World Bulletin of Social Sciences (WBSS)
Available Online at: https://www.scholarexpress.net
Vol. 17, December,2022
ISSN: 2749-361X

METHODS FOR USING MULTIMEDIA PROJECTS TO IMPROVE THE QUALITY OF TEACHERS' QUALIFICATIONS

Usmonov Sodiq
Associate professor department of "School management" Jizzakh state pedagogical university
Jumanov Farukh Saparbaevich
Teacher department of "School management" Jizzakh state pedagogical university

Article history:

Received: 6th October 2022
Accepted: 6th November 2022
Published: 11th December 2022

Abstract:

The article illustrates that multimedia projects are considered as a means of improving the qualifications of educators

Keywords: multimedia, computer technology, interactive, e-learning courses, information technology, advanced training.

INTRODUCTION. In the conditions of progressive informatization of society and the education system, the following are the reasons for the necessity of retraining and upgrading the skills of pedagogues in the field of information and communication technologies, media culture:

- the speed of development of software and hardware tools of information and communication technologies, the general socio-technical equality between their pedagogy and the time needed to master the general media culture;
- equal opportunity for teachers and students with different levels of acceptance to receive information from mass media, effective and cognitive assimilation of information by parents and children;
- conditional, average target orientation of the contingent of students in a sufficiently wide variation of pedagogical conditions in different educational institutions of existing educational software-didactic tools and electronic publications;
- professional component requires gaining personal experience in the positive use of information technologies in pedagogical practice.

It is difficult to imagine pedagogical practice without periodic improvement of skills throughout life. Many pedagogues (schoolteachers and university teachers) are formed in a certain system of thinking. Such thinking is mainly concerned with clearly organized information obtained through textbooks, books, and journals recommended by standardized educational programs. The knowledge received from teachers or textbooks of the growing generation is blocked by the flow of information received from mass media.

This information, which does not have a structured, meaningful, logical connection, is not compatible with traditional education, which has a dramatic effect on the searchability of seeing and hearing. It is clear that the flow of information that young people enjoy in such a way leads to the achievement of educational goals. In this way, students are taught how to use media culture, tools and methods for critical reception of information and independent acquisition of knowledge. In addition, a low level of motivation in the information activities of many school pedagogues in the teaching methodology was noted. This is due to the lack of positive, subjective experience in the design and use of multimedia and information and communication technologies (ICT) and other tools.

Among pedagogues, subject teachers, there is a fear that using ICTs will be more than the effort spent by the pedagogue, compared to the increase in mastery of specific academic subjects. It is objective that there is a contradiction behind the low motivation of pedagogues to use multimedia technology and them in their professional activities. In this case, it is important to improve the qualifications of pedagogues, and to justify the search for education. Computer and pedagogical technologies ensure the formation of the information component of pedagogues, knowledge of didactic features of ICT increases their interest, allows revealing the possibilities of multimedia technologies in studying academic subjects. According to the definition of some scientists, the theory of design-constructive activities of pedagogues and the theory of media education are still considered incomplete. In addition, educational information problems have previously been considered as unrelated to media education problems. Despite the development of media education integration school subjects by foreign scientists, in recent years research has focused on the solution of the issues of forming the professional component of the teacher in the information environment, the use of information technologies in the educational process, the preparation of the teacher, the use of new information technologies, the didactic foundations of the formation of the future informatics teacher, the technologies of computer education. attention is focused on application, methodical foundations of future teacher training.

The scientists of our country also considered computer telecommunications in the teacher training

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system. The first step to unification of the problems discussed above made in the scientific research of N.I. Tailakov. This scientific work is dedicated to the teaching of computer graphics in school, these works will be the starting point for our research. The results of the research, including those within the international program DELTA and TEMPUS, lead to the general conclusion that the introduction of multimedia in many cases prevents the unsatisfactory organization of the educational process (didactic and technical aspects). The issue of choosing the optimal methodical system for building teacher-training courses remains open. This system could include students' design and construction activities, would allow students to be active and effective, and would help them show their creative side. The possibility of applying project methods has been highly appreciated by a number of foreign and native pedagogues in recent years, also considered in the higher education system of pedagogues. A contradiction is emerging between the need to activate (always update) the computer component of a modern pedagogue and the need to understand the didactic possibilities of multimedia in pedagogical technologies. The above-mentioned defines the problem of scientific research. In the process of improving the qualifications of pedagogues, it shows the ways of using the methods and means of forming information competence in the context of general issues of media education.

In this project, the following should be adopted as the main research questions:

• to determine the conceptual approach to the construction of pedagogues' professional development courses in the field of creating multimedia didactic tools, taking into account the aspects of media education;

• determination of efficiency criteria and indicators of the process of professional development in the field of creation of multimedia didactic tools;

• to base and develop a model of project-constructive activities of pedagogues during the qualification improvement process, such a model pays attention to options and individualization of the entire educational process with the implementation of a collective multimedia project;

• creation of a training-methodical complex to provide a training course for pedagogues in the field of creation and use of multimedia didactic tools;

• based on the project-constructive activity of pedagogues and with their participation, in pedagogical practice, in the performance of multimedia projects, to check the quality and efficiency of the qualification improvement process.

The following research methods are used in their implementation:

- theoretical research: scientific, methodical, educational literature and publications dedicated to the problem under consideration; research and analysis of Internet publications; theoretical understanding and generalization of pedagogical experience in the use of ICT and multimedia in education, analysis of regulatory documents, curriculum documents and teaching-methodical manuals;

- diagnostic methods: observation, questionnaire, interview, test, expert assessment, pedagogical experiment;

- mathematical methods: statistics of pedagogical experiment results

In order to increase theoretical knowledge, it is necessary to develop the structure and content of a high-tech interactive course.

Interactive courses achieve an important task in a short time, using not only verbal, but also dynamic visual forms of communication, mastering the theory of pedagogical communication. Based on this, the feature of using multimedia projects in the system of pedagogues' professional development was considered. Didactic features of a number of instrumental systems used to create multimedia projects were analyzed (Power Point, CorelDraw, Adobe Photoshop, Microsoft Publisher, MS Front Page, Movie Maker, Macromedia Flash, Screen Camera). Despite the different approaches to creating a multimedia product using these tools, it is possible to distinguish a general sequence of technological steps that are necessary and sufficient for creating a multimedia project.

On this basis and paying attention to the principles of media education, the development of educational materials for creating multimedia interactive tasks, video fragments of a lecture, presentation of a lecture, animated fragments of a lesson, and placement on the Internet or local network is being carried out.

Performing multimedia tasks is the initial stage in the design and construction activities of pedagogues. It is aimed at mastering the methods and ways of creating personal multitext for didactic purposes. These tasks are a prototype for trained pedagogues to complete projects with more complex content and sufficient multimedia content.

By performing multimedia tasks and tasks of additional projects, the pedagogue leads to the creation of his own methodical system in teaching a specific subject based on the possibility of information technology. The practical implementation of the multimedia course, where the elements of qualification improvement taught and carried out based on the

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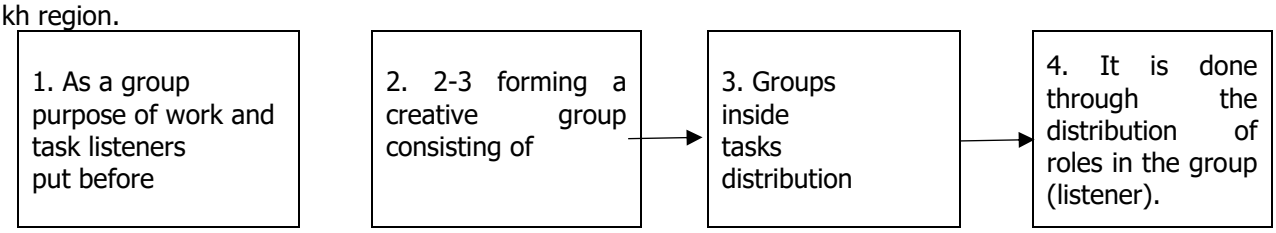
Institute of Education and Retraining of Teachers of Jizzakh region.



The goal of the projects is to form the information and communication competence of pedagogues through in-depth mastering of computer graphics special software tools. In addition, along with the use of multimedia technology, the development of creative abilities of pedagogues takes an important place. In this, the issues of mastering the general education, developmental, project management skills, the research problems of the course, and the issues of mastering the skills of self-reflection found their solution. Flexible technology of realization was applied to professional growth. In this, the participation of pedagogues in the implementation of the project was combined with their main pedagogical activities. The teachers were divided into small groups: they made plans to achieve individual goals at different levels, and according to the goals and results of these groups, the general goal of the project was formed. Finally, the results of the work were recorded on an optical disk and distributed, and the participants used them widely in their professional activities. During the implementation of the proposed solutions, the factor of reducing the effectiveness of the implementation of projects in the form of a group is considered to be the non-uniform orientation of pedagogues on science. In such cases, individual projects are carried out. Diagnostics of the progress of the teaching process and evaluation of the effectiveness of the project-constructive model of the activity of pedagogues was carried out in two stages. In the first stage, the training of pedagogues in multimedia technologies was carried out based on the traditional methodology - the active role of the learner loaded. In the experiment, six groups (100 participants) called the control group. In the second stage, the teaching process implemented using the model of multimedia tasks and projects. Three criteria identified for the effectiveness and status of teaching: motivational, informative, active and corresponding indicators. In all comparisons, pedagogues of equal knowledge (low, medium and high) participated. Objective and subjective methods of the obtained results have used. The course divided into four modules, at the end of which there was an assessment of learning outcomes. As a result, pedagogues decided to get additional consultation. Consultations served as an indicator of teaching motivation. For all baseline levels, motivation was higher in the experimental groups. The large number of pedagogues confirms this. They continued their studies by participating in further models of the course and creative groups. During the teaching process, the activity of pedagogues have evaluated according to the results of observation, survey and study of students' working material. In this case, subjective indicators such as position in mastering educational material, systematic use of multimedia tools in professional activities, professional needs for improving professional skills in the field of multimedia have used. The results of the questionnaire indicate higher motivation in the experimental groups. For the quantitative assessment of the basic informative criteria, criterion-referenced control tasks used to determine the following:

- learning level (the level of mastering the algorithm, procedural aspects of multimedia technology);
- achieved qualification (setting the level of complexity of the tools used and the didactic goals of using multimedia).

2, 3, 4 model of the comparison of the results of the performance of control tasks in the experimental groups, the relative increase of high and middle level pedagogues. The effectiveness of the proposed model checked by statistical methods. The results in the development of multimedia projects and interactive tasks led to the following conclusions:

In the information received from school and outside of studies, emotional content prevails over cognitive content, since the rational cognitive component is high in the educational process. Such a contradiction is a reflection of the general difference in ways of studying the world. This opposition is the result of the denial of traditional pedagogical technologies reduces; the use of such legitimacy increases the quality and efficiency of the educational process. Adding aesthetic and communicative components to the process of teacher training.

These tasks have based on the integration of computer technologies with pedagogical technologies

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and stimulate independent creative work on transferring the acquired knowledge and skills to the professional field of interest of the trainees of advanced training courses. Creation of educational materials, computer multimedia technologies and project method of teaching element integrations for the professional activities of pedagogues have achieved. With this, the issue of combining the practical and theoretical orientation of the educational process has solved, and the adaptation of the general cultural and professional aspects that make up the process of skill improvement has achieved.

CONCLUSION. To concluding of the view that the effective confirmation of the implemented model is the increase in the number of applications from Jizzakh city educational institutions for the improvement of skills in the field of ICT and multimedia.

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