



## Conditions And Tools for The Development of Media Competence of Future Teachers of Technology Science

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**Annotation:** this article reflects on the conditions and means of developing media competence of future technology science teachers.

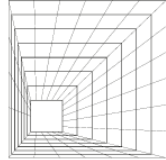
**Keywords and concepts:** prospective, technology, science, teacher, media, competency, development, conditions, tool, preparation, efficiency.

Today there is no industry in which information and communication technologies have not penetrated. It is difficult to imagine any area without information technology. Therefore, the development of mediacomptence of future technology teachers as well is one of the most important issues of the current era. The rapid development of electronic communications, the internet, satellites is precisely the mass media that requires future teachers of technology to work on themselves tirelessly. In the process of globalization, there is a significant increase in the number of information resources in newspapers, magazines, radio, television, photography, documentary and artistic cinema, news agencies, the internet, the global network, significant changes in quality. Technical miracles such as computer, fax, "cell" phone, parabolic antenna, e-mail have a huge impact on the development of the media. In our country, incomparable opportunities are being created for the training of specialists with high intellectual potential, modern knowledge and skills, a new worldview and independent thinking in accordance with the demand of the time. In this regard, the means of information and communication technologies are considered-the widespread use of promising areas of use of the media in the educational process is being established. Media, such as the internet, television, radio, film, video, telephone, and other means of communication, pay off in the educational process.

The term "Media" (Latin – medium, i.e. means, intermediary, method) refers to a means of communication and information of various manifestations. The content of the concept of Media includes the means of creating, copying, disseminating information and the technical means of information exchange between authors and mass audiences.

The process of development of mediata education.

Media education, according to experts, teaches students to think independently, further develop creativity activities, receive information, process it, generalize it, draw conclusions. The more teachers are used in the educational process to give knowledge to future educators, the more attention is paid to mediation, the more it serves to develop the worldview, intellectual potential of future educators.



Media education is part of every citizen's fundamental right to freedom in every country in the world. Therefore, in the modern world, media education can be described as a process of development. With the help of media aimed at the formation of a culture of interaction, the personality, media, the development of creative, communicative abilities, critical thinking, perception, interpretation, analysis and evaluation of media texts, studies various forms of self-expression using media technology.

Sources note that in 2011 UNESCO made significant changes to the institution responsible for the official and worldwide dissemination of the term "media education" since the 1970s. Due to the technological progress in telecommunications and the rapid spread of information created and presented daily by young people, the problem of seeking, selecting and evaluating the relationship between mediasavodkhanism (digital literacy) and mediacomptence is ambiguous. There are two approaches that can be described as exclusive and inclusive, with differing opinions on the issue among researchers. The first approach – exclusive-predominates mainly among researchers representing the information sciences and in education among supporters of information technology (including teachers). In their opinion, media competencies (Literary media) are understood in a very narrow sense to the skills of critical understanding, creation and dissemination of media messages through various information channels (digital and non-digital) and are only one of the components of digital competencies. The main goal of mediation is the formation of mediasavodkhanism.

The role and role of mediacomptence in the context of globalization.

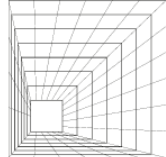
Alexander Fedorov believes that mediasavodkhanism, as a result of this process, helps a person to actively use information opportunities. The field provided by television, radio, video, film, The Press and the Internet.

Media and information literacy - "umbrella", i.e., as a term in which two meanings are united in the content of one concept, was recommended by UNESCO. To understand its essence, it is necessary to know the core of each concept. The issue of being able to clearly state one's opinion, analyze it on the basis of it, consider events and phenomena from different points of view-is an important component of mediasavodkhanism.

Competence is the possession of knowledge, proof-proof thought, a term that expresses a person's level in a particular field, which gives the opportunity to reason correctly in a particular case. Some scholars see "competence" as a combination of practical and theoretical knowledge, cognitive abilities, behaviors, and values used to improve performance, or as a case of being well qualified, having the ability to fulfill a specific role. For example, management competence may include systemic thinking and emotional intelligence, and the skills of influencing and negotiating.

Research on competence (Comptence) suggests that competence covers a very complex and comprehensive concept, and that different scientists have given different definitions of competence.

- In 1982, Zemek conducted a study on competence determination. He spoke with several experts in the field of training to carefully assess what qualification is. After the interviews, he concluded that "there is no clear and unique consensus on what to do with completeness".



- The concept of mediacompetence (media competence) is considered a new term that is entering the field of education and it includes meanings such as being able to transmit and evaluate media data in different ways, learning, communicating.

Mediacompetence is the integral quality, types, forms and genres that are manifested in a person's willingness to select, Use, critically analyze, evaluate, create and transmit media texts in various forms, analyzing complex processes of media activity in society. The concept of mediacompetence is multifaceted. Because, it represents both knowledge and methods of activity, as well as personal characteristics, it functions not in one, but in several circles. Scientific fields and interdisciplinary in nature.

Teacher's mediacompetence (educator's mediacompetence) – has the powers of the press, its causes, knowledge, skills and qualifications (indicators: motivational, informational, practical-operational, methodological activity, creative) and promotes mediational knowledge to learners of all ages.

Mediacompetence refers to the ability to "act competently, independently, creatively and socially responsible towards the media". In another study, 5 blocks of skills that underlie the formation of mediacompetence, including the selection and use of what the media is presenting; the development of its own media product, etc.k. As an integral quality of personality, mediacompetency is manifested through the following indicators:

motivational (motivations for communication with media and media texts);

contact (communication with frequency media texts);

information (knowledge of media culture, Mass Communication Theory);

perceptive (ability to perceive media texts);

commentator/evaluator (ability to critically analyze the process of media activity in society and media texts);

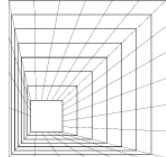
practical and operational-ability to select media and media texts, create / distribute their own media texts);

creative is a manifestation of creativity associated with the activities of the media.

In conclusion, it can be said that the promotion of mediacompetence has become one of the important tasks of the era of globalization. Mediacompetence plays an important role in the ability and effective use of information and mediamatns from the media space during the activities of teachers. In mediacomptitude, media education is not limited to the acquisition of factual and directed knowledge – although it is also considered important for the classification of new media phenomena.

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