Methodological Possibilities of using the Media Education System in the Educational Process

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ABSTRACT

Media education is part of the pedagogical aspect of mass media and information communications. Its theoretical foundations form a complex of sciences on pedagogy and mass media. In practical terms, it is based on the preparation of a mature person, mediated as a result of the activities of a teacher and a student.

Keywords: *media education, student, teacher, method, principle, personality, pedagogical impact.*

Science, the direction is still quite young, and it is often referred to as the process of forming an information culture in the context of mass communication.

In order to determine the conceptual basis of media education, the pedagogical impact of media education in the teaching of applied sciences, the impact of personality as a practical field, the development of media education tasks for primary and secondary schools, the creation of design stages for media education as a pedagogical technology those who went. As a result of research and observations conducted by media educators so far, it has become clear that there is no single concept of media education in the world .

Students get acquainted with the content of the basic concepts of media education, their functions for the first time in the lessons of natural sciences, physics, chemistry, biology, geography, ecology.

In the context of the school of natural sciences, and taking into account the students' knowledge and skills, integrated mediata'limga can be described as follows: 1) a new information technology (sections and indicators in the books, library catalogs, computer networks, information search tools, etc.) and the traditional carriers are concentrated in information search engine; 2) find the content of the received information , interpret it and critically analyze it; 3) creation of new content, their presentation in the form of information (message) in accordance with the tasks and contacts.

Media education is divided into the following main areas:

Media education prepares future professionals for the world of press, radio, television, cinema, video and the Internet - journalists, editors, directors, producers, actors, cameramen and others.

1. Media education prepares future teachers who conduct media culture courses in educational institutions.

2. A student studying in media schools, secondary special, vocational education, higher education institutions or in an independent manner (special, voluntary, circle, etc.) is part of the general education of students.

3. Media education in additional educational institutions and centers that organize meaningful leisure time of students (youth palaces, houses of culture, extracurricular activities, aesthetic and artistic education, residential centers).

4. Distance learning for adults, students - students using the press, television, video, DVD, the Internet.

5. Independent, continuous media education. (This direction is theoretically practiced throughout a person's life) [17].

Media education is closely linked not only with pedagogy and art education, but also with several socio-humanitarian fields, such as art history, film studies, theater studies, literature, cultural studies, history, history of world culture and art, psychology, pedagogy, art, creative psychology.

The basic terms of media education and their main components are as follows (Table 2.1).

Table 2.1

The basic phrase	The main founders
Media education	*Integrated media education*
Information	*Information field*
	Information breadth
	Information shell
	The media
	Extracurricular information
Text	*Mark*
	Ramz
	Conventional text
	Analog text
Critical thinking	*Understanding*
	Interpretation
	Management of consciousness

The goals of integrated media education include: the formation of integrated knowledge in students, as well as natural-scientifically differentiable, socio-humanitarian and nonsense everyday knowledge; inclusion of basic and secondary (complete) education in the context of extracurricular activities; training to work with information flow; **involves the** development of critical thinking in students .

A general change in the history of media education was introduced by L. Masterman, UNESCO and EU Adviser on Media Language Learning. As a result of his research, he developed the following principles of media education:

Media education is a serious and important aspect related to the social structure of a democratic society.

The central concept of media education is representation ("representation" is derived from the Latin word "repraesentatio"). The term used in philosophy, psychology, sociology is the image of the world in the media. There is a lot of talk about the compatibility or contradiction of reality and representation.

Media education is a lifelong process. Yet it is a superior audience for those who are currently reading.

The goal of media education is not only related to the formation of critical thinking, but also to critical independence.

Media education is a research process.

Media education is a topical and relevant process today. It embodies the phrase "now and now" in a broad ideological and historical context.

The key concept of media education is largely analysis, interpretation, methods and tools.

Media education means the development of content, essence, alternative interpretive methods.

Effectiveness in media education can be assessed according to two criteria: the ability of students to express their critical thinking in a new situation, and their commitment and motivation in communicating with the media.

The best way to evaluate students in media education is self-assessment.

Media education seeks to change the teacher-student relationship. It provides an opportunity for thought and dialogue.

Media education is like a process of debate.

Media education develops well with active, democratic educators. In short, media education is a new field of activity and many new ways to apply them.

Media education is focused on working in groups.

Media education consists of "practical criticism" and "critical practice".

Media education incorporates relationships with parents, media professionals and educators.

Media education is associated with changing principles.

Media education is a separate field. Teachers are not just imparting knowledge or "discovering" students. In the process of critical research and dialogue, new knowledge is actively imparted to teachers and students [6].

In the implementation of the educational process, media education is carried out through the involvement of various pedagogical tools and methods, ie setting specific tasks in the educational process, creating the necessary conditions for explaining the content of educational material, depending on the type of teaching and the characteristics of the student body. Today, various electronic information resources, e-learning resources, e-learning resources are used to increase the effectiveness of the process of teaching science.

We provide information on training materials on the use of alternative energy sources using media education tools.

The rapid development of science and technology today can lead to food, energy, environmental, economic and social problems as a result of the growing population of the Earth.

In order to effectively organize the educational process and achieve its goals, it is expedient to reflect the main issues of scientific and technical development in their place in science programs.

An effective result can be achieved by organizing the educational process using modern techniques and technologies, pedagogical technologies and didactic tools of teaching, using didactic principles in their place. The above didactic principles are described in terms of their content and essence, the sequence of their implementation in the educational process.

Principles of teaching (principle is a Latin word meaning "foundation", "beginning") - the main plans, guiding ideas for the organization of the teaching process. They will be in the form of general guidelines, requirements, plans, norms that regulate teaching. The principles of teaching are derived from the basic laws of teaching [11].

Laws of teaching are necessary and objective, meaningful and repetitive connections between events in education. They mainly represent the connections between the key elements of the learning process; teaching process and society demand, purpose and content of teaching, teaching technology and its elements, teaching method and means, organizational forms and conditions of teaching, learning outcome and its verification, etc. The laws of teaching are as follows:

1. The teaching process must meet the needs of society as well as each student.

2. The teaching process should perform the functions of education, upbringing and development.

3. The teaching process should be appropriate to the actual learning opportunities of the learner or students.

4. The learning process depends on the external conditions that affect it:

the teaching and learning process together is subject to pedagogical laws and is inextricably linked;

the content of teaching is directly related to the purpose of teaching, which in turn is determined by the needs of society, the development of science, the capabilities of students and external conditions;

teaching methods and tools depend on the purpose and content of teaching;

forms of teaching organization depend on the purpose, content and methods of teaching;

the correct connection and structured favorable conditions between all components of the learning process ensure its positive outcome;

teaching should be carried out in accordance with the psychological characteristics of the student, personal comfort, future level of development.

In order to implement these laws in the teaching process, it is necessary to equip students with appropriate didactic principles. Since didactic principles apply to a common goal and issues, they are a key project that defines the content, form, and methods of the teaching

process. In other words, the didactic principle is a way of applying in practice the basic laws and laws of the teaching process. Hence, from each didactic principle emerges a clear project and plans [19].

Didactic projects do not come directly from principles, but they are based on the generalization and elimination of shortcomings in the practical experience of teachers. Thus, the practical experience of teaching is reflected in rules, projects, and they perform two different functions. First, it ensures that the basic laws of the teaching process are passed down from generation to generation; second, it protects certain rules and projects from adversely affecting the learning process in some cases. Therefore, it is necessary not only to directly use the rules of each didactics, projects, but also to apply them in accordance with each pedagogical process.

Demonstration principle. The visual system is the most effective among the systems in which a person receives, uses, and remembers external information. This is because the scanning system stores the received data quickly for a long time. Therefore, visual aids should be used in the learning process.

Data receiving members	*% account*
Members of the sense of taste	1
Sensation through the skin	1.5
Members of the sense of smell	3.5
Hearing organs	11
View members	83

When applying the principle of demonstration, the following should be observed:
it is necessary to determine in advance the time of use of the demonstration weapon, hanging the demonstration weapon before the lesson, can negatively affect the course of the teaching process. Involving the views of all learners in the demonstration of new material serves to increase the effectiveness of the lesson; great demands must be placed on the number and quality of visual aids, the use of a large number of visual aids in a lesson can have a negative impact; extensive use of modern information technologies in teaching; increasing the imagination of students, the ability to abstract through the use of visual aids; involving learners in the preparation of certain visual aids, forming in them practical skills and competencies, etc. [4].

Visual aids play an important role in achieving the desired goal in the educational process. The use of visual aids will increase the effectiveness of lessons and provide students with detailed information in the field . The content of the training material is delivered to students through various means. Examples are teaching aids used in physics, chemistry and biology. Based on the requirements for the selection of teaching aids used in the course, the teaching aids available from alternative energy sources were identified.

In addition to explaining the content of the new material in the classroom, the teacher can use a variety of diagrams, tables, diagrams, mock-ups and models of devices from different alternative energy sources in order to increase the effectiveness of the lesson and achieve the intended goal. In order for the teacher to make the lesson interesting, to increase students' interest in the lesson, to provide them with full information about alternative energy sources in order to ensure their active participation in the lesson, it is important to develop and use a variety of new tools.

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