



CONTENT AND METHODOLOGY OF ORGANIZATION OF PEDAGOGICAL EXPERIMENTAL WORKS FOR THE DEVELOPMENT OF STUDENTS IN MEDIA CULTURE

Yakubjonova Maftunakhon Islamjon kizi

Teacher of Kokand State Pedagogical Institute

ANNOTATION

This article provides an analysis of the content of pedagogical experiments on the development of student media culture in higher education, the methodology of organization and the results of experiments.

KEYWORDS: *culture, media culture, media education, experimental mathematical statistics*

INTRODUCTION

Recently, in local pedagogy, a wide range of cultural studies issues related to the new stage of society's development are being developed. The identity crisis in modern society depends not only on external causes, but also on internal ones: moral education, loss of motivation to educate national pride, spirituality and patriotism. The need to return to universal values, to educate a person who understands himself as a part of existence, a person of the world, a part of world culture, who understands himself based on the dialogue of cultures, and who increases the cultural experience of all mankind, is unquestionable. All these rules form the basis of the cultural studies paradigm of modern pedagogical education.

Pedagogy as a science, it is becoming more and more closely connected with cultural studies, therefore new pedagogical concepts are emerging: media education, media culture, media competence, media literacy, media pedagogy, media technologies, media texts, media perception.

The cultural paradigm of modern pedagogical education forms the basis of our research aimed at the problem of developing students' media culture.

In this research, we have shown that there are the following areas of development of students' media culture in higher educational institutions:

active application of media and cultural technologies to the studied subjects;

creation of facultatives of the media-educational cycle;

introducing a new subject or special course related to the development of media culture into the curriculum.

METHODOLOGY

In the experimental research, relying on the rules of pedagogical, socio-psychological and person-oriented approaches, "Development of media culture of students" on the basis of media education in connection with the development of media culture of preschool education students. We are developing a special optional course aimed at preparing young professionals for life in an information-rich society.

Thus, the purpose of the experimental research was determined - to develop the media culture of preschool education students by organizing their media-educational activities with the help of a facultative course in the media-education cycle in the conditions of a higher educational institution.

Objectives of experimental research:

- to study methods of researching the media culture of a person, media competence, and to develop a methodology for researching the media culture of a student's personality;

- to determine the level of development of personal media culture and its components in students of preschool education;

- justification of the use of the optional course in the development of media culture of the students of preschool education;

- development of a program for the development of media culture of students of preschool education through optional classes;

- comparative analysis of the media culture development level of preschool education students who participated in the formative experiment and those who did not participate in the experiment;

- evaluation of the effectiveness of the facultative activities of the media-educational cycle on the development of the media culture of the students of preschool education.

We describe the main stages of experimental research.

The first stage - organization - covers a number of important cases, important aspects, the development of a hypothesis, the effectiveness of which should be experimentally proven. Currently, when conducting research, a working hypothesis is first developed, which is a necessary condition for the effective development of the research process.

In the future, the content of the hypothesis predetermines many things: the organization, the methods of scientific research, the focus on the situation of the problem in the literature, the reference to the past experience, its historical understanding, and many other things.



Based on the analysis of the problem studied in the theory of pedagogy and educational practice, we decided to express the following hypothesis: if the definition of the essence of the concept of "student's media culture" is determined; when the characteristics of the development of students' media culture are determined; when the model of media culture development of students is created; Pedagogical conditions that ensure the effectiveness of this process are created only when the content and technologies of this activity are developed.

These pedagogical conditions are as follows: the educational process in higher educational institutions is aimed at the active use of media technologies and their methods; media technologies are directly included in the educational process; inclusion of the optional course "Development of media culture of students" in the educational process of students; optimal combination of collective, group and individual forms of working with students; continuity, consistency and sequence of all stages of education; interaction of subjects of the educational process using media tools and technologies; Pedagogical conditions are created that ensure the effectiveness of the psychological and pedagogical diagnostic process.

Based on the analysis of psychological-pedagogical theory and normative documents, we have developed and theoretically justified the model of development of media culture of students in the educational process of the higher educational institution. Experimental validation of the model requires setting goals, tasks and decisions during the implementation of the model.

Based on this, the purpose of the experimental work was determined: verification and justification of the pedagogical conditions put forward in the hypothesis. The expected result is an increase in the level of media literacy of students.

In accordance with this goal, we determined the tasks of the experimental work.

Determining experience: developing a diagnosis of the level of media culture of students; to determine the current level of development of students' media competence.

Formative experiment: testing the developed model to determine its effectiveness.

Control experiment: determining the level of development of students' media competence based on formative experience materials.

The second stage - implementation - ensures the implementation of the ideas initially hypothesized and transferred to the prepared materials of the experiment. The main thing here is to ensure the purity of the pedagogical experiment, to ensure that the obtained information is sufficiently reliable.

At this stage, the model of media culture development of students of the higher educational institution will be implemented. The technology of practical implementation of the model is described below.

The third stage - determination - represents a set of all works aimed at determining the quantitative and qualitative characteristics of the results, obtaining accessible and reliable values, and appropriate processing to obtain information that clearly demonstrates the essence of the established law.

The fourth stage - interpretation - collected facts are classified according to various bases, statistical laws are determined, development trends, stability zones, jump times in the formation of certain qualities in the object of experimental research are determined. As a result of using inductive and deductive methods, real material is summarized, its scientific significance is determined. Evidence interpretation of experimental data allows to offer methodical recommendations on development of media culture of students, which can be used in the practice of higher educational institutions.

It is known that according to the goals, the experiences of detection, formation and control differ. The purpose of the detection experiment is to measure the current level of the phenomenon under study. Here, the initial material for understanding and organizing the formative experiment is obtained [1, 45-b].

The formative (transformative, student) experiment is aimed not only at telling the level of formation of certain activities, the level of development of certain skills of students, but also at actively forming or educating them. Here it is necessary to create a special experimental situation [2, 105-b].

Control experiment (supervisor) - with its help, after a certain time has passed from the forming (teaching) experiment, the level of knowledge and skills of students, the development of any personal quality is determined based on the materials of the formed experiment.

The development process in our study is aimed at achieving a high level of development of students' media culture. We follow the point of view of VAMijherikov, the author of the pedagogic dictionary, who considers development to be a process of action that changes whole systems [3, p. 240]. The most characteristic features of development are: the emergence of a qualitatively new object (or its state), the direction, irreversibility, regularity, unity of quantitative and qualitative changes, interdependence of progress and regression, inconsistency of form (cyclicality), fairness. In our work, it is about the development process, because we perceive a certain level of media culture in students.

In preparation the main goal is to form an attitude of value towards media culture, media technologies, different forms and forms, for this we have organized and conducted interviews, seminars and trainings with students considered by us in the implementation of the entire program of the course, as well as , we conducted a survey that formed an idea about the media preferences of the student audience, the level of its media competence.

The main directions of our work were as follows: formation of a positive attitude towards independent professional self-improvement; formation of knowledge and skills to work in this direction; actualization of the needs of professional self-improvement in the field of media education.

In modern conditions, the role of predicting the content of education is significantly increasing, as a result of which it is necessary to build curricula and programs, develop certain areas of knowledge, the nature and objects of work, possible prospects for their rapid change. need to get advanced information about.

Predicting the development of the educational content, striving to adapt the curriculum as much as possible to the requirements of modern conditions, in our work, we adapt the



educational content to the interests and needs of the student, taking into account the individual characteristics, motivations and values of each student. We came from the necessity of adaptation and adaptation. This task goes beyond the actual content of education, and its successful solution is possible only in the educational process itself, in the system of interpersonal relations.

The purpose of the course: development of media culture of students. The main tasks arising from this goal: to familiarize students with the basic concepts related to the field of media competence, development of media education; to show students the genesis of the historical development of media education in the world and in Uzbekistan; development of the student's media culture in the process of media education; to analyze the development of media education from the point of view of its application in the educational process of the holistic pedagogical process of education.

As a result of mastering this course, students should know the following: basic concepts of the course ("media competence", "media education", "media literacy", "media pedagogy", etc.); the main stages of the historical development of media education in the world and Uzbekistan; the main characteristics of the stages of historical development of media education in different socio-cultural conditions and in different periods in certain countries; the current state of media education development; opportunities for media education in terms of developing a person's media culture; typology of media perception; basics of media education methodology.

RESULT AND DISCUSSION

The practical importance of this course is that as a result of mastering the seminar, students should not only have knowledge reserves on the theory and methods of media education, but also apply this knowledge in pedagogical activities.

The purpose of conducting pedagogical experiments is to determine the level of development of students' media culture.

According to the developed indicators and criteria, we determined three levels (low, medium, high) of the formed media culture of the student.

The level of formed media culture of students and its components were determined using the developed diagnostics.

The identification experiment was conducted in order to determine the level of formation of students' media culture.

With the help of questionnaires, interviews, and the method of expert assessment, the state of formation of the components of motivational value, process and media competence was determined.

According to the developed evaluation criteria, the degree of formation of each component of media culture in the studied groups was determined.

CONCLUSION

On the basis of the results of the identification experiment, a formative experiment conducted in the same groups as the identification experiment was organized.

The results of the experimental tests were analyzed by mathematical and statistical methods. Mathematical-statistical

formulas of the Student method were used to process the results of the experiment.

14.6% higher efficiency of experimental results was proved by mathematical and statistical methods.

REFERENCES

1. Афанасьев В.В. Психолого-педагогическая диагностика качества образовательного процесса / – М.: Школьные технологии, 2008. – 280 с.
2. Madraximova, Mahfuza Akxmedovna, and Maftuna Islomjon qizi Yakubjonova. "CRITERIA OF MONITORING AND EVALUATION FOR EDUCATIONAL ACTIVITIES." *Scientific Bulletin of Namangan State University* 1.6 (2019): 346-347.
3. Shermatovna, Erkabayeva Nigora, and Yakubjonova Maftunakhan Islomjon Kizi. "STAGES OF FORMATION AND DEVELOPMENT OF MEDIAMADANIATIN." *Galaxy International Interdisciplinary Research Journal* 10.12 (2022): 272-274.
4. Якубжоновна, Мафтунахон Исломжон Қизи. "ОЛИЙ ЎҚУВ ЮРТЛАРИДА ТАЛАБАЛАР МЕДИАМАДАНИЯТИНИ РИВОЖЛАНТИРИШ МОДЕЛИ." *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)* 2.3 (2022): 489-497.
5. YAKUBJONOVA, MI. "DEVELOPMENT OF MEDIA CULTURE IN STUDENTS AS A PEDAGOGICAL PROBLEM." *ЭКОНОМИКА*: 329-333.
6. qizi Yakubjonova, Maftunaxon Islomjon. "KINO TA'LIMI VA INTERNET-TELEVIDENIESINING ASOSIY FUNKSIYALARI." *INTERNATIONAL CONFERENCES*. Vol. 1. No. 2. 2022.
7. Ummatova, M., and M. Yakubjanova. "About the history of complex numbers."
8. Davronovich, Aroyev Dilshod, and Juraev Muzaffarjon Mansurjonovich. "IMPORTANT ADVANTAGES OF ORGANIZING THE EDUCATIONAL PROCESS IN A DIGITAL TECHNOLOGY ENVIRONMENT." *Galaxy International Interdisciplinary Research Journal* 11.2 (2023): 149-154.
9. Kodiralievich, Zhumakulov Khurshijon, Ergashev Akram Ahmadhuzhaevich, and Abdullaeva Kumushbibi. "TEACHING THE SUBJECT" PROBABILITY THEORY" IN KSPI TAKING INTO ACCOUNT THE MODERN EDUCATIONAL CONDITIONS OF THE REPUBLIC OF UZBEKISTAN." *Open Access Repository* 8.12 (2022): 262-267.