

USE OF MEDIERE RESOURCES IN THE EDUCATIONAL PROCESS OF BIOLOGY IN SCHOOLS

Karakhanova L.M. (Republic of Uzbekistan) Email: Karakhanova51@scientifictext.ru

*Karakhanova Lobarhon Musakhonovna - Doctorant (PhD),
RESEARCH INSTITUTE OF PEDAGOGICAL SCIENCES OF UZBEKISTAN NAMED AFTER T.N. KARI NIYAZI,
TASHKENT, REPUBLIC OF UZBEKISTAN*

Abstract: *biology as an object has a wide space for using media education in the educational process. This article is about improving the quality with the help of media resources in the general educational process. One of the advantages of using multimedia technology in teaching is to improve the quality of learning due to the novelty of activity, interest in working with a computer. The use of the computer in the classroom has become a new method of organizing active and meaningful work of students, making the lessons more vivid and interesting.*

Keywords: *media, media resources, information technology, biology, educational process, media, Internet, ICT, innovative methods, pedagogy, students.*

ИСПОЛЬЗОВАНИЕ МЕДИАРЕСУРСОВ В УЧЕБНОМ ПРОЦЕССЕ БИОЛОГИИ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ Караханова Л.М. (Республика Узбекистан)

*Караханова Лобархон Мусахоновна - докторант (PhD),
Научно-исследовательский институт педагогических наук Узбекистана им. Т.Н. Кары Ниязи,
г. Ташкент, Республика Узбекистан*

Аннотация: *биология как объект имеет широкое пространство для использования медиаобразования в учебном процессе. Эта статья посвящена улучшению качества с помощью медиаресурсов в общеобразовательном процессе. Одним из преимуществ использования мультимедийных технологий в обучении является повышение качества обучения в связи с новизной деятельности, интересом к работе с компьютером. Использование компьютера в классе стало новым методом организации активной и значимой работы студентов, делая уроки более яркими и интересными.*

Ключевые слова: *СМИ, медиаресурсы, информационные технологии, биология, образовательный процесс, СМИ, Интернет, ИКТ, инновационные методы, педагогика, студенты.*

Nowadays, teenagers are so used to the huge amount of information, the volume of which is constantly increasing, that they do not imagine life without media: press, television, radio, video, computer, Internet. Therefore today, education should give the student not only the sum of basic knowledge, skills and skills, but also the ability to perceive and master new knowledge, new types and forms of activity. "A school that wants to be truly democratic and open, in fact, must equip its students with the sum of some ready-made knowledge, and give them advantages in enriching social experience in the practice of communication with the media" (Stephanie Danzero).

To do this, it is not enough to have only a teacher and teaching aids in the education system, a broad informational field of activity is necessary: various sources of information, different views on the same problem that motivate the learner to think independently, and search for his own reasoned position.

It is necessary to teach schoolchildren to correctly formulate their information needs and queries, effectively and quickly carry out independent search for information using various search engines, store and efficiently process a large flow of information, etc. Today this is possible thanks to media education, which becomes an important factor in shaping the consciousness and outlook of students and performs the unique function of preparing the younger generation for life in the information space [1].

In a number of countries, media education is an active preparation of a new generation for life in modern information conditions, perception and understanding of various information, awareness of the consequences of its impact on the psyche, mastering the ways of communication on the basis of non-verbal forms of communication and using technical means and modern information technologies.

One of the advantages of using multimedia technology in teaching is to improve the quality of learning due to the novelty of activity, interest in working with a computer. The use of the computer in the classroom has become a new method of organizing active and meaningful work of students, making the lessons more vivid and interesting [2].

ICT technologies are used by me at various stages of the lesson:

1) when explaining the new material (color pictures and photos, slideshows, video clips, 3D-drawings and models, short animations, plot animations, interactive models, interactive drawings, auxiliary material) as an interactive illustration displayed with a multimedia projector on screen (at present this is actual due to the fact that not always the tables and charts are in the teacher's possession);

2) for self-study of the teaching material by students in the lesson during the performance of a computer experiment in accordance with the conditions set by the teacher (in the form of work sheets or computer testing), with the resulting conclusion on the topic being studied;

3) in the organization of research activities in the form of laboratory work in combination with computer and real experiment. It should be noted that when using a computer, the learner gets much more opportunities for self-planning experiments, their implementation and analysis of results compared to actual laboratory work;

4) for repetition, fixing (tasks with choice of answer, tasks with the need to enter a numerical or verbal response from the keyboard, thematic task sets, tasks using photo, video and animation, tasks with response, interactive tasks, auxiliary material) and control knowledge (thematic sets of test tasks with automatic testing, control and diagnostic tests) at levels of recognition, understanding and application.

When the students perform virtual laboratory works and experiments at these stages, the students' motivation increases - they see how the received knowledge can come in handy in real life;

5) home experiments can be performed by a student on a worksheet with appropriate adaptation and if there is a home of a training disk for this course.

Biology as an object has a wide space for using media education in the educational process. The biology curriculum includes a large number of laboratory, practical and project works, in which students can independently master content, working with a variety of sources of information (encyclopedias, biological and environmental dictionaries, posters, video fragments, articles from magazines and newspapers, photographs, etc.) , instruments, laboratory equipment.

Involvement of students in the project activity using information technology allows them to expand their horizons, to show the practical significance of the acquired knowledge. When registering the results, students can use sound, video and photo materials to help make the project work interesting and informative. With the help of a digital apparatus, schoolchildren take photos of different kinds of plants and animals, natural and urban landscapes, etc., which are then used in presentations.

Presented multimedia presentations contain interesting photo materials, video materials, representing experiments, diagrams and graphs that clearly demonstrate the changes in the environment. These materials can be used in biology lessons, using a computer and a projector, photos are displayed for the entire class. Also from photographs you can make homemade color slides, which can then be used both in class and in class in extra-curricular work.

An important principle of design and research work in biology is the joint work of the teacher and students, where the teacher helps the student select and formulate the topic, determine the purpose and objectives of the project, develop a plan and determine the stages of work, help pick up the necessary literature, make a presentation. At the same time, the teacher should clearly understand that the use of various media: computer, multimedia presentations, the Internet, while carrying out project work, are not only visual aids with the help of which the effectiveness of teaching is improving. When doing design work, students learn to correctly find and apply the necessary information, to argue their own statements, to find errors in the information received and to make proposals for their correction. Thus, the use of media education in the course of biology contributes to the development of critical thinking among students, forming their own point of view on information from various sources.

References / Список литературы

1. *Гудилина С.И.* Модернизация общего среднего образования: медиаобразование и информационно-коммуникативные технологии/ Образовательные технологии XXI века / Ред. С.И. Гудилина, К.М. Тихомирова, Д.Т. Рудакова. М.: Изд-во Ин-та содержания и методов обучения Российской Академии образования, 2006. С. 8-12.
2. *Худолева Е.И.* Педагогические проблемы современного медиаобразования в России // Материалы 56-й научно-практической конференции преподавателей и студентов. Благовещенск: Изд-во БГПУ, 2006. С. 92-99.