

**STUFEN DER DURCHFÜHRUNG UND DURCHFÜHRUNG VON
EXPERIMENTELLEN TESTS DURCH DIE ORGANISATION
UNABHÄNGIGER AKTIVITÄTEN ZUR ENTWICKLUNG DER
MEDIENKOMPETENZ VON SCHÜLERN DER BERUFSBILDUNG**

Gulomova Komila Maxamatjanovna

Doktorand des Instituts für Pädagogische Innovationen, Management der
Berufsbildung und Umschulung des pädagogischen Personals

E-Mail: komila5@list.ru

Abstrakt. Dieser Artikel beschreibt den Evaluationsprozess und die statistische Analyse der Organisation der selbstständigen Tätigkeit von Studierenden der Pädagogischen Hochschulen des Berufsbildungssystems durch Medienkompetenz.

Schlüsselwörter. Berufliche Bildung, Medienkompetenz, Selbständigkeit, statistische Auswertung, Evaluation.

**STAGES OF CARRYING OUT AND CONDUCTING EXPERIMENTAL
TESTS by ORGANIZING INDEPENDENT ACTIVITIES TO DEVELOP
MEDIA LITERACY OF VOCATIONAL EDUCATION STUDENTS**

Gulomova Komila Maxamatjanovna

Doctoral student of the Institute of Pedagogical Innovations, Management of
Professional Education and Retraining of Pedagogical Personnel

Abstract This article describes the evaluation process and statistical analysis of the organization of independent activities of students of pedagogical colleges of the vocational education system through media literacy.

Keywords. Vocational education, media literacy, self-employment, statistical analysis, evaluation.

The general nature of pedagogical research work, the content of theoretical and practical experiments, the main stages, principles, technology, mechanism, results, as well as mathematical and statistical reanalysis of the obtained practical indicators aimed at finding a solution to the problem. existing problems in the organization of independent activities for the development of media literacy of students in the system of vocational education, becomes important.

When carrying out a statistical analysis of the organization of independent activity by increasing the media literacy of student teachers, it is necessary to solve the following pedagogical tasks:

1. Based on the study of the social significance of students' media literacy, the ability to consciously and rationally use information in professional activities, as well as the impact on the development of creativity and critical thinking skills, the assessment of the opportunities for students of a pedagogical college to develop their independent activities in the information society.

2. By organizing interviews and questionnaires with the participation of students, getting acquainted with the opinions of students on improving the

mechanism for developing independent activity, determining the media literacy of student respondents and their level.

3. Determining the content, form, methods and means of activities aimed at developing the research qualities of students, taking into account the level of knowledge and capabilities of students in organizing their independent activities.

4. Based on the possibilities of media literacy in the educational process, evaluate the effectiveness of a special methodology for analyzing the results of experimental tests on the formation of students' qualities of organizing independent activity and management.

Thus, pedagogical experimental work carried out at the next stages of research work carried out to organize independent activities through the development of medical literacy of students of vocational education.

Defining stage. At this stage, the forms of conducting classes in the chosen subject in the chosen professional educational institution, the distribution of teaching hours allocated to the subject according to the form of education, the content of textbooks, teaching aids are studied and analyzed, problems associated with their use are identified. We study the use of educational technologies in the formation of students' skills and qualifications, media knowledge, as well as the level of use of information media and resources in organizing their independent activities.

Research stage. The main objectives of training using information technology, electronic resources of the Internet and the development of medical literacy skills in the implementation of their independent activities, along with the available educational and methodological support, i.e. textbooks, teaching aids and didactic tools, the organization determines the conduct of classes in the natural sciences in selected pedagogical experimental testing institutions.

During the experiment-testing, the main attention will be paid to the following aspects:

1. What is the level of practical mastering by students of independent mastery of science?

2. The advantage of using practical tasks developed for independent activities in science and guidelines for their implementation.

3. What is the level of the information environment created for independent learning of students and determining their level of knowledge?

4. How much is the interest of students in the development of educational materials prepared for the experimental groups.

5. Improving media knowledge, increasing students' knowledge of organizing independent activities, increasing their interest in science, developing critical and independent thinking.

Final summarizing stage. Research is being conducted on how to increase students' interest in science, increase their knowledge of the importance of the media in increasing independent activity. Analysis of educational literature on the topic of research, developed methods for conducting practical exercises.

Meantime, at the final stage of the experimental work, the experimental and control groups of the selected educational institutions will conduct experimental

work. Classes in experimental groups are conducted by the author and teachers of this subject, who are familiar with scientific research on the basis of scientific and methodological recommendations developed by the researcher. In the control groups, classes conducted according to the traditional method.

At the final stage of the experiment, the effectiveness of the media analyzed, allowing students to organize and develop their independent activities. Below are the main indicators:

1. Media literacy of students;
2. The level of organization of independent activity.

Regarding, following competencies assessed in organizing students' independent activities through the development of media literacy:

Independent solution of the problems of the educational process	The use of various sources of information in independent activities
	Solving problems in the educational process
	Solving communication problems related to learning
Ability to argue your own opinion	Setting clear educational goals
	Self-management and control
	Critical thinking and evaluation
Ability to make the right decisions	Working with texts from different sources of information on the same topic
	Solving practical problems through the use of information technology and media
	Summing up the results of the work done and substantiating the result
Professionalism (formation of competencies)	Working with textbooks, teaching aids, scientific and popular science literature (documents, primary sources, electronic data from Internet sources)
	Conducting additional research on science, completed topic, new topic, self-acquisition of knowledge
	Conducting research in course work, thesis

Checking and evaluating the level of independent activity of students by increasing their media literacy, mastering educational material, developing skills and competencies is a necessary component of research work. As a result of assessment, it becomes clear how much students know and what they do not understand, which subject is mastered at a high or average level, or not mastered at all.

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So, in S.Yu. Ashurova's manual "Organization, conduct and evaluation of independent work", the assessment of students' independent activity is defined as follows: the results of any assessment must be compared, that is, measured. They can be compared before or after evaluation based on the developed criteria. Evaluation criteria are indicators of the degree to which learning objectives have been achieved.

The assessment process and criteria will help students determine:

1. The level of growth of knowledge and level;
2. How independently did you cope with the task?
3. Where there are shortcomings in independent activity, what problems should paid more attention?
4. How effective is the student's independent approach to mastering certain knowledge and skills in science.

An initial evaluation of the grading system was carried out at the beginning of the experiment, and students were assessed based on the knowledge gained in the educational institution. And at the end of the experiment, the knowledge of its readers was determined by written and oral assessments on general topics of science. The results of the control and experimental - test groups were regularly analyzed and compared with each other, and a conclusion was made. If necessary, the feedback expressed by teachers directly involved in this process was discussed in detail, and changes were made to the content of scientific programs and teaching methods. It is important to record and generalize the results of experimental work, analyze them, give the necessary methodological instructions to experimenters in this area, and conduct an objective assessment of the results on the basis of pedagogical cooperation with teachers. The results obtained are observed and evaluated by professors and teachers, who are involved as "independent experts", which ensures the reliability of experimental verification.

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