



THE PROBLEMS OF USING MEDIA CONTENTS IN TEACHING

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Abstract. This article discusses the problems of using media content in teaching. It is shown that the use of e-learning in the educational process naturally leads to an increase in the level of media competence of the individual, both the teacher himself, who uses new educational technologies, and the student, who uses new information technologies of education. A number of problems associated with the formation of media competence of students when using e-learning systems and technologies in the educational process of an educational institution of higher education are considered. The object of the study is the process of learning using e-learning technologies, aimed at forming the media competence of the individual.

Key words: media education, media competence of the individual, media content, e-learning, communication systems, mass media, higher education.

In the modern information society, the understanding of the importance of the media space by a specialist of any profile and the ability to work with information communication technologies are put on a par with such qualities as the ability to write and read. The current stage of development of society is characterized by the constant complication of equipment and technologies, which initiates a steady increase in the requirements for the level of qualification of specialists in all sectors of the national economy. Personnel is a key resource of the organization and the success of the organization in the market of goods and services directly depends on the level of their competence. As practice shows, in the process of hiring employees, the employer pays more and more attention not only to the formal characteristics of applicants for the position (grades in the diploma, resume and recommendation data, etc.), but also to the actual level of formation of professional competencies and personal qualities, among which the media competence of the individual is of no small importance. Thus, during the entire process of training in an educational institution, and then in the process of work activity, it is necessary to learn to create and process (search, perceive, analyze and process) media information from various sources, master in practice the techniques of working with media equipment and software designed to create and process (search, edit and transform) multimedia content. The main goal of media education is the formation of a media-competent person capable of solving practical problems in the information society, able to use information in various forms of its presentation, and possessing communication methods using information communication technologies in the media space.

The concept of media competence is most fully defined in the work of A.V. Fedorov: "Media competence of an individual is a set of his motives, knowledge, skills, abilities (indicators: motivational, contact, informational, perceptual, interpretive/evaluative, practical-operational/activity, creative), facilitating the selection, use, critical analysis, evaluation, creation and transmission of media texts in various types, forms and genres, analysis of

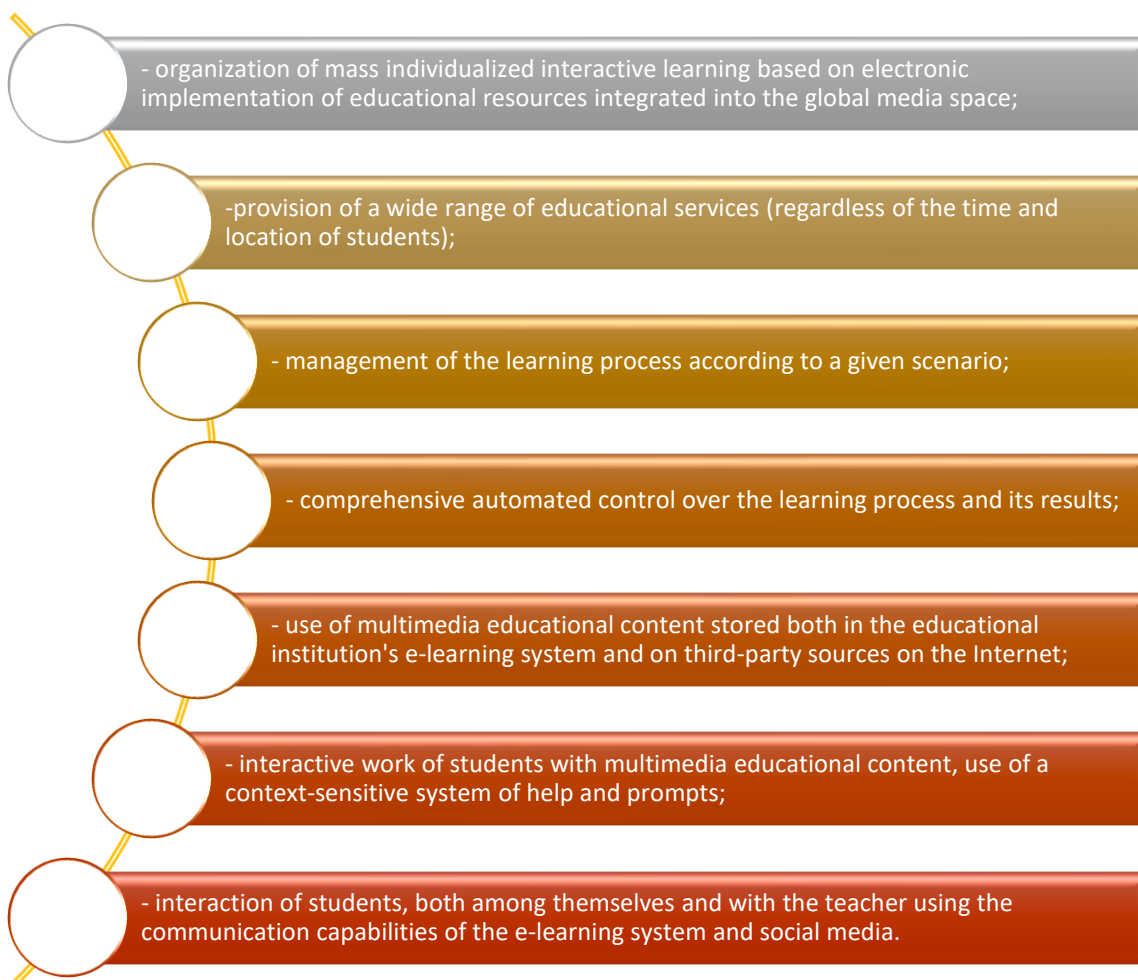


complex processes of media functioning in society." The formation of media competence of an individual is largely facilitated by the use of e-learning systems and technologies in the educational process. The widely used term "e-learning" (Electronic Learning or abbreviated E-learning) successfully integrates a number of concepts in the field of modern educational technologies based on the widespread use of information communication technologies (ICT) and new information technologies of training.

New information technologies of training are understood as a didactic process using a comprehensive set of computer and other means of information processing, allowing to systematically organize optimal interaction between the teacher and students in order to achieve a guaranteed pedagogical result. The term "e-learning" organically replaces the term "distance learning" widely used in Uzbekistan, which actually reflects the technology of access to educational resources - distance learning. E-learning also most adequately reflects the trend of wide and comprehensive use of modern media educational technologies in full-time, evening and correspondence forms of organization of the educational process, comprehensive integration of automated (computer) learning technologies with traditional forms of training. E-learning provides for the wide use of multi- and hypermedia, remote access to distributed educational resources based on web technologies, the use of various network means of interaction between students and with the teacher.

The use of e-learning in the educational process naturally leads to an increase in the level of media competence of the individual - both the teacher himself, who applies new educational technologies, and the student, who uses new information technologies for teaching. At the same time, the e-learning system, which is an information and communication software and hardware environment and is a pedagogical tool that contributes to the formation of student competencies, itself becomes an object of study. Using the e-learning system, regardless of the studied academic discipline, the student acquires and improves knowledge, skills and abilities in the use of media technologies. E-learning systems allow providing students with media data in the form of a well-structured and systematically organized set of educational and methodological information (educational content) in various types of its presentation: text, visual and audio information. At the same time, modern information communication technologies allow combining hypertext, graphics, animation, video and audio data in one information material, providing the user with multimedia interactive educational content.

Modern e-learning systems are an effective multimedia tool designed for use both in the traditional educational process of an educational institution during classes and in independent work of students. They contribute to the formation of an interdisciplinary virtual knowledge space that increases the effectiveness of using media technologies in education. E-learning systems have become widespread due to a number of their fundamental advantages provided by "new media technologies" using digital information communications. These primarily include the following opportunities:



Thus, modern e-learning systems have wide possibilities in the field of using communication services. They provide work with multimedia data, implement interactive negotiations (chats), bulletin boards (forums) and e-mail, allow to conduct seminars in the most effective way, ask questions on course materials, conduct discussions and debates.

Unfortunately, when communicating with subject teachers who teach professional subjects, we often hear statements that currently there is no need for students to study computer science and information technology, since students have mastered information communication technologies practically since kindergarten - they all use computers and communication devices. Indeed, currently there is no need to explain to students what a computer, scanner, printer is, how to turn on a computer, how to type text using a keyboard, save a file on a data storage device and transfer it over a network, or perform other basic operations known to any user. However, this does not mean that a student, as a future specialist with higher education, has a sufficient level of competence in the field of information communication technologies, which are media technologies.

Let us consider the main problems associated with insufficient media competence of an individual - lack of knowledge and skills in working in the modern media space, insufficient level of mastery of the culture of working with network resources and technologies.



Information search. The problem of searching, systematizing and processing information (technical, economic, socio-legal, etc.) in the media space. Currently, Internet search engines are based on the use of highly effective semantic search algorithms in large data arrays. Intelligent algorithms are able to "anticipate user needs" and automatically offer options for forming a text query phrase. However, they are designed for the most commonly used, typical queries, and when searching for highly specialized professional information, a typical query will result in the display of both relevant and pertinent data, among which it will not be easy to find information that is relevant to the user. The so-called information noise appears, which is irrelevant or even incorrect information. The solution to this problem is to master advanced search technologies in the media space, including the use of a special search query language.

Communication in the media space. Communication on the Internet has a number of characteristic features associated with the presence of users in the network media space. These include, first of all, the following: a high degree of publicity in communication between a large number of geographically dispersed people; reduced psychological risk and the emergence of a sense of impunity due to a high degree of anonymity; reduced effect of the emotional component of communication; the impossibility of using most of the non-verbal means of communication and self-expression. All this leads to the need for participants in electronic communications to comply with special rules - a kind of Internet etiquette. Teaching Internet etiquette is facilitated by the widespread introduction of e-learning systems into the educational process, allowing students not only to work interactively with media content, but also to communicate with each other and with the teacher. Moderation of messages, as well as personal registration of users in the e-learning system (or social media, if they are used in the learning process), which eliminates anonymity, contribute to compliance with network etiquette.

Media technology. Media technology (media projectors, interactive whiteboards) has found wide application both in educational institutions of various levels during the educational process, and in organizations during meetings and presentations. An important component of an individual's media competence is the presence of knowledge and practical skills in the field of working with media equipment that allows you to reproduce multimedia content. When training specialists of various levels in educational institutions, the competence to work with video equipment can be formed during students' presentations, defense of coursework and projects, as well as defense of final qualifying work.

Media literacy of students sometimes leads to negative consequences. Let's consider the main problems associated with the incorrect and / or illegal use of media technologies by students, including - when implementing the learning process using e-learning systems.

Improper use during the implementation of the educational process of built-in e-learning systems or external software modules designed for communication in a computer network: IP telephony with video communication support (Scype, Agent Mail.ru, Net Speakerphone programs); messaging (Internet Relay Chat, ICQ, QIP, Miranda programs), etc. The above categories of programs allow you to communicate with any person currently working on the Internet, exchange short messages, letters, files, addresses, establish audio and video communication with their help, play network games, organize conferences. At the same time, it can be argued that the effectiveness of training is significantly reduced, since the student is only nominally present at the lesson (lecture, seminar, laboratory work), but in fact his attention is focused on the virtual media space.

The current stage of application of e-learning systems based on the use of information communication technologies in the educational process consists in the use of media technology



not episodically, but systematically in any type of organization of the educational process (classroom or independent work of students).

The need to develop media competence of an individual in the modern information society is undeniable. It will allow a specialist in any subject area to effectively solve the problems facing him both in the context of work activity and in everyday life:

- conduct an effective search for information in computer systems and networks, systematize, generalize and catalog the results of the work;
- perform content analysis of the found information (text electronic documents and text arrays) for the purpose of subsequent meaningful interpretation of the identified functional patterns;
- formalize the results of the work done in the form of reports, including a set of text documents, presentation slides with diagrams, tables, drawings, presented in the form of electronic documents;
- present the results of the work done using multimedia;
- to carry out closer and more regular interaction and exchange of information with specialists both within Uzbekistan and abroad, and, as a result, to increase the overall level of competence in their subject area.

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Western European Journal of Linguistics and Education

Volume 2, Issue 11, November 2024

<https://westerneuropeanstudies.com/index.php/2>

ISSN (E): 2942-190X

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