THE USE OF MEDIA TECHNOLOGIES IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY

Milena Ilyasova
Student, Chirchik State Pedagogical University
shirinamangeldieva07@gmail.com

Scientific adviser: Diana Valeryevna Abduramanova
Senior teacher, Chirchik State Pedagogical University
diana1207saliyeva@gmail.com

ABSTRACT

The fast growth of digital technology, media impact, and media education are examined in this article. Russian media education's current and future trends. Media education, technology, competency, and culture are systematized in this piece. Digital education's main components are described. Media literacy has been shown to shape current subjects the most. Research on Internet and social media use presents its findings. Describe this application's challenges and possibilities. Media education at universities and its educational advantages were questioned. Many media education scholars have produced implementation methods for courses and projects. Media education issues involve information transmission, perception, replication, and understanding. They remain the most important parts of informational media education. Further study should explore the media space as a new social reality of human life, where media engagement as a special type of social activity underpins modern civilization's culture.

Keywords: media education, digital education, media competence, media technologies, media literacy, digital transformation.

Introduction

Modern comprehension of education objectives, the development and implementation of new information technologies, including media technologies, have resulted in fundamental changes in the field of education, which make the study relevant. The development of media technologies and related educational resources is rapid. When does the transformation procedure take place? Education, media systems, it is necessary to first consider this phenomenon's primary characteristics. It is difficult to conceive of

the modern world without media - mass communication (which traditionally includes print, press, television, film, radio, sound recording, and the Internet). Digital transformation is the process of integrating digital technologies into all aspects of business activities, which necessitates substantial changes in such aspects of business activities as technology, culture, operations, and guiding principles for the creation of new types of products and services. Verbitsky A.A. argues that the digital transformation of the university necessitates a complete overhaul of the university's core operations. [1].

Literary analysis and methodology

According to the findings of the VTsIOM study on the Russian labour market, the employer perceives a deficiency in practical skills among young specialists - university graduates - in 91% of cases, while the specialist perceives them in 56% of cases [14]. In the context of the digitalization of the economy, the most pressing concern is the capacity to deal with digital media.

The 2001 edition of the Oxford Encyclopaedia defines media education as "learning media, which is distinct from learning with the aid of the media" [15]. Media education is associated with both an understanding of how media texts are produced and disseminated, as well as the development of analytical skills for interpreting and evaluating their content. It is believed that digital didactics should be the primary factor in the implementation of digital educational processes at universities. The purpose of Molokanov's digital pedagogy Yu.P examines the university learning process, which is based on the electronic educational environment, as well as technologies and digital learning aids. This procedure is designed to meet the labour market requirements of the digital economy. The subject of dialectics is the entire learning process, viewed as a management system for the educational process in the context of the digitalization of the educational environment [7, p. 22].

Digital didactics cannot be supplanted by "digitised practise," in which the teacher, in lieu of personal instruction in lecture, seminar, and practical formats, merely provides students with the necessary digitised textual sources for autonomous study of the subject. As G.A. Mavlyutov, this approach causes the student to become increasingly immersed in their own computerised environment, at the expense of group and interactive forms of work. Due to these factors, the efficacy of training may decline if the educational strategy remains unchanged [8, p. 5].

At the present stage of scientific development, it is believed that information and knowledge are fundamental components of economic development, and that it is impossible to apply outdated concepts and models to them. In his works, S.M. Sakovich emphasises that the most important characteristic of an individual entering the digital economy mode is the possession of skills in working with digital technologies and the ability to implement these technologies professionally [13, p. 10].

This is the focus of Ivanov's efforts. O.A., noting that adolescents and children acclimatise rapidly to the digital environment, and simultaneously acquire the foundational skills for interacting with digital products and services for their future development [3, p. 121]. Certain competencies are acquired by pupils at various educational levels, but digital proficiency is typically developed throughout life. Therefore, digitalization in the sphere of education is largely dependent on the level of digital competence of educators. When used in the classroom. According to one viewpoint, the development of orientation skills in digital technologies is one of the most crucial areas.

According to Efimov V.S., an expert on innovation policy and development strategies, the need for student-specific educational trajectories is becoming increasingly imperative. They are the ones who assist you in selecting the optimal learning tempo and promote online education, highlighting developments such as online courses, adaptive courses, and stimulation systems. These media technologies will enable the full utilisation of technological services such as automatic library book lending, university chatbots, mobile schedules, and many others [2, p. 52].

Ya.I. Kuzminov, associate professor at the Higher School of Economics, stresses the importance of a student's personal digital profile, student-tailored courses, and the use of modern digital technologies [4]. It is impossible to discuss innovations in education without mentioning the global effort to accelerate student initiatives. Modern technologies allow for the connection of management service training and textbooks.

Analysis of foreign scholarly sources (Livingstone S., Haddon L.) indicates that the modern realities of digitalization necessitate education development [18]. This places him in a state of constant heuristic search, which includes machine-based systems learning and artificial intelligence, intellectual educational environments, personalized learning paths, and numerous others.

Results and discussions

It is essential to note that adaptive learning is founded on the symbiosis of three components: first, diagnostic testing is conducted to determine the subject's level of proficiency; adaptive algorithms, dynamic content, and adaptive content; and dynamic content. MODERN PEDAGOGICAL EDUCATION skis that monitor student progress and update the trajectory based on that data; directly instructing, bringing the student to possess the item's skills above the minimum threshold.

Many experts, including Kozlova N.Sh., express an opinion regarding the potential application of sophisticated digital technology - gasification [6, page 85]. Gasification is a global trend that employs gaming techniques for training. This approach may be most appropriate for hokmlender students who have been developing their skills in the field of video games since infancy. However, gasification is not only intriguing from the perspective of a student's socio-psychological transformation.

Development and introduction of the game format in a typical lesson can be challenging, so it is necessary to understand not only the nuances of the subject, but also the characteristics of the target audience, that is, the students, and have knowledge of the game industry in order to select the appropriate "genre" and work out the game's details.

This technology has enormous potential for use with gasification elements in training, as it is applicable to the majority of educational programmes and can raise the threshold for a practice-based approach to learning.

Modern scientific and methodological literature indicates the use of such a networking instrument, such as social networks, to raise local funds. Equally essential is the task of curating the organization's provided content. This issue's resolution is a means of ensuring the competitiveness of educational institutions. Content curation is an all-encompassing method for administering an educational solution. This is the selection and processing of teaching materials from open sources to produce a comprehensive educational solution [17].

Let's move on to a more substantial discussion of the pedagogical applications of contemporary digital technologies. Creation of a higher education information space that provides access to information without time constraints. The most popular solutions for educational institutions are Moodle courses for the Microsoft Office 365 administration system and remote Zoom and Teams training.

Thus, interaction between the participants in the learning process - the teacher and the student - occurs via e-mail, instant messengers, and other digital communication systems, and access

to the university's knowledge base is facilitated by electronic university libraries.

The results of the study indicate that digital educational resources are currently the most essential aspect of a teacher's job. According to the perspective of Blinov V.I. The main advantages of media technologies are the extensive use of modern pedagogical tools, the possibility of learning along a path of personal development, the possibility of creating an exclusive course by a teacher that is appropriate for the target audience, and a competent system of motivation [10, p. 70].

"When using virtual simulators for laboratory work, it is possible to remotely simulate real scientific research, even if it cannot be performed full-time at the university," which not only allows students to complete the training programme in full, but also broadens their understanding of this field of science.- Kuzminov Ya.I. [4].

When controlling knowledge through digital systems, the amount of time teachers spend grading student work is drastically reduced, allowing them to engage in other activities. In addition, such knowledge control eliminates the issues associated with the subjective approach of teachers to their students.

Obviously, the aforementioned information is updated in relation to the most imminent and probable enhancement opportunities. In the sphere of education, information and communication technologies that create self-learning systems based on neural networks. The majority of higher education institutions share a system for storing, exchanging, and processing information, which enhances the capacity to filter the abilities and knowledge of students by level, identify the most talented, and assess their creative, technical, humanitarian, and other characteristics [11].

Conclusion

Notably, the digitalization of education is one of the primary objectives of the Digital Economy programme, which calls for the development of the nation's digital culture by 2024. According to the plan, after the implementation of the programme, the entire country's population should have consistent Internet access, which will provide access to any educational resources that may be required - for the purpose of acquiring knowledge. It is crucial that system education corresponds with the demand for these technologies.

Thus, we can conclude that media education is undergoing a dynamic expansion. The purpose of media education is to cultivate media literacy and media competence in infants and adolescents.

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