

Topical issues of improving the media of creativity of a future teacher

PhD. Babadjanov Salokhiddin Sabitdjanovich

Academy of the Armed Forces of Uzbekistan

Abstract: *This article is aimed at the scientific interpretation of a methodical project to improve the future teacher's mediocreativity. Together with this, the results of the level of development of the mediation capacity are presented.*

Key words: *media, project, competence, creative, smart, programming, technology*

Introduction

Among the main trends in the development of the world, the transition to the information society is an important task that affects the media on all aspects of society. On the recommendation of the Legislative Assembly of the Parliamentary Assembly of the European Union, the production of software will stimulate the formation of mediocre creativity of youth and adults and is considered as an integral factor affecting the media culture of modern society [1]. The components of an information society based on modern information and communication technologies are media, language and culture. The language and culture of the world in which we live is human media literacy.

Main Part

The education system in our republic has been fundamentally reformed, serious changes have been made to the continuing education system, including higher and secondary special education. In particular, the postgraduate education system was improved, the ministry of preschool education was created, the eleven-year education system was strengthened to strengthen ties between schools and colleges, and ongoing reforms aimed at modernizing the content of education and improving the efficiency of the educational process are yielding results. The effective use of information and communication technologies in the

implementation of these processes, the training of national personnel, the competent and mature education of the younger generation are one of the main tasks of teachers. The Strategy for the Further Development of the Republic of Uzbekistan defines such areas as improving access to quality educational services, training highly qualified personnel in accordance with the modern needs of the labor market and achieving the effectiveness of mediocre development of students (future teachers) of pedagogical institutions [2].

Undoubtedly, information technologies have penetrated so deeply into people's lives that they cannot be excluded from the cultural context. At the same time, it should be recognized that the positive and negative impact of media information on its consumers is growing [2]. In modern worldviews, in which there are various contradictions, today it is clear that the spiritual immunity of our youth, the meaningful transfer of their free time, are more relevant than ever.

Therefore, the five initiatives put forward by the President are important. As you know, President put forward five important initiatives on social, spiritual and educational work [3].

The third initiative of the five initiatives is aimed at the effective use of computer technology and the Internet for the population and youth. For this reason, computer programming technologies are of great importance.

Programming technologies are developing rapidly. This is reflected in almost all areas, especially in the development of applications for mobile devices (gadgets). On this basis, SMART technology is being introduced into our daily lives. What does it mean to be able to correctly use SMART-based teaching methods? Another

direction in the development of media creativity is SMART technology. That is why the tools underlying the programming technology (SMART) are also used to improve the mediocre creativity of the future teacher.

In an informed society, the concept of "media creativity" has arisen as a result of the use of the terms media and creativity. Media creation is the creative use of media, that is, the creative approach of future teachers to the development of electronic resources in their teaching activities, the ability to use information and communication

technologies based on new ideas. Under these conditions, the role of the media in the training of specialists is growing significantly. This requires a high level of erudition from the teacher; huge creative, scientific potential and initiative.

Given the socio-pedagogical features of media education, this approach made it possible to develop a methodological project for the media creative activities of a future teacher. The actions of the future mediocre teacher (teacher) can be seen in Figure 1:

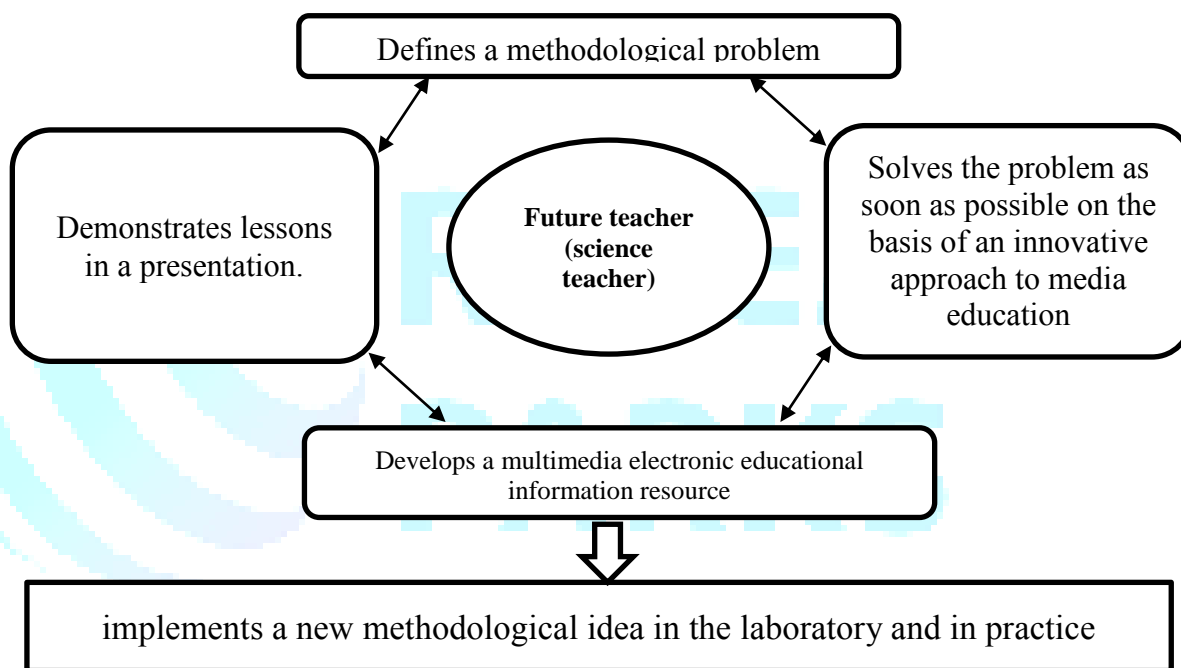


Figure 1 Methodological project to improve the mediocre creativity of a future teacher based on programming technologies

This means that the future teacher has a certain social order for the formation of a mediocre personality. Universities are gradually moving into a common information space, recognizing many trends in the development of the Internet community as "children's entertainment" that do not correspond to their status.

Teachers who actively use information and communication technology (ICT)

technologies make it easier to communicate with students, often using the results of their intellectual work (presentations, CASE tools and training programs for developing and modeling personalized software packages). This is greatly facilitated by the provision of electronic materials.

The effectiveness of interaction in the analysis of students' independent work, their development in the framework of students'

scientific activities is increased. That is, the student does not need to constantly adjust the work schedule in accordance with the teacher’s schedule, as we already mentioned, using SMART technology to communicate in different ways. At the moment, a teacher who wants to become a specialist in smart technologies, which is the basis of rapidly developing programming, is afraid of the amount of necessary knowledge in the field of ICT, self-confidence that the prospect in this direction is not bright, surrenders even to minor problems. It is important to promptly stimulate teachers' interest in new ICTs and provide them with maximum assistance in learning the alphabet of the Internet of life.

Taking into account the above points, it can be noted that in our opinion, the most convenient way to develop a teacher’s (teacher)’s media education, which will have a high level of media creativity, is to increase media education, media analysis and media education of students of pedagogical universities. At the same time, students will gain media literacy skills by developing, developing and improving programming technologies in one word. Thus, one can distinguish competency indicators for mediation and its use, media analysis and mediocre creativity separately, with high, medium and low levels of development. (Table 1).

Table 1

Media Processing Levels

	Low	Medium	High
Media knowledge and degree of application	<ul style="list-style-type: none"> - <u>knows some terms related to the environment;</u> - <u>cannot represent the media;</u> - <u>there is no desire to apply their knowledge and skills in the field of media education.</u> 	<ul style="list-style-type: none"> - <u>knows the terms related to the media;</u> - <u>demonstrate some aspects of media literacy and culture;</u> - <u>strive to apply their knowledge and skills in the field of media education.</u> 	<ul style="list-style-type: none"> - <u>knows the terms related to the media;</u> - <u>demonstrate media literacy and media culture;</u> - <u>there is a desire to improve the field of media education.</u>
Media analysis	<ul style="list-style-type: none"> - <u>Knows but does not understand the threats of the media;</u> - <u>media analysis can not do.</u> - <u>does not provide media security.</u> 	<ul style="list-style-type: none"> - <u>knows and understands the threats of the media;</u> - <u>able to conduct media analysis;</u> - <u>does not provide media security.</u> 	<ul style="list-style-type: none"> - <u>knows and understands the threats of the media;</u> - <u>able to conduct media analysis;</u> - <u>does not provide media security.</u>

Mediacreative	<ul style="list-style-type: none"> - <u>Do not apply creative ideas in the educational process;</u> - <u>there is no desire to improve pedagogical activity with the help of media technologies;</u> - <u>does not have media control.</u> 	<ul style="list-style-type: none"> - <u>strive to introduce creative ideas into the educational process;</u> - <u>the desire to improve teaching with the help of media technology;</u> - <u>low media coverage.</u> 	<ul style="list-style-type: none"> - <u>introduce creative ideas into the educational process;</u> - <u>the desire to improve teaching with the help of media technology;</u> - <u>There is media control.</u>
----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Undoubtedly, this type of typology is more arbitrary, but it provides a differentiated approach to the development of competencies, with a high level of communication and creative work, while the level of information and assessment can be moderate or even low.

Conclusion

Thus, the study showed that, taking into account the social and pedagogical features of the media, this allowed us to develop a methodological project for the future pedagogy of mediocre creativity. The development of a project to develop a mediocre future teacher is based on the characteristics of an informed society, not only on the media culture of the teaching staff and the skills to handle it, but also on an improved information worldview, information orientation and mediator, it also involves mediocre creativity, not media skills. This is due to the content of mediocre creativity of the future teacher through professional pedagogical activity and the implementation of communication tools; the introduction of media resources in the curriculum; use of media technologies in the educational process; development of modern information and communication technologies.

The stages and levels of development of future pedagogy among students of pedagogical universities and the scientific and methodological foundations of the level of mediation and the level of its application, the level of media analysis and media compatibility are identified. In addition, the fulfillment of the above tasks depends on the wishes of the teacher, the nature and training.

REFERENCES:

1. Parliamentary Assembly Councils of Europe. Document No. 8753 of June 6, 2000
2. Babadjonov S.S. the development of the media education as a prerequisite for combating information threats. Counteraction to information threats through scientific-pedagogical and educational-methodological trips: Republican scientific-practical conference on prevention, technology, mechanism. - T.: 2017 80-82b
3. Official website of the President of the Republic of Uzbekistan. <https://president.uz>