

METHODS OF USING COURSES OF OPEN EDUCATION IN IMPROVING MEDIA OF COMPETENCE OF STUDENTS (ON THE EXAMPLE OF ENGLISH)

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INTRODUCTION

The quality level of knowledge of the nation is considered the main factor in determining the strategic development of the country in the future, and the level of knowledge of the nation is formed as a result of educational services and the country's competitiveness in the world market is closely related to the intellectual and scientific potential of the nation. That is why the basis of the socio-economic policy of our state is the formation of personality, the creation of conditions for harmonious development and the achievement of one's own goals and the benefits of every citizen by ensuring and creating the necessary conditions.

LITERATURE REVIEW

Therefore, continuous improvement and formation of the quality of education is considered an important issue of socio-economic importance. From the first years of independence, special attention is paid to the issues of education and upbringing, the organization of the learning process and its legal order. When the first president of the Republic of Uzbekistan, Islam Karimov, stressing the importance of education and upbringing, said "Children are our future. What the life of our people will be tomorrow depends on how children are being educated and brought up today "[7] he had in mind the key priority of this issue in the mechanism of comprehensive provision and guarantee of the interests of the state, the people and the individual.

The quality of training and education in higher educational institutions can be seen in the development of a large amount of information by students. The use of open training courses in order to improve the cultural media competence of students is reasonably appropriate. The concept of media competence is the result of media education and means the level of media culture, providing an understanding of the individual in the media environment containing socio-cultural, economic and political content, examining the ability to spread standards of media culture, effective relationship with the media space, creating new elements of media culture of modern society . Therefore, to properly use the opportunities of social networks and training courses, it is considered necessary to allocate social media.

METHODOLOGY

Social networks provide convenience for learning and learning for students. No studies have been conducted on the example of educational institutions on the possibility of dangerous situations in social networks or using them along with the amenities and privileges of this phenomenon. In addition, the potential of social networks is based on the desires and physical abilities of the student, but this issue has not yet been deeply studied from a critical point of view. At the same time, these technologies create problems regarding information security

issues in the framework of professional activities, media and social spheres. For example, blogs, Twitter Youtube and other social networks.

In particular, social networks create the likelihood of persecution of users and the dissemination of incorrect information. In cases of using social networks in the pedagogical process, there is a possibility of copyright infringement, non-compliance with professional ethics and the emergence of other legal problems. This defines the following:

- A) Classification of social media and social networks;
- B) A critical look at the possibility of the emergence of dangerous situations based on the potential possibilities of social networks;
- B) Requirements for the effective use of social media networks in the learning process;
- D) Conducting conversations that consider a number of questions before and after the introduction of social networks into the class.

The ways of using open training courses in order to improve the students' media competence are the following:

- In the process of learning in the classroom;
- In the process of self-education;
- In the process of conversation.

Much attention is paid to the continuous improvement of the education system, the introduction of information technology and improving the efficiency of education. Taking into account the widespread introduction of information and communication technologies that take into account the importance of modern knowledge of the student and students, we offer to conduct open training courses in the process of classroom training (see table No. 1):

Table number 1.

№	Open Courses	Establishment	Opportunities	Official website
1.	MIT Open Course Ware (OCW) open online courses	Based on courses from influential US universities such as Stanford University and Massachusetts Institute of Technology	Electronic system called "Open courseware" for free and free distribution of training materials via the Internet	http://ocw.mit.edu/index.htm
2.	Coursera open online course	(MIT)	Another site offering lessons for free is Udacity, which was developed jointly with Coursera by specialists from Stanford University	https://www.coursera.org/
3.	EdX open online course	Collaborative free online courses at Princeton Universities, University of California, Michigan En-Arbor and Pensilvania	You can get studies in English based on courses at Harvard, MIT and Berkeley California	https://www.edx.org/
4.	Khan Academy Courses	Non-profit organization for free online learning of all ages and nationalities created in cooperation	Over 42,000 free microlectures on various topics. Most of them are in Russian and English.	https://www.khanacademy.org
5.	INTUIT open online course	Harvard University and Massachusetts Institute of Technology	It is possible to obtain a higher education or a second higher education, as well as advanced training and retraining. Full tuition is paid but the Institute's website offers free 500 courses in computer science, physics, mathematics, economics, philosophy, etc.	www.intuit.ru

Along with this, we can recommend the following to improve the English language in self-education (see table number 2).

Table number 2. Improvements in English language in self-education

Language skills	Educational courses	Free applications on Lifehacker
Reading	BBC Learning English Listen to English Learn English <u>Learn English British Council</u> Exam English Learning English Free Online Twominute English MySpelling	Voxy Words Rosetta Stone
Writing	Dictionaries	Recognized sites with a common set
	The Free Dictionary	Ability to obtain initial information and various dialogues
	Grammar, pronunciation, reading, listening and interactive vocabulary	English Daily
	When entering text in the target language, the program corrects errors	Fluentu
	The possibility of dating by correspondence	Busuu
		Duolingo
Listening, speaking	Interesting sites	Introduction to audio and video materials
	Learn English with songs!	BBC classes
	Vkontakte	Pronunciation classes
	Real English	For those who have just started learning
	Learn It!	General classes

In the process of self-education given the following tasks:

1. Choose one of the massive online open courses (see table number 3):

Table number 3. Mass Online Open Courses

№	MOOC	Adress
1.	Cambridge Project	cdextras.cambridge.org
2.	Edx Project	https://www.edx.org

1. Sign up for a system of massive online open courses.
2. Find and subscribe to the course you are interested in based on your specialty (interests).
3. Fill in the table based on the methodological support of the selected course (see table number 4):

Table number 4. Methodological support of the chosen course

Course name	
Name of the university offering this course	
Sphere of knowledge	<ul style="list-style-type: none"> o Humanitarian sphere o Social sphere, economics and rights o Production and technical sphere o Agricultural and water industry o Health and welfare o Service industry
Competency requirements for studying the course	
Course summary	
Types of electronic resources (video lectures, availability of subtitles video lectures, presence of presentations (pdf, ppt) video lectures, text of the lecture, tasks for practical	

exercises, tasks for independent education, laboratory work and other resources) proposed in the course	
Course duration	
Course Languages	
Course Subtitle Language	
Course Teacher	

The method of conversation - is a method of oral presentation, a system of deeply thought-out questions that lead students to the gradual mastery of knowledge. For repetition, strengthening and presentation of new knowledge in English, you can apply the following types of conversations:

1) Heuristic conversation. Heuristics - from the Greek *heurisko* - means "looking, finding, inventing". The purpose of this conversation with the help of masterfully composed by the teacher questions, thanks to the desire and self-reflection of students to actively learn new knowledge. In this type of conversations on one teacher's question, you can get many answers from students.

2) Catechism conversation. Catechismism - from Greek - means instruction, recommendation - a summary of the bases of any teaching in the form of questions and answers. The purpose of such a conversation is to monitor and evaluate the development and understanding of new knowledge by students. This method primarily helps develop memory and thinking. In this conversation, a teacher and students should give one specific answer to one specific question.

3) Hermeneutic conversation. Hermeneutics - *hermeneutikos* - from Greek - means explaining, interpreting (interpreter) - the art of interpreting and commenting on texts. The purpose of this type of conversation - together with students to explain and interpret the content, the true meaning of the studied, read texts, drawings and the results of experiments and excursions. This conversation forms the skills of correct understanding and evaluation of the material being studied.

4) Socrates talk - based on the method of Socrates and *maeutics* (*maieutike* - from Greek - to call for understanding the knowledge hidden in a person and using questions to reveal knowledge outside). The purpose of such a conversation is to teach dialectical thinking, the art of discussion and dispute, to avoid strictly forbidden thoughts. In this conversation, the method of oral dialogue is used to identify doubts and positions of the interlocutor and to present their own thoughts.

The selection of suitable topics in English for the above types of conversations and the right choice of open education courses is essential. The state of teaching English in the direction "Foreign Language and Literature" requires the design of types of conversation (look at table number 5):

Table number 5. The state of learning English

№	Stages	Item Name	Course Name	Hours	
				Aud.	Ind.
1.	Stage 1	Language skills integration	Integrated skills	152	92
2.	Stage 2	Integrated Foreign Language Course	Language learning	38	26
			Teaching language systems for communication; Approaches to language teaching	38	26
3.	Stage 3	Integrated Foreign Language Teaching	Teaching and integrating language skills	76	18
			Materials design and evaluation	38	19
			Lesson planning	38	19
			Classroom language	30	27
		Formation of intercultural communication in the process of teaching a foreign language	Developing intercultural competence	38	20
			English as an international language	38	20
4.	4th stage Stages Stage 1	Integrated Foreign Language Teaching Item Name Language skills integration	Language testing and assessment	26	22
			Teaching different age groups	26	22
			Teaching english to young learners	24	21
			English for specific purposes	24	20

For example, for the subject “Integration of language skills” in the direction “Foreign language and literature” at the first stage 154 hours of classroom and 92 hours of independent education are allocated. Based on the course topics, the following interactive teaching methods are proposed (see table No. 6):

Table number 6. Types of conversations recommended for the topics “Integration of language skills”

№	The integration of language skills (1 st course)	Types of conversations
1.	Family values: Family tree, Upbringing children	Heuristic conversation
2.	Family values: Marriage, Divorce	Catechetical conversation
3.	Family values: Multinational families, household	Hermeneutic conversation
4.	Family values: Family celebration extended and nuclear families	Socrates talk
5.	Education: school life, student life	Heuristic conversation
6.	Education: Comparison of educational schools	Catechetical conversation
7.	Education: Gap year, exchange students	Hermeneutic conversation
8.	Education: Studying abroad, Adult learning	Socrates talk
9.	Education: where to study	Heuristic conversation
10.	City and country life: Hometowns, problems of big cities	Catechetical conversation
11.	City and country life: Best place to live	Hermeneutic conversation
12.	City and country life: Migration from countries to cities	Socrates talk
13.	City and country life: Famous cities in the world	Heuristic conversation
14.	Leisure and sports: Sport events, hobbies	Catechetical conversation
15.	Leisure and sports: Show business, music	Hermeneutic conversation
16.	Leisure and sports: chat room	Socrates talk
17.	Technology and communication: Computer and internet, Mobile phones, sms	Heuristic conversation

CONCLUSIONS

Teaching foreign languages has a big difference from teaching other subjects in universities, in this regard, there are also features of determining the effectiveness of teaching foreign languages. Diagnostics of the effectiveness of teaching foreign languages is determined by the assessment of the effectiveness of the technology used as well as the levels of formation of media competence. Summarizing the above, it can be said that due to the development of language skills in English mainly through translation options, it is necessary to use open education courses to ensure the efficiency and effectiveness of the pedagogical process.

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