

# THE USE OF MEDIA TECHNOLOGY TO IMPROVE THE KNOWLEDGE, SKILLS, QUALIFICATIONS AND COMPETENCE OF STUDENTS IN THE SYSTEM OF PROFESSIONAL EDUCATION

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## Abstract

This article describes the introduction of media technology in professional education institutions, its importance today, its role in mastering theoretical and practical lessons. At the same time, topical issues such as students' love for the Motherland, national values, ethical issues and the formation of security skills in the use of the media are highlighted.

**Keywords:** Media technology, competence, cyberbullying, interactive, virtual, content, didactics, media culture.

## INTRODUCTION

Accelerated development of science and technology, based on the social, economic, spiritual, cultural, scientific and technical needs of society, sets certain goals and tasks for the education system. These requirements, embodied in the Law of the Republic of Uzbekistan "On Education" and the "National Program for Personnel Training", are aimed at educating fully developed persons, adapting to the conditions of market economy, feeling responsible to society, the state and the family. To implement these requirements, it is necessary to develop effective forms and means of teaching and introduce them into the educational process, the development of democratic directions of education aimed at the personality of the student, the creation of a new highly effective generation of didactic and media and its introduction into the educational process.

The Constitution of the Republic of Uzbekistan and the Law "On Education" spell out the humane and democratic character of education and upbringing, the continuity, consistency and secularity of the educational process, and the openness of learning to all. For the successful solution of the tasks set by the state in the field of biological education, it is necessary, first of all, to define the didactic principles, which are the theoretical foundations of the organization of biology education and training in the continuous education system.

The use of media technology is an important part of the leisure time of young people, especially students. Therefore, integrating media education into the process of working with young people is a natural choice. Working with young people refers to activities aimed at educating them outside the scope of formal education. In Finland, for example, there are well-established community





youth centres staffed by highly qualified specialists. Young people can freely apply to these centers during working hours, usually in the evenings and on weekends. They come to the centers to interact and participate in various activities. As a media educator, specialists in work with young people are well aware of their media world and media culture. Youth media culture can differ markedly from that of adults. Therefore, in order to eliminate misunderstandings between young people and adults, as well as to ensure high-quality media education, it is necessary to have a clear understanding of the essence of media and youth media culture. Such knowledge is especially relevant to the media and is very necessary in the process of organizing events aimed at young people.

Information resource and youth centers at the libraries of educational institutions are an important platform for dialogue and discussion between adults and youth.

Most students want to be perceived as tech-savvy professionals, but they desperately need adult support, especially in their values, choices, and morals. The role and role of the teacher in teaching the student the skills of using media is invaluable. In addition, youth professionals can help young people show their unique inner world in the media (for example, through content creation and expressing their opinion in media appearances), simultaneously help students learn more about intellectual property rights and age restrictions, get information on other legal issues.

Media education is not only a tool for responding to threats and harnessing the power of media, but also helps to focus on a variety of topics, such as cyberbullying, alienation, racism and isolation. In addition, media education will help to increase the participation of young people in countering these threats through the media. Information resource centers, on the other hand, serve as a convenient space for discussions on such topics, as they are traditionally equipped with the necessary media, in particular, computers and game consoles connected to the Internet.

The media are present in almost all spheres of life, therefore, educational institutions should organize media education based on different approaches and within different specialties. In fact, it is desirable to organize cooperation with all structures - information and resource centers, libraries, experts, relevant departments of educational institutions. Youth centers and libraries can provide all the resources needed for media education, further increasing the effectiveness of the collaboration and the benefits for students. Media education in educational institutions can also be organized with the help and support of various informal clubs. Students can be helpful in these clubs because they have developed general habits regarding the use of media. Lower-year students consider upper-year students to be reliable mentors in media-related matters. Below are several examples of joint projects of libraries and organizations working with young people: – On the cooperation of libraries with youth centers operating in the field of media education;

– the possibility of organizing a media club of educational institutions; – the possibility of involving young people as an auxiliary in the activities of the club;

Educational interactive work requires students to conduct virtual experiments from a variety of disciplines (surgery, anatomy, chemistry, ecology, etc.). In today's requirements, the use of innovative technologies, including virtual laboratories, in the educational environment in many educational institutions makes it possible to carry out complex events and experiments that are not possible to conduct in an educational institution.

Debates, roundtables, press conferences, organized as a non-traditional form of education, are





organized on important topics of a particular subject and serve to form students' ability to think independently, to advance, substantiate and defend their opinion. In the organization of such classes is important both the clarity of purpose and also the active participation of teachers. The teacher-student relationship is also important in teaching students to think independently. Also, conducting classes in nature or other places, conducting live communication in different places, organizing meetings are one of the important tools that help students to directly apply the acquired knowledge and skills in practice and see the results with their own eyes. These unconventional techniques should be used periodically as the students have acquired a substantial knowledge and qualifications.

One of the non-traditional forms of lesson is excursion. Organizing an excursion in a virtual environment will provide an opportunity to simulate extremely dangerous processes and situations. With each passing day, the introduction of interactive methods of new pedagogical technologies into the educational process is intensifying. As we well know, the method is a way to achieve the goal in the educational process organized in cooperation with the teacher and students.

Thus, working with students in a virtual environment is a relatively new field. It includes topics such as creativity and participation, as well as various threats, such as cyberbullying, internet addiction, gruming, i.e. information about gaining a child's trust for the purpose of sexual coercion. In addition, student-journalists will develop skills to evaluate information disseminated in virtual space as experts through the implementation of creative projects. Moreover, a constant creative environment in the training process allows a young specialist from the initial stages of training to determine and sort the content, purpose and even the essence of the media products coming from outside.

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