



DEVELOPMENT OF STUDENTS' INDEPENDENT EDUCATIONAL ACTIVITY USING MEDIA RESOURCES

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Annotation. This article is devoted to the issues of organizing and developing students' independent educational activities using media resources, analyzing the essence of the concept of media resources, the possibilities of using media resources in educational processes, and foreign experiences in this regard. Attention is also paid to the issues of developing students' media literacy levels in independent learning.

Keywords: media resources, media literacy, organization of independent education, educational and cognitive activity, information and communication technologies, electronic information and educational resources, modern trends, didactic media technologies.

Introduction. Today, it is urgent to increase the share of independent learning hours in the curriculum and curricula of educational institutions, to systematically analyze the independent learning activities of students, to introduce methodologies and technologies aimed at developing professional and creative, basic competencies into educational processes, to adapt the main part of students' educational and cognitive activities to the formation of practical skills, and to widely use foreign experience in ensuring the implementation of these tasks.

Main part. In the current era of globalization, media education (Media Education) is being implemented through mutual exchange of experiences in leading scientific centers and educational institutions of the world, international educational, scientific and cultural organizations UNESCO (UNESCO), the Center for Liaison and Information Exchange (Centre de liaison de l'enseignement et des medias d'information - France), the Institute fur Film Und Bild im Wissenschaft - Germany, The University Southampton - Great Britain, as well as special media centers - Center for Media Education). In leading educational institutions of the world, in particular in countries



such as the USA, Australia, Germany, France, Great Britain, great importance is attached to increasing and improving the quality of teaching natural sciences to students based on media technologies, the integrated use of traditional and modern methods of teaching using media technologies, as well as the use of media educational resources in organizing independent learning of students.

The Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030 includes “Improving teaching methodologies, gradually implementing the principles of individualization in the educational process, introducing modern information and communication technologies and innovative projects into the field of public education” [2] as one of the main tasks. In this regard, expanding the opportunities for students to develop spatial imagination in subjects based on media technologies, and improving students' independent educational activities based on animated and visual presentation of educational materials in natural sciences are of great importance.

The didactic system of organizing independent learning of students using information technologies and the acquisition of teaching methods as a method of mastering them has been studied in the studies of a number of scientists, such as D.S. Vasilina [3]., O.I. Sukhova [4]. Yu.A. Dubrovskaya [5] and foreign scientists R.S. Tuninga., I.B. Seinen [6] include independent learning activities as a relevant tool for traditional forms of education based on information and communication technologies. Since pedagogical support through information and communication technologies is an effective means of organizing independent learning activities of students, it becomes clear that independent learning in modern information conditions can be computer-based.

According to Ye.A. Shuklina [7] and I.N. Shakhova [8], in existing pedagogical research, insufficient attention is paid to the organization of independent educational activities of students using information and communication technologies.

“Communication” is the basis for the formation of consciousness and language,



personality, spiritual needs, a condition for the survival and existence of communities, a source of socio-historical memory that accumulates historical experience.

I.N. Shakhova [8] suggests studying it as internal communication, and in this case, it occurs in the process of autocommunication, in the role of a communicator and a receiver, using the Internet.

O.I. Sukhova includes the following forms of independent education: studying literature, listening to lectures, concerts, watching videos, participating in exhibitions, various practical activities based on information technologies (experiments, experiments, modeling). In this regard, the Internet - library creates great opportunities [4].

In accordance with the goals and objectives of the informatization of the education system of our country, the organization of independent educational activities of students using media technologies opens up the following opportunities:

- through media, students have the opportunity to independently master, consolidate, repeat educational materials, and freely complete assignments;
- the effective use of electronic information and educational resources by students in their independent educational activities leads to the development of their information literacy;
- with the help of electronic textbooks, video lessons, and virtual laboratory exercises, it is possible to observe any complex phenomenon or process in science, demonstrate impossible experiments, and explain them to students;
- the opportunity to independently conduct interesting interactive lessons and laboratory tasks at home is created;
- virtual laboratory work can be presented as additional material to make educational processes more interesting and innovative;

Speaking of media technologies, it is first of all appropriate to look at the history of media education. Although the history of the development of media education dates back several decades, different researchers have given different definitions, approaching



them from the perspective of their scientific areas. These definitions are sometimes close to each other, and sometimes they contradict each other. The term "media" comes from the Latin "medium", that is, a means, a method, and refers to various forms of communication and information. According to A.A. Zhurin, "media" is derived from the Latin word "media" and means "means", "mediator", or more precisely, "mass media". He also explains the concept of media education as follows:

Media education is:

- a) a pedagogical science that studies the influence of mass media (media) on children and adolescents and develops theoretical issues of preparing students to familiarize themselves with the world of media;
- b) a practical collaborative activity of teachers and students that prepares children and adolescents to use the media, the role of the media in culture and the perception of the world;
- c) a field of education - its content - knowledge about the role of the media in culture, the perception of the world and effective work with media information [9].

According to Ya. Mamatova and S. Sulaymanova, the influence of media on the development of modern society is increasing every year, through which people understand and evaluate the surrounding reality socially and spiritually. Researchers include creativity (creativity, creativity) and innovation among the main aspects of modern media [10].

The issues of using media technologies in educational processes are currently being improved in Russia in the following areas:

- 1) equipping educational institutions with modern information and communication technologies and using them as a modern methodological tool that increases the quality and efficiency of educational processes;
- 2) using modern information and communication tools to informatize educational processes and provide them with educational, methodological, scientific information;



3) developing new forms of independent learning and the implementation of high-quality educational processes, ensuring the population's access to educational resources from countries around the world;

4) not only to develop students' knowledge in computer science, but to form the necessary knowledge, skills and abilities to prepare them for the global information environment.

Discussion and results. It is no secret that in the current conditions of globalization, less attention is paid to the creation and use of media technologies to improve the methodology of teaching subjects. A.V. Fedorov distinguishes the following areas of media education [11]:

1. Media education prepares future professionals for the world of press, radio, television, cinema, video and the Internet - journalists, editors, directors, producers, actors, operators, etc.

2. Media education prepares future teachers who conduct media culture courses in educational institutions.

3. Media education is part of the general education of students studying in schools, secondary specialized, vocational education, higher education institutions or independently.

4. Media education in additional educational institutions and centers that meaningfully organize students' free time (youth palaces, culture houses, extracurricular center work, aesthetic and artistic education).

5. Distance education for adults and students using the press, television, video, DVD, the Internet.

Conclusion. Thus, increasing the level of media literacy of students in independent learning conditions creates new aspects of educational concepts, that is, new views of reality and additional material in the process of studying and teaching. The educational process is mainly associated with independent learning. The reason is that students have more opportunities to use media technologies in the process of independent learning.



This fact, taken into account when organizing an experiment on the use of didactic media technologies in the educational process, indicates that the most important direction of modern media-technological education is being implemented within the framework of the modern trend of natural and technical cultures.

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