

## METHODS OF IMPROVING THE MEDIA COMPETENCE OF PROFESSIONAL EDUCATION TEACHERS IN THE SYSTEM OF PROFESSIONAL DEVELOPMENT THROUGH DIGITAL TECHNOLOGIES

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### ABSTRACT

The article discusses the process of monitoring the post-training professional activity of teachers, as well as the introduction of diagnostic methods, the priorities of retraining and defining the organizational and pedagogical conditions for improving professional development courses and the process of effective quality management.

### KEYWORDS

Method, questing learning, face to face, flex, online lab, technology, trajectory.

### INTRODUCTION

Today, in connection with the new educational paradigm (concept), the priority goal is to develop the activity and independence of the individual in the educational process. With this in mind, the speed of access to information has increased significantly due to the availability of an Internet connection module

using personal mobile devices, and their functions sometimes exceed the capabilities of mobile devices due to internal photo and video cameras, microphones, geolocation devices and more. In society, the emphasis is on the principle of "information is more important than knowledge".



However, it is becoming a habit to “remember” rather than work with information. However, mobile devices are the most convenient way to access data due to their small size and high functionality.

Thus, taking into account the development trends of digital technologies, in particular, digital and mobile technologies, the organization of professional development is relevant. At present, the theoretical approaches to the use of digital technologies in the system of professional development are not sufficiently studied, and their importance and role in modern human life is growing, and the issue of identifying and developing methods of teaching based on digital technologies.

Given the use of digital technology tools as an educational tool, researchers provide an opportunity for listeners to see the world around them in a new way and to address validity issues in the context in which they are associated.

Despite the development of digital technologies today, the application of expanded sales programs in the taste process is becoming more difficult for a number of reasons. The reasons for this are:

Listeners are often overloaded with the complexity of learning activities;

The stratified vocational education system is not compatible with today’s technology;

The effectiveness of the use of advanced digital technology tools is highly dependent on the skills of the teacher;

Thus, for the effective use of advanced digital technology tools, it is necessary to develop a systematic way of providing materials that do not require much effort from the teacher. These features will help professional educators in the future to consciously develop their creativity, increase interest

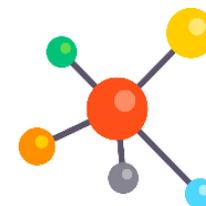
and responsibility in their profession. That is why it is a priority area. The following is the structure of the training process:

### Structure of the professional development process

1. Organization of the training process
2. Defining learning objectives and content
3. Use of digital technologies in the learning process in accordance with the qualification requirements for the modules in the curriculum.
4. Preparation of materials on the use of digital technologies by androgogs
5. Organization of theoretical and practical training on the basis of questing learning technology.
6. Assessment of teaching staff in theoretical and practical training.

One of the features of digital technology tools is their ability to play a variety of content (photos, animations, video and audio files, text, 3D images, etc.), which allows you to diversify the methods of teaching course materials. With this in mind, we have proposed Questing learning technology in education. This technology includes techniques that specialize in a number of digital technologies:

1. According to the level of reality, the quests that make up the learning process are divided into 2 types, i.e. real and virtual.
2. Web-lists and their definition to increase the educational motivation of students and the organization of group pedagogical activities:
3. A need-oriented activity in which part or all of the information that the audience interacts with comes from Internet resources;
4. A web project, the part where the audience works, or all the information can be on different websites.



5. The duration of work with Questing Learning is short-term and long-term and has a certain structure, regardless of the type of methods.

**Introduction.** At this stage, listeners need to understand what they are teaching and what they are doing while completing the quest. Androgogs provide tasks aimed at increasing the media competence of the audience.

**Task.** This is the main stage of any research. Andragog offers a pre-prepared and module for working on the topic, including questions and inquiries. The task should be clear, practical, and help reveal the main learning topic. Sub-tasks should be easier than the main task and touch on its individual aspects.

**Process.** Students will receive instructions on how to complete the task and complete it in the recommended steps.

**Sources.** Listeners get the addresses of sites on the internet that are recommended for completing the task in an electronic portfolio.

**Performance appraisal.** At this stage, listeners have the opportunity to evaluate the results of their work. In doing so, he expresses his views on his work in the portfolio.

This stage is necessary for the trainees to compare the results with the goal set at the beginning of the work. In addition, at this stage, listeners need to understand the possibilities of using the acquired knowledge and skills in other areas of activity.

On this basis, the proposed definitions of the Web-quest reveal and define the concept of "web-project", which is carried out by listeners in collaboration or separately on learning topics through the technology of the Internet and web-resources.

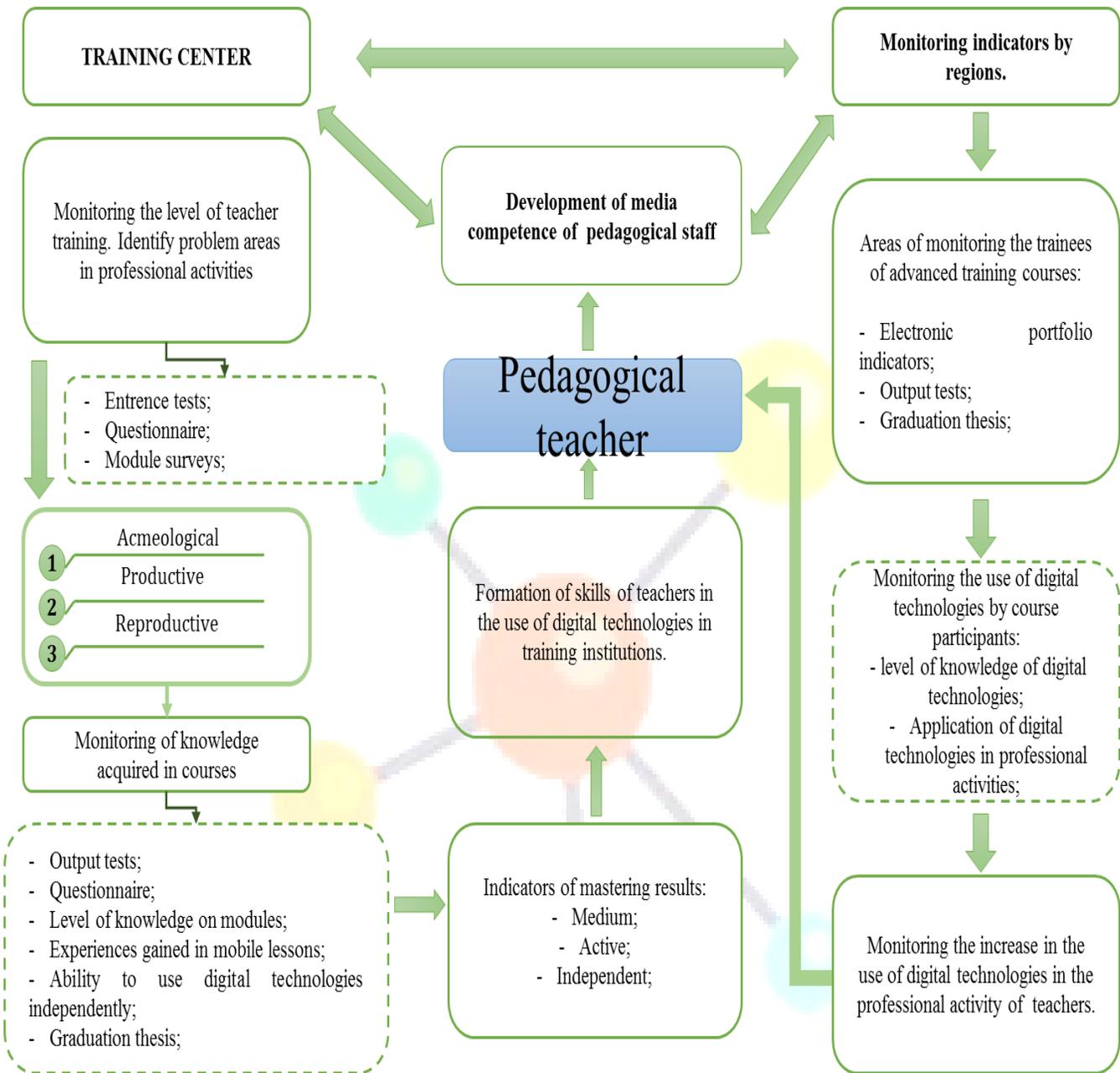
**Face to face** method in education: A face-to-face interview survey, also known as a face-to-face survey, is a survey method that is used when engaging a specific target audience. The purpose of the individual survey interview is to study the responses of the listeners in order to gather more detailed and complete information. In addition to the main application, digital technology tools are used.

**Flex method.** The flexible model is a teaching method for non-traditional learners. Training materials and instructions are provided online and lessons are self-directed. The teacher is available on the site. Students work independently and learn to develop and create new concepts in a digital environment. Most of the program is studied on the basis of digital technologies.

**QR quest.** This method means that the listeners turn to an internet resource to perform the exercises.

**The online lab** training process is organized in classrooms equipped in accordance with the requirements of digital education. This type of laboratory involves the use of virtual laboratories in education.

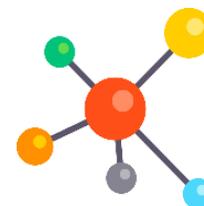
The main part of the online driver training program is mastered in the digital learning environment using e-learning resources. It means storing information on an internet resource and accessing it at any time, regardless of location and location.



**The trajectory of professional development of the teacher's media competence in the means of digital technologies**

The purpose of this development trajectory is to facilitate the formation of the professional development trajectory of teachers with the help of professional development institutions, as well as to

support and coordinate the professional development activities of teachers by professional development institutions.



Thus, the proliferation of digital technologies, digital technology tools, and the Internet will expand existing teaching methods, change their form, and offer new ones. The diversity of tasks and methods with a QR code allows you to effectively organize the learning process based on the organizational and technological conditions and content of the learning process. To create a system of modular teaching methods based on digital technologies, on the one hand, it is necessary to systematize them, to define the specific features and principles of system vision, to determine the place of each method in terms of thematic content of the course; on the other hand, testing the system in a real learning process. These parts of the educator are being done by us today and their results will be announced.

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