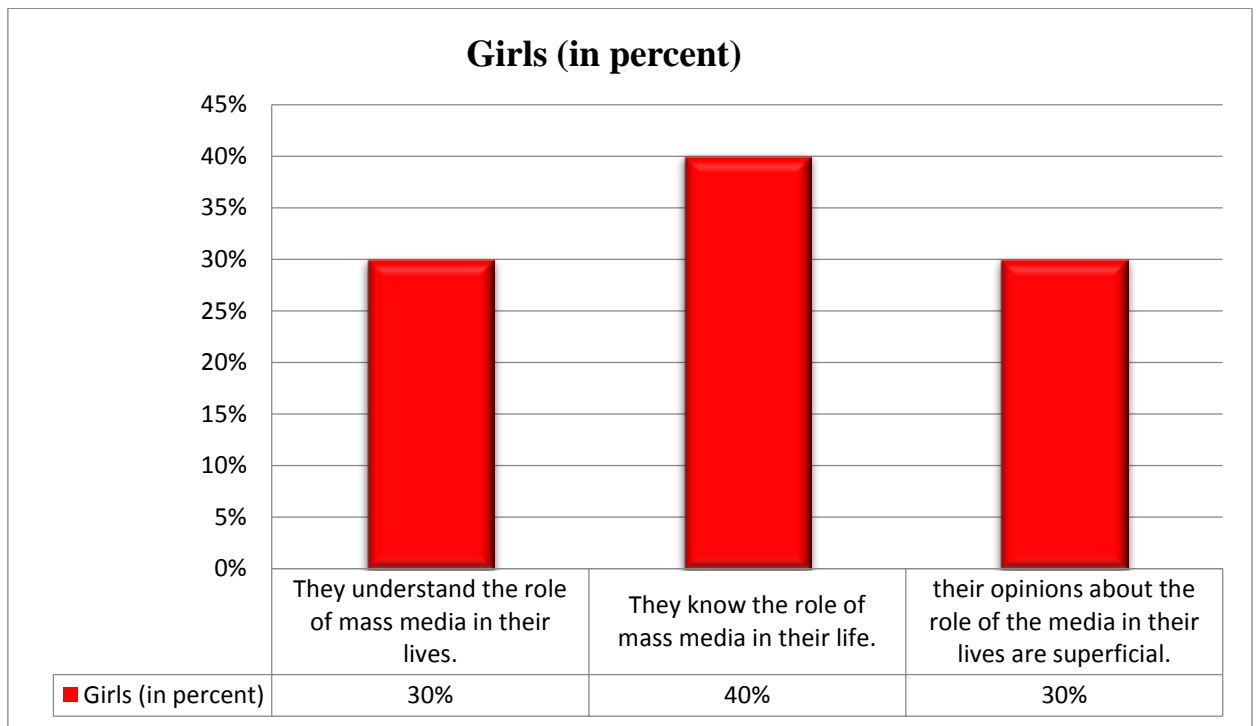
35% of students understand well the role of mass media in their life.

30 percent of students know the role of mass media in their lives.

35% of students have a superficial opinion about the role of the media in their lives.

These results are as follows by gender:





The purpose of the 2nd questionnaire of our research “**The impact of news**”: By showing students how news affects people's lives and teaching them what this effect is based on, the results were as follows:

Students asked “What new information did you learn from the news?” to the question “events in the life of artists”, “changes taking place in the world”, “news from the territory of our country”, “educational system” and “sports”.

Our survey “Which of the news you have seen (heard) in your entire life is remembered the most?” and to the 2nd question, “Various natural disasters”, “Incidents in countries”, “Results of sports competitions”, “Educational news”, “Results of the presidential election” and various household news were mentioned.

1. Which message was the nicest?
2. What news would you like to forget?
3. What event would you like to know more about?

The students of the class are asked to describe the news that affected their lives in a creative work. It may be news that is remembered by students and has a significant impact on their lives and society. Students are asked to answer the following questions while covering this material.

1. Where did you see or hear this message?
2. What caught your attention - the image, the video or the headline - of this news?
3. How did this message make you feel?
4. Who did you discuss this message with?

5. How did this message affect your life and that of your loved ones?

6. Why did this message have such an impact?

Each student is evaluated individually.

Recommendations for rating the results on a scale of 5 to 1 (5 being the highest):

5: the student actively participated in the discussion. The work is excellent, well thought out and evidence based

4: the student actively participated in the discussion. His materials are well written, but not detailed and not perfect.

3: the student participated in the discussion, but lacks confidence in the justification of his point of view, lacks clarity and evidence in the materials.

2: the student's participation in the discussion is weak, he could not justify his opinion, and his materials do not contain relevant reasoning.

1: the student hardly participated in the discussion, the material is superficial and boring.

Based on the analyzed literature and the collected data, it can be seen that improving the professional training of future builders-engineers on the basis of media education is an important task today. Media education methods are especially useful in the introduction of distance education.

According to the results of the conducted experimental work, the following conclusions were reached:

1. In the educational process, media education is not used sufficiently. There is no special program in this regard.
2. Students' literacy in using information technologies is not satisfactory.
3. Students have not fully understood the concept of information literacy.
4. We cannot say that the teachers are effectively using media education methods in teaching creative thinking.
5. We witnessed that the teaching process was interesting and meaningful when it was conducted through media education methods.

Effective organization of science classes in higher education institutions is an important task. Although elements of media education are reflected in this process, it does not fully include its goals and tasks. The development of methodical materials in order to increase the effectiveness of the training and to increase the media literacy of the students in that class will give a positive result.

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