

## **FEATURES OF IMPROVING THE TEACHING OF SCHOOLCHILDREN IN A VITAGENIC EDUCATIONAL ENVIRONMENT**

***Kazakova Dilnoza Kobil kizi***

*doctoral student of Bukhara State University, UZ*

***Norbutaev Khushbak Bobonazarovich***

*Termez State Pedagogical Institute*

*Professor, Doctor of Pedagogical Sciences (DSc)*

**Abstract:** Background. This article is devoted to the study of vitagenic experience and vitagenic information. The article considers life experience as a function of ensuring the harmony of science and life in all fields of science. It also argues that the vitagenic experience can serve as an important tool in educating smart citizens who create a smart society in which information, data and media determine global trends.

**Keywords:** vital, vitagen, vitagen education, vitagen experiment, media competence.

### **Introduction.**

The introduction of smart technologies into the global education system requires the development of media competence among teachers. The Incheon Declaration, the Council of Europe Education and Vocational Training Program and the Council of Europe Strategy for Cooperation in the Field of Education and Vocational Training until 2020 all provide for the continuous improvement of the quality of lifelong learning. At the same time, UNESCO's ICT Competence Development Program for Teachers plays an important role in preparing teachers for the effective implementation of media technologies. There is a special need in the world to improve information and didactic support for the development and implementation of effective models of student competence, including media competence, organization and implementation of an interactive learning environment. The media competency is recognized by the American Association of Educational and Research Libraries (ACRL) as a competence that must be





learned in terms of a set of skills that require retrieval, assessment, and effective use of information. This aspect requires the development of communicative competence, which allows interactive communication and effective organization of lessons in an intelligent learning environment. This, in turn, serves to determine the direction of research on the organization of education based on vitagenic technologies, which are considered effective in the development of media competence. Materials and methods. In this article were used methods of abstraction and concretization, statistics, comparative analysis, work with documents and forecasting. Results and discussion. The study of the vitagenic education, life experience and holographic approach carried out by A.S.Belkin [1, 2, 3], N.O.Verbiskaya [2,8], I.D.Vozzhenikova [3], N.R.Rustamova [4, 5] N.P.Litvinov [6], A.Turgunova [7] and others.

In our country, special attention is paid to the widespread introduction of interactive, smart technologies, software in the educational process, the rapid development of smart education as a «SMART University» as a priority area of the reform of lifelong education. This requires the improvement of pedagogical mechanisms for the development of media competence. The strategy of actions for the further development of the Republic of Uzbekistan defines as an important task “improving the quality and efficiency of higher educational institutions through the introduction of international standards for assessing the quality of education and training” [1]. These tasks recognize the importance of improving the content and practical and technological system for the development of media competence in the process of lifelong education based on modern approaches. Increasing media competence, in turn, depends on the introduction into the educational process of educational content, forms, methods and tools that meet the requirements of the new era. In this respect, the role of vitagenic information is invaluable, in which the content of training quickly reaches the participant's mind, is easily assimilated and formed to the level of competence. Vitagenic experience, vitagenic information have already taken their place in world science. In the studies of Uzbek scientists, this term has become more common in recent





years. Vitagenic (vital) education is a set of knowledge, emotions, actions that are formed at a certain stage of a person's life, reflecting his personal relationships. The life experience of an individual in the educational process is based on two different life experiences - education aimed at updating and creating his necessary intellectual, psychological and pedagogical potential [7]. The first life experience is an activity that does not have sufficient value for a person and represents certain aspects of his life and work, while the second life experience is an activity that is valuable for a person, stored in long-term memory and ready to be performed. resumes in appropriate situations. This very concept is called competence in modern pedagogy. Vitagenic experience is widely used in research in various fields. For example, A. Turgunova considers life experience as an example of the older generation for youth in ensuring gender equality [7], A. Belkin associates it with the possibility of imagination, namely with a holographic image [1]. I. D. Vozzhenikova explores aspects of the holographic approach based on the design of educational institutions [1]. N.P. Litvinov considers life experience as a reflective aspect of self-awareness [6]. The author came to the conclusion that vitagenic information can demonstrate the leadership qualities of a person when he finds himself in unusual situations (affective state, difficulties, emergency situations). N.O.Verbitskaya studied life experience in the context of informatization of education [8].

In our opinion, life experience is a view that determines the form and means of transmitting information and information. Because the interpretation of the information provided has a large impact on the expected outcome of the learning goal. For example, information, programs in the media can be positive, negative or neutral, depending on how the journalist approaches them. Of course, the public will interpret the news in a completely different way from the point of view of the journalist's approach. The same is with the educational process. In the learning process, this situation can lead to conflicts. This difference is especially noticeable in multicultural audiences. Below are some examples: 1. In the history of Uzbekistan, Zakhiriddin Muhammad Babur is recognized as a historical figure,



one of the representatives of national spirituality. Uzbeks love Z.M. Babur and respect him as a great commander, king and poet. But the Indian mentality considers Z.M. Babur as an invader, an evil ruler who changed medieval Indian culture. Of course, it is clear that here the leading role was played by the attitude of people to the sources written by historians and scientists. 2. Shaybanikhan, contemporary and rival of Z.M. Bobur, is considered by the Uzbek people as an executioner and a negative person. On the other hand, Shaybanikhan is a historical figure who created the first Uzbek empire that united nomadic Uzbek tribes. Situations related to the approach to information, such as the above, are common in the educational process. The use of vitagenic experience in the classroom serves as a stimulus for a person to all-round and diverse thinking, motivates him to learn. Conclusion. From the above considerations, it is clear that life experience fulfills the function of ensuring the harmony of science and life in all areas of science. Today, the vitagenic experience can serve as an important tool in educating smart citizens who create a smart society in which information, data and media determine global trends. Vitagenic experience develops a person's ability to use information in various life situations, predict future events, set strategic goals and achieve them, and develop media competence.

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