

Improving the Methodology of Developing Students' Culinary Skills on the Basis of Multimedia

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What is multimedia?

The word multimedia, originating from the Latin words “multum” and “medium”, means combination of multiple media contents. It is a technology that, even today after two decades of explosive growth, means different things to different people. It might be an artistic medium or a communication tool or a teaching and learning tool for some, while it might be a way to complete a business transaction for others. In general, multimedia includes a combination of text, audio, still images, animation, video, and interactive content. The integration of multimedia technology into the communication environment has the potential to transform an audience from passive recipients of information to active participants in a media-rich learning process. The term “rich media” is synonymous for interactive multimedia. Currently multimedia is widely used as a computer-based interactive communications process that includes any combination of static (text, graphics, and still images, etc.) and active (sound, animation, and video, etc.) media. Inclusion of more than one media with at least one of them as active media is required to preserve the definition of multimedia. Most current day Web pages are examples of use of multimedia. Multimedia provides a real world feeling by incorporating a multi-sensory experience.

Educator's readiness to use media, media competence.

One of the most important issues today is to further improve the information and Internet access in education. To do this, all educators need to be involved in the process, not just computer science and information technology teachers, but other science teachers as well. Effective use of modern information technologies, their application in the pedagogical process, the development of information in educational institutions, the transition to a modern paradigm of education.

In accordance with the established requirements, the question of the role of the educator, the extent to which his functions in the educational process will change is also becoming increasingly relevant. The answers to this question give rise to a wide range of opinions, and in most cases they contradict each other. There are also opinions that modern media and communication will change and define the role of a teacher only as an observer-consultant. Proponents of a different view argue that none of the types of media available today will be able to replace teachers in the near future, but will only act as assistants, expanding educational opportunities. Regardless of which of these positions we support, modern technical advances set new requirements for the educator and serve to enhance his or her professional qualities, functions, and role in the educational process.

When considering the didactic and educational potential of electronic media, we must first talk about productivity, interactivity, the ability to model, individualization, communication, and multimedia. For this reason, modern technical tools are to some extent aimed at modeling teacher performance. However, due to the advantages that open up new opportunities for a number of educational processes, none of the technical tools available today can, to a certain extent, perform some of its functions as a teacher. For example, a computer can perform certain actions as a teacher: evaluating student actions, asking and answering questions, evaluating student responses, explaining material. In this case, the issues, topics and options for their consideration were previously reviewed and prepared by the teacher. The teacher can answer any question, including incorrectly structured questions.

The professional training of future educators has become a subject of innovative thinking in recent years. However, in some cases, a competent approach can lead to formalization of the educational process. As a teacher, the school always expects a person with a mature emotional culture who is mature in all aspects of life. An educator is not a set of personal responsibilities. The educational process, which is understood as a free creative dialogue between an adult and a child, prepares the future educator to have a comprehensive outlook, along with the expansion of his outlook on life, "living, feeling, and participating", the aesthetics of vocational education. One of the required tools for the pedagogical formation of students today is the professional application of media education methods.

Pedagogical education has a special value. Let's look at the main features of this content:

- Infinite understanding of the content of professional activity, achieving uniformity of pedagogical work and the meaning of life;
- Diversity and diversity of pedagogical situations, professional communication conflicts that require the development of pedagogical intuition;
- Mandatory spiritual brightness of communication with the participants of the educational process;
- Axiological orientation of all types of professional activity (axiology, Greek *axia* - value, dignity, ie the science of values), pedagogical values universal, intercultural dialogue;
- Aesthetic description of the pedagogical process: understanding, revealing, disseminating the beauty of the world, relationships, thinking, feeling, creativity, practical activity.

Understanding the world in the spirit of humanity with students is one of the most important aspects of pedagogical work. All-round educational, social and cultural activities of students help to create conditions for the development of such cognitive skills. We believe that the activation of the cultural foundations of academic disciplines is an important issue for teachers working in the field of vocational education, which should be focused on creative growth. It makes sense to use media education methods. We will consider their possibilities in the process of teaching pedagogical sciences. Prospective educators have shown a high level of effectiveness among media education methods, especially feature films and documentaries and TV shows. In the process of pedagogical training, the potential of cinema is manifested in the following features:

1. The retrospective description of films (English retrospective - the practice of developing software to improve the process. This includes methods of brainstorming) determines the periodicity of the values and lifestyles of different epochs and lifestyles, approaches and requirements of the pedagogical profession.

2. Because cinema is a reflection of different public spheres, it pays special attention to schools and education. Many films have been made that reveal the personalities of teachers and students, the psychological and behavioral characteristics of children of different ages. These films have become a kind of pedagogical encyclopedia.
3. Most film plots are based on every day and pedagogical situations; shown in the film, the spiritual value of a particular situation gives students the ability to absorb the logic of pedagogical analysis, to prevent and overcome tense situations in communication with a particular person.
4. Cinema, as a genre of art, means the professional content of future teachers, the development of empathy (Greek for empathy - passion, pain, emotion) skills, spiritual catharsis (Greek - ascension, purification, improvement). Cinema makes you think deeply about your problems. Cinema reveals all aspects of life, including comedy, drama, tragedy, and their synthesis. The main thing is that the film reveals that the child can think like an adult, happy or sad, have inner feelings. The child needs support, understanding, protection and freedom of action. The film promotes mutual respect and humanism, a powerful change in the mind of the student. The future educator will have a new perspective on the world and people during the film, that is, the problem is not one-sided, all-round, not indifferent, empathic (Greek empathy - passion, pain, emotion), fair and means the struggle for a noble goal. The film manages to entertain as well as inform.
5. In a group screening of a film, the effect of a shared experience is to unite the audience.

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