



ELECTRONIC INFORMATION-EDUCATION RESOURCES FOR THE DEVELOPMENT OF TEACHERS' MEDIA COMPETENCE

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ABSTRACT

In this article, the effective methods and tools of electronic information-educational resources aimed at the development of media competence of teachers are important in the formation of students' innovative thinking skills, the use of integrative approaches and variable programs adapted to their complex development characteristics, education a general analysis of theoretically based approaches to the use of methodologies aimed at forming innovative thinking skills based on a creative approach in the course of educational activities is described.

Keywords: methods, tools, electronic information-educational resources, competence.

Development of continuous education system in the Republic of Uzbekistan, improvement of its quality and efficiency is one of the most priority directions of the state policy. In this sense, improving the quality of the educational system requires critical analysis and updating of educational standards and curricula taking into account modern requirements, as well as improvement of electronic information educational resources in the organization of pedagogical processes in educational institutions.

Therefore, among the main trends of world development, the transition to an information society is an important task, that is, the influence of media in all aspects of society is considered an urgent problem. According to the recommendation of the Parliamentary Assembly of the European Union in Strasbourg, France, the production of software tools encourages the formation of media competence of young people and adults, as well as influencing the media culture of modern society and is considered as an indispensable factor.

In general, media competence is considered as an integrative quality, which is manifested in a person's ability to select, use, critically analyze, evaluate, create and transmit media texts of different types and forms, as well as the readiness to analyze the complex processes of media activity in society. Therefore, the issue of media





competence development of teachers of general secondary educational institutions in the process of advanced education is one of the urgent issues aimed at improving the quality of education. In accordance with the requirements of modern scientific and technical development, it is important to create a technology for the development of media competence by improving the knowledge of media in the process of in-service training of teachers.

The concept of media competence (media competence) is considered a new term entering education, and it includes such meanings as the ability to transfer and evaluate media information in various forms, to learn, to communicate.

In the process of globalization, it is important to achieve speed and quality indicators in the organization of education. After all, in the situation where the flow of information is becoming more and more intense, the development of media competence of teachers in general secondary education and the ability to equip them with the necessary knowledge are considered to be one of the main criteria that determine the professional competence of each pedagogue.

Looking at the prospects for the further development of the education system in Uzbekistan, it should be emphasized that the rational use of modern information and communication technologies in the educational process will be an important factor in improving the quality of education.

The introduction of modern information and communication technologies into life is developing a field of activity related to the introduction of electronic information educational resources, video and audio lessons, electronic tests, virtual laboratory work and small educational resources, that is, the technology of teaching without a teacher and developing them day by day.

In the process of professional development of teachers of general secondary education institutions, using audio, video, multimedia materials rich in animations, information and communication tools increases the interest of teachers in the media. Electronic information-educational resource (EATR) is a resource designed for in-depth learning of educational materials and scientific information by using modern information and communication technologies, effective methods of independent learning.

It forms the skills and abilities of independent learning, creative thinking, and media knowledge in teachers [1].

At the same time, the republic has accumulated some experience in organizing independent education, but there is a need to enrich it further.

Another way to effectively organize this need is to create an electronic information-educational resource. So, what is an electronic information-educational resource?





An electronic information-educational resource is a set of electronic publications, formed on the basis of systematicity, consistency, compatibility and integrity of educational subjects (modules), fully or partially covering educational materials and placed (separately) on computer technology or the Internet information network [2]. An electronic textbook is a training course organized in a certain sequence and based on non-recordable media (CD, DVD, etc.) or Internet technologies.

Compared to ordinary (paper) textbooks, e-learning resource has more potential, because the computer can perform some aspects that are difficult for the teacher, to show the material in the right place and at the right time, to accurately determine the level of knowledge, etc.

There are differences between e-learning resources and printed textbooks. A textbook is generally understood as a material that provides knowledge in a specific subject area intended for students.

Naturally, both the e-learning resource and the printed textbook have common features:

N.A. Muslimov, one of the scientists of our Republic who conducted research in this direction, said that electronic textbooks must meet the following requirements:

- 1) ability to meet the requirements for the publication of the curriculum and educational-methodical works (confirmed by the scientific-methodical council). The fact that the textbook is prepared as an electronic version of a methodical manual that is being presented for the first time or previously published in a specific field and is related to a general, special or optional course in terms of content;
- 2) having a volume that allows to reveal the content of a certain educational course (or its part) and to achieve educational and methodological goals;
- 3) possession of visual elements that help to achieve educational-methodical goals (imaginative use of computer's multimedia capabilities to the maximum extent);
- 4) the fact that the material is designed taking into account the nature of viewing from the monitor screen and placing it on the network;
- 5) in the text, along with the presence of hyper-instructions, in necessary cases, references to WEB sources and other information resources are indicated;
- 6) the presence of control questions that allow the learner to independently assess the level of mastery of the material;
- 7) working in many languages, as well as the creation of special conditions for students with disabilities [3].

At the same time, in order to improve the quality of education in the republic, there is a need to create electronic information-educational resources, to place them on special sites, and to use them effectively in educational practice. Taking into account





this need, preparations are being made to create and put into practice an electronic information educational resource dedicated to the development of media competence of teachers in the process of teaching educational modules in educational institutions for retraining and upgrading the qualifications of public education workers.

Teachers (pedagogues) with modern competence are creators of the future, authors, developers, researchers, users and promoters of new pedagogical technologies, theories, concepts. Modern competent teachers should present basic information and learning material in the lesson content in such a way that it facilitates the student's visual perception. After all, the teacher is the main executor of the educational reform. This reflects the ability of each teacher to absorb, process and apply a huge amount of information in a short period of time.

In conclusion, as a result of effective use of electronic information educational resources in the educational process, the learner has the opportunity to learn the educational material in a quick and convenient way, that is, by seeing and hearing, in a deeper and more perfect way.

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