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Readiness of A Teacher to Use Media in His Work, Media Competence

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Abstract: The article deals with the concept of teacher's readiness to use media in his professional activity, the main components of readiness such as informational, target, motivational, activity, as well as media competence of students and teachers - the concept of media competence, the main indicators.

Keywords: Media, media competence, media education, multimedia, media resources, media devices.

Introduction: Informatisation and 'internetisation' of the educational environment are the most important state tasks today. The key figure in the informatisation of education is the teacher. Successful implementation of these directions depends on the active participation of all educational workers in this process, primarily subject teachers (not only teachers of informatics, who for many years were considered the main agents of informatisation ideas). It is the effective use of modern information technologies, their competent inclusion in the pedagogical process, and the creation of a unified information environment in educational institutions that will make it possible to move to a new modern paradigm of education.

Undoubtedly, the question of how much the role of the teacher, his/her functions, in the educational process, which is increasingly influenced by the global process of informatisation of society, will change in connection with the declared transformations, is relevant. The answers to this question represent a rather wide range of opinions, often opposite to each other. There are fears that modern mass media and communications will completely replace the teacher, giving him/her only the role of an observer-consultant. Representatives of the other point of view believe that none of the existing types of media will be able to replace the teacher in the foreseeable future and will in any case fulfil only auxiliary, educationally empowering functions. Modern

technical achievements make new demands on the teacher's personality, professional qualities, functions and role in the educational process.

Taking into account the functional load, electronic media can be used as the following pedagogical tools:

- A means of processing traditional tasks in a special form. First of all, this covers the area of hypertext processing. For example, the preparation of messages, reports, multimedia presentations, etc.
- Learning Assistant: Working with electronic dictionaries, encyclopaedias, Internet portals for specific subjects. Thanks to the various possibilities of media in presenting educational material, the ways in which they can be used as a means of visualising a particular object are expanding.
- Communication (electronic media provide communication by connecting computers locally or worldwide, most often in the form of e-mails or videoconferencing, where children and teachers can communicate across borders and distances. In addition, communication includes receiving information via the Internet and making it available to others, i.e. the simultaneous consumption and production of information.

A tool for modelling reality, allowing the identification of complex relationships that cannot be perceived through simple observation. Electronic media, through the construction of artificial worlds, make possible a new scale of research, including pedagogical research.

When considering the didactic and educational potential of electronic media and the opportunities they offer, it is necessary to speak first of all about such qualities as productivity, interactivity, modelling ability, individualisation, communicativeness, multimedia, etc. Thanks to them, modern technical means, to a certain extent, simulate the activity of the teacher.

However, having a number of undeniable advantages that open up new opportunities for the educational process, none of the technical means today can claim to be a teacher-educator. For example, a computer can

perform some functions for the teacher: analyse the actions of the learner, prompt, ask and answer questions, evaluate the student's answer, explain the material. In this case, the range of questions and topics, options for their consideration are determined in advance. The teacher can answer any question, including an unsuccessfully formulated one, and the answer will be given in a formulation appropriate to the student's capabilities, taking into account many external circumstances and characteristics of his/her personality.

Data from surveys actively conducted today show that despite the fact that most teachers theoretically recognise the necessity of media education for schoolchildren and the importance of introducing modern mass media and communication into the educational process, the percentage of those who use media in their work is quite high, either very rarely or not at all. This state of affairs is probably due to a whole range of reasons, and the lack of motivation of teachers to use modern technical means in their teaching and educational work is not the least of them.

Consequently, the formation of the teacher's interest in the technical achievements of recent years, adequate understanding of the new role he/she will realise in the ever-changing information environment, is, in our opinion, the key point of retraining for modern general education schools. Along with the motivational component in the structure of a teacher's readiness to use electronic media in the educational process, the following can be distinguished:

- target (clear idea of the purposes and possibilities of using electronic media in the process of teaching a particular discipline);
- informational (knowledge of modern media, their corresponding products and resources, didactic and educational possibilities, psychological and pedagogical features and ways of use);
- activity (ability to work with various electronic means and create their own media products for educational purposes).

New media have led to the creation of new forms of knowledge management and knowledge organisation. Conventional forms of transmitting learning information are increasingly being criticised: declarative knowledge is no longer in demand; learning as a process needs to be facilitated and favourable conditions created. Traditional classes are based on mastering structured content, which teachers pass on to students. Learning in

the information society requires more activity of students themselves, who master techniques, methods and methods of self-learning. Changes are needed in the renewing learning process: moving away from strict instructions leads to an interaction centred on the learner and his or her individual abilities and characteristics.

Thus, learning according to new principles means: autonomy, co-operation, interactivity, creativity. New learning can be promoted through: introduction of new forms of learning, creation of a new role of the teacher, active inclusion of new technical means in the learning process, providing free access to media resources. The implementation of such a paradigm shift depends largely on teachers' readiness and initiative to work with various media devices.

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