



MEDIATUTOR AND OPEN EDUCATION

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ABSTRACT

The article introduces a new term in relation to tutoring and media education, "mediator". The mediator creates conditions for open education using media resources in order to form an individual educational request.

KEY WORDS: open education, tutor, mediator.

АННОТАЦИЯ: В статье вводится новый термин по отношению к тьюторству и медиаобразованию, «медиатьютор». Медиатьютор создает условия для открытого образования, используя медиаресурсы, с целью формирования индивидуального образовательного запроса.

КЛЮЧЕВЫЕ СЛОВА: открытое образование, тьютор, медиатьютор.

INTRODUCTION

The ideas of open education were put forward abroad in the wake of student protest movements in the 1960s and 70s. Among the supporters of open education there were representatives of different directions, from opponents of school education in general to authors who propose reforming schools and universities towards openness towards society. Many works put forward the idea of open educational spaces, the end of the monopoly of educational institutions on education.

MAIN PART

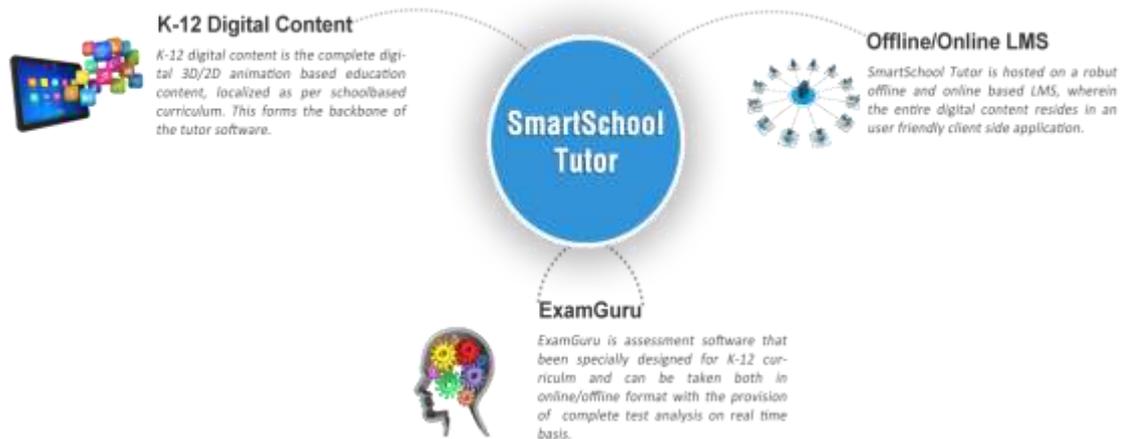
Thus, representatives of anti-pedagogy, for example, P. Goodman, demanded that schools be closed, believing that education can be obtained in everyday life, "on the streets, in cafeterias, shops, on the radio, in parks and factories" - in all so-called "street schools" [6, p.448]. I. Illich in his well-known book "Society without School" puts forward an alternative to school as an institution that generates inequality, open social institutions. The author divides all sources of knowledge into four types: things and material environment; behavior patterns; help from elders; contact with peers. In accordance with these sources of knowledge, he proposes a

"network" model of education that includes people willing to share knowledge, professional environments, and cultural institutions.

In accordance with the ideas of open education in the 1970s and 80s. in the USA and Western Europe, such types of educational spaces as "open schools", "open universities", "open classes", "educational parks", etc. appear.

The new meaning of open education appears in connection with the Internet, in the late 1990s. the movement "Open educational resources" is formed, in 2002, the term "open educational resources" was adopted at the UNESCO conference in the following form: processing. Open educational resources include complete courses, teaching materials, modules, textbooks, videos, tests, software, as well as any other means, materials or technologies used to provide access to knowledge" [2, p.1].

The basic principles of open education are presented in the Cape Town Declaration (2007). It notes that open education cannot be limited to educational resources alone. Open education should be associated with open teaching technologies, open exchange of pedagogical experience, open promotion of new educational opportunities [3].



Integration of ideas of the information society and open education since the 1990s, leads to a new, global demand for openness in education. In such UNESCO documents as "Education: a hidden treasure. The main provisions of the Report of the International Commission on Education for the 21st Century", the UNESCO World Report "Towards Knowledge Societies" characterizes modern society and its development prospects as a knowledge society, an education society. Education is seen as a key area in solving many global problems.

Particular attention is paid to education throughout life: "The truth is that throughout the entire public and private life, a person has a lot to learn. In this regard, there is a strong temptation to pay special attention to this aspect, in order to emphasize the educational potential of modern means of communication or professional activity, as well as cultural life and leisure"[4, p.12]. All opportunities provided by society can and should be used in education.

The UNESCO report Towards Knowledge Societies, inter alia, provides a brief description of the stages of learning. The first three stages are quite traditional - from preschool education to higher education. The fourth stage is "lifelong education", already outside the original educational system. The fifth stage is characterized by the freedom to follow one's own tastes, one's interests, to engage in social activities of one's choice, no longer being obliged to take into account the requirements of professional life [4].

In fact, this document sets a new vector for considering open education as an education aimed at developing human capabilities using any available educational resources. The same idea of education as a process, first of all, developing all available human abilities, characterizes the work of the modern expert in the field of education K. Robinson: "We understand that to enter a new era, a completely different paradigm of human abilities is needed.

We need to develop a new perspective on the importance of developing human talent and understand that talent manifests itself in different ways. It is essential to create an environment - in schools, workplaces and government offices - where everyone is encouraged to develop their creativity. It is necessary to ensure the confidence of each person that he has the opportunity and ability to do what he should be doing in order to discover his vocation"[8].

Thus, knowledge societies have a new meaning of open education. On the one hand, it includes the openness of educational institutions, schools and universities as a necessary prerequisite for the formation of a new attitude to continuous self-education and the need for self-improvement. On the other hand, the information society creates global opportunities for education through open educational resources. From the point of view of the anthropology of education, educational resources can be any events, people, environment, everything that is considered by the person himself as a source of personal growth.

Knowledge societies correspond to new cultural behavior, manifested in the field of self-expression, active participation in the new culture of the information age. A cultural policy of expanded civic participation meets the new needs of society. Thus, culture, education and society are linked by a new educational paradigm.

In the text of the Perm Project, education occupies a rather important place among the "soft infrastructures": "a new way of life, a comfortable atmosphere and environment, modern humanitarian technologies, small business, innovations in culture and education, as well as the implementation of large cultural projects"[7]. Moreover, it is emphasized that "regional development must keep pace with cultural and educational policies." At the same time, education is understood in line with international trends "education without borders", "education throughout life", "open education".



One of the principles of cultural policy was proclaimed the principle “We teach by acting”: “Current practice and promising projects (such as the Perm Open University) are a springboard for training and advanced training, the formation of a new generation of managers, creators, spectators, patrons. In accordance with the principle of lifelong education, all projects include a variety of educational components (excursions, lectures, conferences, etc.) and, in turn, attract teaching, entrant, student, postgraduate resources, provide jobs for certified specialists”[7, from. 16].

The biggest problem in connection with the initiatives of the Perm cultural project was the departmental barriers between education and culture. To some extent, they tried to solve this problem by the emergence of an intermediary between culture and education, a tutor. In October 2011, with the support of the Ministry of Education and the Russian Federation and the Ministry of Culture of the Perm Territory, it was decided to hold an All-Russian methodological seminar "Theater, cinema, museum - for a new school".

The aim of the seminar was to coordinate the activities of cultural and educational institutions in the field of tutor technologies, and the tasks:

- 1) to reveal the experience of tutor support in the field of culture in the Russian Federation;
- 2) identify the experience of tutoring in the field of education in the Russian Federation;
- 3) to present a model of interaction between cultural and educational institutions through tutoring technologies. In the final document of the seminar, experts and participants noted that the Perm Territory in recent years has become an initiator and leader in promoting new forms of cultural and educational activities, there are favorable conditions for the development of tutoring technologies not only in the field of education, but also in culture. The Perm Territory can become an experimental platform for developing models of training tutors for the sphere of culture and education, as well as models for

coordinating the activities of educational and cultural institutions in the field of creative education for young people.

Thus, along with the development of tutoring technologies in education, primarily in schools, experimental activities begin on the basis of the media education department of Perm Cinematheka. The experience gained in recent years allows us to raise a number of questions. First of all, what is the difference between the activities of a tutor in culture and tutoring in education? In addition, it is important to think about the prospects for the development of tutoring in the field of culture in general, and media culture in particular.

Having analyzed the professional standard of a tutor, it is possible to fix common and different features in comparison with the activities of a tutor in the field of culture.

Thus, a tutor in education begins his professional activity by identifying an individual educational request. It is assumed that under certain conditions, in the form of an open (redundant) educational space, the presence of a choice, the support of an individual educational program becomes in demand, from its design to the implementation and reflection of the results.

Unfortunately, the process of "opening" our education is very slow, which can be explained by both objective and subjective reasons. It is important to note that in the absence of open educational spaces and real choice in schools and universities, the cultural sphere is able to partially take on this mission. Moreover, the sphere of culture, due to its complementarity (optional) in relation to education, works on the principles of choice and redundancy, personal interest and demand. A school is an obligatory institution for education, a cinematheque or a museum can become a resource for education, for the formation of interests and individual request.

Reflecting on the experience of the "Perm Cinematheque", on the film programs that have become in demand by the schools of Perm and the

Perm Territory, comparing this experience with tutor support, one can identify the key process characteristic of the activity of a mediator.

A mediator begins his activity not with an individual educational request, but with the order of the school in the person of the class teacher, teacher, administration for some educational media event. It can be one film screening and discussion of a problem, or it can be a series of meetings on a specific program. Cinema, documentary or fiction, in this case is a necessary but not a self-sufficient resource, it is not a film show. But cinema, especially documentary, has a huge educational and educational

potential, the potential of meeting - with people, events, problems, professions and situations of life choice. And the task of the mediator is to build a conversation in such a way, to choose such films so that this meeting takes place, first of all, a meeting with oneself. Children, schoolchildren and students, have a reason to think about the most key personal questions - "who am I in this world?", "What do I want?", "Who are other people for me?" These questions are rarely asked in classrooms and university classrooms, but the answers to these questions affect both professional and personal choices.



Thus, from our point of view, the mediator creates conditions for open education, using media resources, in order to form an individual educational request.

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