

**MECHANISM FOR TEACHING TECHNOLOGICAL EDUCATION STUDENTS TO
WORK WITH DIGITAL MEDIA TEXT AND IMAGES****Normurodov Sadriddin Salim ugli**

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Abstract: This article scientifically and methodologically covers the mechanism of teaching students of technological education to work with digital media text and images. It analyzes the importance of digital media resources in the educational process, the advantages of their integration into teaching technology, and the factors of developing students' digital competencies. Also, the theoretical and practical foundations of increasing digital literacy in the field of technological education, the formation of students' skills of independent thinking and analysis of visual information are revealed.

Keywords: digital media, media text, image, technological education, learning mechanism, digital literacy, interactive technologies, media competence.

**TEXNOLOGIK TA'LIM YO'NALISHI TALABALARIGA RAQAMLI MEDIA MATN
VA TASVIR BILAN ISHLASHNI O'RGATISH MEXANIZMI**

Annotatsiya: Mazkur maqolada texnologik ta'lim yo'nalishi talabalariga raqamli media matn va tasvir bilan ishlashni o'rgatish mexanizmi ilmiy-metodik jihatdan yoritilgan. Unda raqamli media resurslarining ta'lim jarayonidagi ahamiyati, ularni o'qitish texnologiyasiga integratsiyalashning afzalliklari hamda talabalarning raqamli kompetensiyalarini rivojlantirish omillari tahlil qilingan. Shuningdek, texnologik ta'lim sohasida raqamli savodxonlikni oshirish, talabalarda mustaqil fikrlash va vizual axborotni tahlil qilish ko'nikmalarini shakllantirishning nazariy-amaliy asoslari ochib berilgan.

Kalit so'zlar: raqamli media, media matn, tasvir, texnologik ta'lim, o'qitish mexanizmi, raqamli savodxonlik, interfaol texnologiyalar, media kompetensiya.

**МЕХАНИЗМ ОБУЧЕНИЯ СТУДЕНТОВ ТЕХНОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ
РАБОТЕ С ЦИФРОВЫМИ МЕДИА ТЕКСТАМИ И ИЗОБРАЖЕНИЯМИ**

Аннотация: В данной статье научно-методически освещен механизм обучения студентов направления технологического образования работе с цифровым медиа текстом и изображением. В ней анализируется значение цифровых медиаресурсов в образовательном процессе, преимущества их интеграции в технологию обучения, а также факторы развития цифровых компетенций студентов. Также раскрыты теоретико-практические основы повышения цифровой грамотности в области технологического образования, формирования у студентов навыков самостоятельного мышления и анализа визуальной информации.

Ключевые слова: цифровые медиа, медиатекст, изображение, технологическое образование, механизм обучения, цифровая грамотность, интерактивные технологии, медиакomпетенция.

Currently, as a result of the widespread introduction of digital technologies into the education

system, issues of increasing the effectiveness of the educational process, developing students' digital competencies, and preparing them for practical activities are becoming increasingly relevant. In particular, teaching students studying in the field of technological education to work with digital media text and images is an integral part of modern education, and this process serves to form media literacy, creative thinking, information analysis, and visual thinking skills in students.

Digital media text and images, as the main component of today's information and communication environment, enrich the educational process, make it possible to present educational materials in a more interesting, understandable, and visual way. Therefore, the effective use of digital media in the field of technological education, the development of mechanisms for their analysis and implementation in the educational process is a strategically important issue for modern education.

Scientific research conducted in this area shows that the methodological justification of the technology of teaching working with digital media text and images strengthens students' independent learning activities, forms their digital culture, and develops competencies in critical analysis of information. This expands the possibilities of effective use of the digital information environment in the field of technological education.

In recent years, the rapid development of digital technologies, media, and information and communication technologies in the education system requires new approaches to the educational process. In particular, teaching students in the field of technological education to work with digital media text and images has become an important component of the formation of their professional competencies.

The concept of digital media currently represents a mutually integrated view of text, images, graphics, audio, and video elements. In this regard, N.S. Tikhonova in her research "Teaching Technologies Using Digital Media" emphasizes that digital media enhance visual perception in students, allowing them to quickly and effectively assimilate information. At the same time, it shows the need to develop critical thinking and creativity along with technological tools in teaching how to work with digital media text.

A number of scientific studies are also being conducted in this direction at the international level. The OECD report "The Impact of Digital Technologies on Students' Learning" analyzes the impact of digital technologies on students' cognitive processes, scientifically substantiating that the targeted use of digital media can improve learning outcomes. Also, in the article "The Use of Multimedia in the Teaching and Learning Process," Stanevicienė E. and her colleagues show that the harmonious use of multimedia elements (text, image, audio, and animation) increases student motivation and plays an important role in strengthening knowledge[1,6,7].

Local scientists are also paying special attention to this issue. In particular, A.S.Juraev, in his work "Formation of Digital Competencies in Technological Education," substantiated the development of students' skills in independent work, analysis, and presentation of information through digital media. According to him, the process of working with digital media text requires interactive forms of learning, a project approach, and analytical thinking.

In addition, the study "Digital Learning in the 21st Century: Trends, Challenges, and Innovations," published by Zou Y. in the journal *Frontiers in Education*, notes that as a result of the use of artificial intelligence, digital images, and AR/VR technologies in the educational process, the learning activity of students has significantly increased. In this source, working with digital media is indicated as a factor that forms not only technical skills, but also creative, critical, and analytical competencies[2,3,4].

Sh.A. Kuchkarov, in his work "Digital Educational Environment and Teaching Technologies," highlighted the mechanism of teaching work with digital media materials as a pedagogical system. According to the author, this mechanism takes the exchange of information between the student and the teacher to a new level, expanding individual and differentiated approaches to teaching[5].

In conclusion, the studied literature and the results of the analysis show that teaching digital media to work with text and images is the central means of forming students' competencies in the field of technological education. This process not only ensures quick and effective reception of information, but also develops students' critical thinking, creative approach, visual thinking, information analysis, and decision-making skills. Teaching to work with digital media text and images is not only a means of visualizing knowledge in the field of technological education, but also a scientific and pedagogical mechanism for the comprehensive development of students' digital culture and professional competencies. Therefore, through the practical implementation of this mechanism, it is possible to improve the quality of education in higher educational institutions, ensure the adaptability of students to the requirements of the digital economy, and prepare them for modern production, media, and technological fields.

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