ИНФОРМАТИКА ФАНИНИ ЎҚИТИШДА МЕДИАТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНИШНИНГ АМАЛИЁТДАГИ ҲОЛАТИ

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ИСПОЛЬЗОВАНИЕ МЕДИА-ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ КОМПЬЮТЕРНЫХ НАУК В ПРАКТИКЕ

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USING OF MEDIA TECHNOLOGIES IN TEACHING INFORMATICS IN PRACTICE

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Abstract: Background. This article examines the concept of «cognitive independence», as well as «cognitive activity» and analyzes the main ways and means of forming these abilities in the educational process. To study the individual psychological characteristics of a student as a subject of activity by identifying the dependence of mental independence on the parameters of the cognitive style, which is the basis for success in educational activities and further implementation of self-education.

Methods. In this article were used methods an objective study of the subject of research; study in development, considering the conditions and influencing factors; study in activity, as one of the main conditions for development; systemic - structural approach; the concept of individuality.

Results. The technologies successfully used in the practice of teaching a foreign language are analyzed as modern personality-oriented technologies that ensure the formation of linguistic and professional competence, readiness for self-education.

Conclusion. Only a combination of all types of tasks represents the optimal organization of independent activity, contributes to the best assimilation of the material and forms students' independence in the learning process.

Keywords: independence, mental independence, students, cognitive activity, cognitive independence.

Introduction. The country is taking a number of measures to improve the efficiency and quality of the educational process, including the use of media technologies in teaching. In accordance with the Decree of the President of the Republic of Uzbekistan dated February 7, 2017, DP-4947 «On the Strategy for the Further Development of the Republic of Uzbekistan», in order to «further improve the system of continuous education, increase access to quality education» [1], paragraph 4 of Article 3 of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No. 187 «On approval of state educational standards of general secondary and secondary specialized, vocational education» [3], in the Republic of Uzbekistan, based on the priority of continuity, education, personality and interests of students, several basic competencies are formed in accordance with their age characteristics. One of them is the ability to work with information.

Competence in working with information is defined as the ability to search, sort, process, store, effectively use the necessary information from media sources, ensure their safety, and form the ability to have a media culture. The use of media technologies in teaching computer science is directly related to the acquisition of almost all competencies defined in the State Educational Standards. Education and upbringing of a modern person who knows how to work with information, search for the necessary information from media sources, effectively sort it, process, store, use, ensure their safety, form the ability to acquire media culture is the main content in fulfilling the tasks specified in the Educational Standards.

Materials and methods. The research is based on the following concepts and principles of its organization:

1) an objective study of the subject of research;

2) study in development, considering the conditions and influencing factors;

3) study in activity, as one of the main conditions for development;

4) systemic - structural approach;

5) the concept of individuality.

Results and discussion. According to F.A.Khamroeva, media technologies can become an innovative source of information when creating the necessary

scientific and methodological support for effective work in the educational process. The use of the media, that is, the Internet, television, radio, film, video and other means of communication, proves to be effective in improving the quality of education using modern information and communication technologies and achieving the desired goal [7]. The emergence of mass media in education contributes to the enrichment of the continuous learning process with visual materials, improving the quality of lessons and increasing the effectiveness of the assimilation of knowledge by students. The researcher defines the features of didactic complexes that provide students with scientific methods of teaching natural science based on media technologies:

• multimedia is a set of education in natural geographic sciences based on audio, video, text, graphics and animation tools using software and hardware;

• Media technology is the programming of an interactive educational process through the preparation of visual and sound effects under a single control.

This technology is a way of communication, a product of human activity. Consequently, their use increases the quality of teaching and students' interest in science, saves time on reading, in-depth study of the material, the introduction of distance and e-learning due to the simultaneous impact on several senses. By the nature of media technologies, audiovisual technologies, multimedia technologies, hypertext technologies, holographic technologies form integrated technological structures. The object of the researcher's research work is the geographical sciences taught at the stage of higher education, and the technology and model developed by him are difficult for students of general education schools.

The need for media technology. At the same time, as a result of the development of science and technology, a modern lesson cannot be imagined without demonstration of principles, demonstration. A.Asmolov also noted this: "... it is necessary to expand programs, various teaching aids. In this sense, e-learning (EE) resources in various fields can help expand the range of options available. What does it mean? This is an opportunity for development according to your individual program, the «path» of development. ETM, like textbooks, is one of the unique cultural tools for learning the truth in certain areas of education [5]. « Electronic resources provide:

• reduces the time of development;

• optimizes learning activities due to the content of the lesson, the accuracy of the tasks;

• prevents students not participating in the lesson from assimilating the topic;

• provides additional materials to improve the level of development of

volunteers;

• individual adaptation increases motivation due to different types of emotional perception of information;

• Creation of information culture, creation of opportunities for management and adjustment of the educational process.

However, despite the fact that every teacher has a large number of free e-learning resources in their practice, there are situations when the finished resource does not always reflect the intended information. For example, a teacher may have a personal understanding of a topic to be covered and may not have the hardware, software, or resources previously developed to implement it. In such cases, of course, it will be necessary to create such an electronic learning resource independently, and the teacher will need skills to create it.

Today, the most common program for creating presentations and slides using computer technology is Power Point. This program creates great opportunities for the presentation of text documents, tables, graphics, illustrations in the desired form. The main features of the program are the display of available data and developed documents.

The main purpose of using presentations and slide films is to achieve the desired effect when presenting theoretical material with illustrations, diagrams, tables. They allow the teacher to do this as accurately and reliably as possible when explaining new material in the lesson, to more actively conduct the lesson and save time for the teacher and student. That is why teachers widely use Power Point to create e-books, slideshows, and their demonstrations are accompanied by explanations of new material [4]. These e-guides allow the teacher to work without tools like traditional chalkboards and chalk. It is also very convenient for students to have diagrams, formulas, tables, illustrations, etc. On the screen right in front of their eyes. More Power Point also allows for easier lesson management. The hyperlinks returned from the slide to the corresponding slides and again to the content of the e-manual provide the teacher with a framework not only for explaining such a manual, but also for students who can use it in practical work.

However, Power Point is a convenient topic for students to learn. The software environment not only strengthens the skills acquired in the process of studying the Microsoft Word text editor, but also allows students to open up new horizons, new wonderful opportunities, knowledge that will surprise them, surprise and attract them. This activates and facilitates the fulfillment of all the factors that the teacher needs to do on a regular basis in order to stimulate interest.

The advantages of the program are that students can develop individual

projects on topics of interest to them, use them in their work to expand interdisciplinary relationships.

Using Power Point and built-in iSpring software allows students to:

• develop skills of independent work in search of necessary materials;

• development of creative abilities;

• Demonstrate a new and effective way of working.

Working in Power Point is closely related to the study of topics and text editors. In doing so, students will have the opportunity to see the results of their work in this program as they explore topics throughout the lesson [6]. Therefore, work in the Power Point iSpring Suite immediately begins with hands-on exercises and labs. Then it will be possible to implement creative, creative projects on the chosen topic for creating a presentation.

The iSpring Power Point program is most convenient for teachers of general education schools in terms of compliance with the qualification requirements for computer science and information technology in general education, secondary and secondary specialized, vocational educational institutions, established by state educational standards, as well as the stages of studying computer science.

Stages of studying the subject of computer science and information technology in general secondary and secondary specialized, professional educational institutions [1]

Stage of education	**Graduates**	**Standard level**	**Name of level**
General secondary education Stage of training	Graduates of 5th grade of secondary schools	**A1**	Basic level of study of computer science and information technology
	In-depth study of computer science and information technology in secondary schools and graduates of 5th grade of specialized schools.	**A1+**	An enhanced elementary level of study of computer science and information technology

Qualification requirements for graduates of general secondary and secondary special, vocational education institutions [1]

Stage of education	Graduates	Competence content
Competence to search for information and collect it in electronic media	A1	Knows the science of computer science and the history of its development; can start and shut down the computer properly; follow safety rules and hygiene requirements when working on a computer; knows the basic devices of the computer and their functions, can use them; searches and collects various types of information from information sources; can use elements of the operating system. Knows a simple graphics editor and its capabilities; stores and uses searched graphical information; knows the difference between a text editor and a processor, their capabilities, stores and uses the searched textual information; knows the concepts of word processor such as character, word, line, paragraph, text, block, page number, can apply in practice.
	A1+	Can give simple examples of information coding, perform practical exercises; knows the basic and additional devices of the computer and their functions, can use them; can use the capabilities of the word processor, such as columns, hyperlinks, footers, screen capture on the page.

Involving a 5th grade student in education through media technology is therefore one of the main tasks for a computer science teacher. Especially in today's pandemic and globalization, it is impossible not to acknowledge that the role and opportunities of media technologies in the information environment of society have increased several times. Of course, the requirements of the time show that this is also important from a pedagogical point of view.

Conclusion. Despite the recent large-scale reforms in the field of informatization of society and education, the provision of quality educational services, the development of science and technology, as well as the significant scientific work of our scientists on the use of information technology in

education, output and implementation issues are very topical.

Issues of informatization of the educational process are related to the launch of the Ministry of Innovation Development of the Republic of Uzbekistan on November 29, 2017 in accordance with the Decree of the President of the Republic of Uzbekistan dated November 29, 2017 No PF-5264 «On the establishment of the Ministry of Innovation Development» [2]. The launch of the Science and Technology Center under the Ministry in December 2019 has also accelerated the ongoing reforms.

Independent work with a computer in a 5th grade student, searching, analyzing, sorting and systematizing information according to the level of content and complexity - the formation of competence to obtain information is a task that should be formed by a computer science teacher.

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