

# MEDIA TECHNOLOGIES AS A FACTOR IN IMPROVING TEACHING THEORY AND PRACTICAL SKILLS OF FUTURE TEACHERS OF THE RUSSIAN LANGUAGE

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## ABSTRACT

The article defines the possibilities of educational services that contribute to an increase in the level of media culture and the quality and effectiveness of media literacy of future teachers of the Russian language, based on the study of advanced experience in the development of media culture in foreign countries.

**Keywords:** Media technologies, media culture, media capacity, quality of education, professional and pedagogical skills.

## INTRODUCTION

In the world community, scientific and theoretical researches are being carried out in the field of improving the technologies of teaching languages, developing socio-cultural knowledge, skills and abilities of students, developing the theoretical foundations for the continuous improvement of language learning skills. Those researches introduce new models for the formation of students' speech skills, information search skills to acquire sufficient knowledge and skills for the professional training of future specialists.

In recent years, considerable attention has been paid to the implementation of innovative teaching methods in the educational process. In this regard, improving the speech of future specialists within the framework of the literary language in the context of socio-cultural knowledge, especially teaching the Russian language and speech skills as one of the priority directions of the state educational policy is an independent direction of scientific research and one of the urgent tasks of pedagogical science.

## Materials and methods

The theoretical and methodological basis of pedagogy is formed by the systemic, situational, reflexive, national-territorial and effective approaches in education. Consequently, the system of media services in the management of higher educational institutions is based on functional, synergistic and functional learning approaches. As a result of improving the system of information and media services in the management of higher educational institutions, the possibilities for optimal planning, ensuring the management and control of the activities of educational institutions are expanding. It also creates a wide opportunity for interactive interaction between the subjects of the educational process, monitoring the assimilation of knowledge, as well as planning, managing, monitoring and facilitating the participation of faculty members in virtual laboratories and webinars.

Personal media culture is a necessary part of personality culture, the sum of the abilities to assimilate and mastery of applying theoretical knowledge, skills and abilities corresponding to

the spiritual, cultural, professional and practical spheres, based on familiarization with the disseminated media space, selection, selection, analysis and evaluation of information.

In fact, the mastering of media culture by a person is not a spontaneous process; however it is based on a gradual evolutionary development. The general essence of the process of formation of media culture and personality finds its main expression in media harmony, media education, media ability and media competence.

In the United States, media education has been developing since the beginning of the 21st century. In English-speaking developed countries, the main aspects manifested in the development of media education are as follows: Canada was able to express its ability in social adaptation, assessing changes in the state as a factor of development, in the USA passivity was noted for many years in organizing media education, by the beginning of the 21st century, significant achievements when applied to practice media education, the state began to have its own model of media education; in the UK, they opposed the use of media education in the teaching system of a conservative approach, many teachers did not show initiative in applying the fundamentals of media education in the teaching process and the government of the country in 1992-1993 twice tried to eradicate elements of media education from the curriculum, and in the UK this obstacle was overcome since the last years of the last century.

## **RESULTS AND DISCUSSIONS**

“Language is the most important means of communication, without which the existence and development of human society is impossible.”

Improvement of the system of teaching the theory and practical skills of future teachers of the Russian language by means of media technologies begins, first of all, with the formulation of goals. The goals of the educational process determine the success of the learning and education processes.

The quality of education is the suitability of education (as a result, process, social system) for various needs, interests of the state, society, and the individual; a systematized set of socially significant features, organized according to hierarchical principles of education.

It is known that the first educational information service was created in 1960 at the University of Illinois in the USA, where educational programs were used domestically and hosted on a server. Nowadays, the typical system is a web service that provides 24 hours of training. PLATO (Programmed Logic for Automated Teaching Operations), based on the first on-line community, is an initial distance learning type. The current e-learning system for information services is called Moodle. In recent years, cloud educational technologies have been introduced that make it possible to store, interpret (process) large amounts of information, optimally organize and manage on-line learning processes, including training participants, teachers, business trainers for organizing on-line courses, specialists in corporate education, HR experts.

The problem of professional training of a teacher includes a wide range of issues, the most important of which is the practical mastery of methodological techniques for the implementation of the obtained theoretical knowledge in the process of pedagogical activity. The training of a Russian language teacher by means of media technologies consists of three stages of training future specialists: socio-political, linguistic and professional-pedagogical. An important link in the professional and pedagogical training of a teacher is his methodological

erudition, since the success of the work largely depends on the ability to organize the educational process, choose the best methods and techniques of work, taking into account the psychological laws of language acquisition. The necessary professional and pedagogical skills and teaching skills are formed in the classroom in pedagogy, psychology, modern Russian language and its teaching methods and are consolidated in the process of pedagogical practice. All links of the educational process should be built taking into account the professional orientation in training. The most important requirement contributing to the improvement of the professionalization of teaching linguistic disciplines included in the curriculum of philological faculties is such an organization of training sessions that is built taking into account school curricula, which makes it possible to more effectively use the possibilities of the learning process in solving the problem posed to pedagogical universities.

## CONCLUSION

The problem of professional and pedagogical training of a teacher is one of the most important and difficult in pedagogical education. For many centuries, one of the decisive signs of a teacher's professional competence has been the depth of his special training. The famous teacher and scientist Ya. A. Komensky, considered the teaching profession the most honorable on earth. "Nobody can make people wise, except the wise, nobody - eloquent, except the eloquent, nobody - mathematicians, natural scientists or metaphysicians, except those versed in these sciences.

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