

## PROJECT TECHNOLOGY IN ONLINE TEACHING OF “PRINCIPLES OF DEVELOPMENT OF THE PRESS” IN THE CONTEXT OF THE CORONAVIRUS PANDEMIC

**Khilola Batirovna Nikadambaeva**

Candidate of Pedagogical Sciences, Associate Professor  
Head of the Department of Scientific Research, Innovation and Training of Scientific and Pedagogical  
Personnel, University of Journalism and Mass Communications of Uzbekistan

**Dildora Khakimdjanovna Rizaeva**

Lecturer, Department of “Digital Media and Internet Journalism”  
University of Journalism and Mass Communications of Uzbekistan

&

**Durdona Ruhullaevna Nikadambaeva**

Lecturer, Faculty of International Journalism and Public Relations, Department of PR and International  
Communication, University of Journalism and Mass Communication in Uzbekistan

### ABSTRACT

The article presents the pedagogical aspects of using the “Learning Project” technology when teaching the topic “Principles of Press Development” during the coronavirus pandemic. The possibility was also reported about the confidence in the journalists. It also covers the specificity of the topic, the technology of the “Training Project” and the stages of methodological implementation. The article also substantiates ways to improve the efficiency of the educational process using the “Training Project” technology, developed a methodology for its use and application in the educational process.

**Keywords:** Education, journalist, pedagogical technology, pandemic, coronavirus, educational project, press, object, subject.

### INTRODUCTION

President of Uzbekistan Shavkat Mirziyoyev adopted the Law “On Amendments and Addenda to Certain Legislative Acts of the Republic of Uzbekistan” on March 26, 2018 by the Legislative Chamber and on March 29, 2018 by the Senate, which includes 9 articles of the Law “On Protection of Journalism”. The article was amended and supplemented. The law is supplemented by Article 71. Also, the provisions of Article 16 have been canceled in connection with the transfer to Article 2 of the law. The purpose of this Law is to regulate relations in the field of protection of journalistic activities, in which the following points can be read: “A journalist is a person who collects, analyzes, edits, prepares and disseminates news and materials for the media on the basis of an employment or other contractual relationship. The study of modern practice of professional journalism shows that the search, collection, analysis, editing, preparation and dissemination of information in the process of preparing information on a particular topic is an integral part of journalism Article 3 of the law defines the status of a journalist [13].

### Main Part

From this point of view, in a new era, when our state pays special attention to the work and activities of journalists, the role of professionalism, scientific and practical pedagogical experience and potential of professors and teachers of higher education institutions is invaluable in the professional orientation of students, in the formation, development and

improvement of knowledge, skills and abilities, in becoming a full-fledged professional “journalist”. The effective use of modern pedagogical technologies in vocational education has become a requirement of the time, because the student acts not as an “object”, but as a “subject”. This means that the student has the opportunity to conduct their educational activities as a free, independent, scientifically based person who can think critically. To realize this opportunity, we need to organize the learning process with a creative approach by educators.

Each teacher has a responsibility to effectively organize online education in the context of the coronavirus pandemic. Time has become a requirement for almost every professor to include information on their subject in the platform, regularly update it based on the content of the topics, and work creatively on themselves. At the same time, the remote delivery of this information to students requires special pedagogical skills. The teacher organizes the pedagogical activity through the means and methods of teaching based on the content of the studied topic and indirectly influences the learning activities of students. Depending on the content of the topic, the teaching aids and methods used by the teacher in the classroom determine the nature of the organization of students' learning activities. The purpose of the study was to create a subject-subject pedagogical relationship in the educational process, that is, imposing educational goals on students based on the content of training, and directing their educational activities to achieve these goals.

## RESULTS AND DISCUSSIONS

In today’s rapidly changing world of information “Does the newspaper have a future?”, Which is widely discussed on social networks and online publications. In our opinion, it's time to answer the question. Many newspapers have plummeted due to the lack of mandatory subscriptions. The conditions of the pandemic have also affected the publication of newspapers and magazines. However, despite the difficulties, periodicals in society continue to develop, supplementing them with Internet publications and newspaper sites. Taking into account the important role of teaching methods in the organization and management of educational activities of students, we can see the application of project-based teaching technology in the subject “Principles of development of the press” in the subject “Press in the Internet system.” Project-based teaching technology implements a comprehensive teaching method that involves the practical application, analysis and evaluation of knowledge and skills. Based on today's requirements, project training helps to solve the following educational problems [7]:

- connects education with real life;
- Involves students in independent work, linking theoretical information with practical activities;
- Forms and develops professional and basic skills.

The concept of *project* is more broadly defined, and a certain result is used to define any organizational form for the organization of targeted activities with a unique product of the project.

*“The concept of "educational project”:*

- a method of organizing independent learning activities for a specific consumer, aimed at searching, researching and solving problems, formalizing the result in the form of a material or intellectual product;
- teaching aids and tools aimed at solving practical problems through theoretical knowledge;
- Developmental, educational and upbringing and didactic tool aimed at expanding, deepening and shaping knowledge.

*The name of the science:* The press is on the Internet.

**The name of the topic:** Principles of development of the press.

**Participants:** 2nd year students for the direction 5220101 - Journalism (print media journalism).

**The purpose of training:** Gaining new knowledge on the principles of development of the press, deepening the acquired knowledge and the formation of skills and abilities.

**Planned learning outcomes:** History of the emergence of the press. Development trends. Press in developed countries. Globalization is a phenomenon. New views of print media in traditional journalism. Ways to use the creative and technological potential of online journalism in traditional journalism. It consists of the implementation and analysis of mechanisms for the use of the necessary equipment and technologies in this area, a comparative analysis of the activities of European and Asian countries both in the press and on the Internet, a study of development trends, a comparison of achievements with our national press. In addition, in the new era of reforms in the country to analyze the structure and principles of electronic publications in the Internet, to study the advantages and disadvantages, to study the activities of artists working in the global network, to identify opportunities for Internet journalism in the formation of modern cyberspace and civil society. defines the main function. In addition, they will gain knowledge, skills and competencies about the advantages of the press in the Internet, the requirements for journalism in the global network, the typology of sites, the responsibilities of journalists working in online editorial offices.

**Will have the following practical skills in design activities:** problem formulation and task definition; selection and use of methods in the implementation of tasks; planning their activities; identification, systematization and analysis of data sources; formalize the results at the required level and present them in the required form.

**Description of the project according to the characteristics of diversity:** type of report; scope of focused subject and content: Interdisciplinary project in the Internet system of the press.

**Project implementation procedure:** is done in the independent work of students online, presented in lectures. The product of the project will be implemented between students and the teacher on the appointed day.

We can consider the activities of teachers and students in the implementation of project-based teaching. **Stages of teacher activity:**

**Step 1:** Indicates the topic and purpose of the session; informs students of expected learning outcomes. Introduces the order and features of work in the training, indicators and criteria for evaluating learning outcomes.

**Step 2:** Introduces the content of the project activity and its impact on the formation of the main competencies of the future specialist. Determines students' knowledge of the project topic using a blitz-questionnaire or question-answer. Suggests topics, tells about the content of projects, they represent the circles, tells the types of work, announces their results. Invites groups to come together and choose a project theme.

**Step 3:** Raises the issue in conversation. Explains a problem situation and asks questions that encourage students to identify conflicts and the need to resolve them, as well as formulate a problem and a project topic. Organizes a discussion or brainstorming session about how students express the project's purpose and objectives. The training presents the expected result of the project - the product and its potential users, introduces the evaluation criteria.

**Step 4:** Puts a project assignment, recommends information sources, methods of collecting and analyzing it. Introduces the results of project activities and process evaluation criteria and criteria in general.

**Step 5:** Organizes students to choose the form of work on the project. Organizes the

formation of project groups, assigns tasks for group work, reminds the rules of group work:

- \* separation of tasks and types of activities in the project, their distribution among the participants (in a group project);

- \* development of project activity algorithm;

- \* performance of project tasks, expression of its results, choice of methods and means of presentation;

- \* create a work plan.

**Step 6:** Summarizes the main results of the work on the project assignment and the planning of project activities. Draws students' attention to the content of the project work and the schedule of their implementation during the implementation phase of the project.

Provides advice, coordinates the work of groups, encourages and monitors their activities, assists in finding sources of information, acts as a source of information, monitors and controls project work Instructs the presentation of projects:

- \* determines the rules and sequence of submission of completed projects by groups;

- \* recalls evaluation criteria and indicators;

- \* distributes mutual evaluation tables.

**Step 7:** Announces the start of the presentation. Following the presentation of each group:

- \* asks specific questions about the content and purposeful questions about the role of each participant;

- \* supports and encourages timely answers to classmates' questions;

- \* organizes discussion and mutual evaluation of the project presentation of the groups.

8. Discusses with students the process and results of work on the project, encourages speakers, politely expresses their views, if necessary, individually expresses their views on the achievements and mistakes of individual students. Draws conclusions on identifying key outcomes of project activities. Emphasizes the importance of the work done for future professional activities. Group activities evaluate the results of individual work on a project assignment. Concludes the mutual evaluation.

**Stages of student activity:**

1. Discuss and make a general decision on the choice of topic Answer questions; identify conflicts, know the need to resolve them; Represents the problem and the topic of the project Represents the purpose of the project and its tasks Ask questions. Selects the form of work on the project.

2. Join groups. Organizes work in groups on the design and planning of project activities: determines the directions and stages of project implementation, distributes functions among team members, defines forms of cooperation, performs project tasks, expresses its results and selects methods and means of presentation.

3. Develops a work plan for the project, indicating the tasks, deadlines, type of finished product and responsibilities. They perform work according to individual tasks. They work actively and independently, everyone in accordance with their duties and together:

- \* collects, analyzes and summarizes information from various sources;

- \* conduct research, perform calculations;

- \* consult as necessary;

- \* discuss the intermediate results.

4. All will hold a general meeting and discussion of the results obtained. Represents a project product. They make a report. Complete self-assessment questionnaires on project achievements.

5. Make a presentation of the results of the project work. Guides the presentation of projects: determines the rules and sequence of presentation of completed projects by groups. Reminds of evaluation criteria and indicators. Distributes mutual evaluation tables. The groups

report on the results of their work and present them in the prescribed form. They answer questions. Through group discussion: presentation, product obtained, evaluates the results of project activities.

## CONCLUSION

At the celebration of the 29th anniversary of Independence of the Republic of Uzbekistan, President Shavkat Mirziyoyev: "In today's world, where the glorious power of our people is in full swing, it is true to say that a new awakening is being laid in Uzbekistan - the foundation of the Third Renaissance. Because today's Uzbekistan is not yesterday's Uzbekistan. Our people today are not the people of yesterday," he said. Indeed, the third millennium is a period of intellectual development of mankind. For this reason, today's youth must be in line with the requirements of the time, independent thinking and a universal form of education. It is necessary to activate and enrich the educational activities of such intellectually formed individuals with such factors as spiritual-enlightenment and national values, legal, psychological knowledge, professional, social culture, self-management and evaluation. The use of scientific achievements at all stages of education in the training of young professionals and specialists in each field, the formation of scientific resources on the basis of modern pedagogical and information and communication technologies, the activation of students' learning activities depend on the pedagogical skills of teachers. The effective use of modern pedagogical technologies in career guidance can help solve urgent problems of education, identify problems and find solutions. For this, teachers are required to support and encourage students' initiative, create conditions for creativity, teach through creative activities, and the introduction of joint technologies. Design in education is a learning activity that allows the teacher to act independently, from searching for a problem, planning and organizing activities to solve it, to providing a way to solve it for mass evaluation of an intellectual or simple product.

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