

# Ways Of Enriching Future Teachers' Competence In Media Product Creation Through Artificial Intelligence

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**Abstract.** This article highlights the theoretical and methodological foundations of developing future teachers' competence in creating media products, as well as the possibilities of using Sun'iy intellekt technologies in this process. The issues of creating media content, developing digital pedagogical resources, fostering creative thinking, and implementing innovative approaches in education are analyzed. As a result of the study, a conceptual model for developing future teachers' competence in media product creation is proposed.

**Keywords.** Media product, media competence, pedagogical design, digital educational resources, creativity, artificial intelligence, future teacher.

**Аннотация.** В данной статье освещены теоретико-методологические основы развития компетентности будущих учителей по созданию медиапродуктов, а также возможности использования технологий Sun'iy intellekt в данном процессе. Проанализированы вопросы создания медиаконтента, разработки цифровых педагогических ресурсов, развития креативного мышления и внедрения инновационных подходов в образовательный процесс. По результатам исследования предложена концептуальная модель развития компетентности будущих педагогов в создании медиапродуктов.

**Ключевые слова.** Медиапродукт, медиакомпетентность, педагогический дизайн, цифровые образовательные ресурсы, креативность, искусственный интеллект.

In the context of globalization and digital transformation, the use of media technologies in the education system has become an urgent issue. Modern learners primarily perceive information in visual, audio, and interactive formats. Therefore, today's teacher should be not only a specialist who imparts knowledge, but also a creative professional capable of producing high-quality media products. Electronic textbooks, video lessons, podcasts, infographics, animated presentations, and interactive platforms serve as important tools for enhancing the effectiveness of education.

In pedagogical higher education institutions, developing future teachers' competence in creating media products is an important direction of modern professional training. In particular, Artificial intelligence tools make it possible to simplify the creation of media content, text writing, audio material production, graphic design, and video editing processes. Therefore, developing this competence among future teachers is considered one of the urgent pedagogical tasks of the present day [1, p.18].

In the conditions of a modern information-oriented society, the content, forms, and methods of the education system are undergoing fundamental transformation. As a result of the widespread implementation of digital technologies, internet networks, and multimedia tools, alongside traditional education, such forms as e-learning, distance education, and blended learning are rapidly developing. Under these

circumstances, teachers are required not only to provide theoretical knowledge, but also to present educational materials in modern formats and create media resources capable of attracting students' attention. Therefore, developing future teachers' competence in creating media products is considered one of the urgent pedagogical tasks.

Media product creation competence refers to an individual's ability to design, develop, edit, and effectively apply educationally oriented audio, video, graphic, textual, and interactive materials in practice. This competence is closely related to a teacher's creative thinking, technological literacy, communicative skills, and methodological preparedness. During the process of creating a high-quality media product, the teacher determines educational objectives, considers the needs of the target audience, systematizes content, selects an appropriate design, and directs it toward improving educational effectiveness.

This competence has a multi-component structure encompassing pedagogical, technological, and creative dimensions. The pedagogical component ensures the didactically correct organization of educational materials. The technological component includes skills related to the use of various software programs, platforms, and digital tools. The creative component reflects visual thinking, innovative approaches, and elements of creative design. Only through the harmonious integration of these three factors can an effective media product be created.

For future teachers, media product creation competence includes the following essential skills:

- \* creating and editing educational video lessons;
- \* preparing presentations, slides, and animated materials;
- \* designing infographics, diagrams, and visual teaching aids;
- \* recording podcasts, audio lessons, and voice explanations;
- \* creating interactive tests, quizzes, and assignments;
- \* developing electronic textbooks and digital educational resources;
- \* understanding media design, composition, and color harmony;
- \* presenting texts in a concise, clear, and impactful manner;
- \* producing educational content for social media platforms;
- \* complying with copyright regulations, anti-plagiarism principles, and academic integrity standards.

Today, since students primarily and rapidly perceive information in visual and interactive formats, the role of media products in pedagogical activity is steadily increasing. For example, compared to plain textual explanations, video lessons, animated clips, or infographics attract students' attention more effectively, facilitate understanding of complex topics in a simplified manner, and contribute to knowledge retention. Therefore, a teacher possessing competence in media product creation can organize the educational process in an engaging, interactive, and efficient way.

The development of this competence among future teachers is of great significance for their future professional activities. Modern schools and higher education institutions are increasingly utilizing electronic platforms, distance learning systems, online courses, and multimedia tools. In such conditions, a teacher enriches lesson content through high-quality media products, supports students' independent learning, and implements an individualized approach.

Moreover, media product creation competence also demonstrates a teacher's creative potential. It enables teachers to express their ideas through visual images, audio, text, and interactive elements, test innovative methodological approaches, and

create an innovative educational environment. In particular, the development of Artificial intelligence tools is further simplifying this process and generating new opportunities.

According to researchers, media competence is one of the key indicators determining the professional preparedness of a modern teacher and serves as an important criterion reflecting readiness for innovative activity [2, p.44]. Therefore, in pedagogical higher education institutions, it is necessary to systematically develop future teachers' competence in creating media products and prepare them through practical projects and modern technologies.

Today, Artificial intelligence-based tools are significantly facilitating the process of creating media products and elevating it to a new level. At a time when the demand for media resources in the modern education system is steadily increasing, teachers are expected to prepare high-quality, aesthetically refined, and didactically effective content within a short period of time. While creating such products through traditional methods requires considerable time, technical skills, and extensive effort, artificial intelligence tools simplify this process, automate it, and enhance its overall efficiency.

Artificial intelligence-based platforms perform numerous functions, including text generation, graphic design, video editing, voice synthesis, translation, analysis, and personalization. Therefore, they are regarded as effective tools for developing future teachers' competence in media product creation. The main directions of these opportunities are outlined below.

#### Text Content Creation

Artificial intelligence systems provide substantial assistance in generating various textual materials related to the educational process. In particular, lesson plans, video lesson scripts, methodological recommendations, test questions, assignments, articles, essay topics, and interactive activity texts can be prepared in a short time. For example, a future teacher can enter a lesson plan for a specific subject topic and automatically generate an appropriate introduction, main explanations, question-and-answer sections, and concluding assignments. This saves time and allows teachers to focus more on creative aspects of instruction.

#### Graphic Design and Visual Materials

The effectiveness of a media product largely depends on its visual appearance. Artificial intelligence-based graphic platforms offer broad opportunities for creating posters, banners, infographics, electronic slides, classroom visual aids, and illustrations.

Such systems can generate images based on text prompts, provide automatic design recommendations, select harmonious color schemes, and suggest suitable fonts and compositions. As a result, future teachers can create professionally designed media products even without advanced knowledge of complex design software.

#### Video and Audio Content Creation

The importance of video and audio materials in education has been increasing year by year. With the help of Artificial intelligence, it is possible to create voice narrators, convert text into speech, add subtitles, automatically edit videos, select background music, and produce animations.

For example, a future teacher can upload a simple text-based lesson plan into a system and transform it into a ready-made video lesson within a few minutes. Artificial intelligence automatically combines voice, scene transitions, subtitles, and visual elements during this process. This significantly accelerates the creation of media products for teachers.

### Translation and Localization

In today's era of globalization, preparing media materials in different languages is of great importance. Artificial intelligence tools can quickly translate text, audio, and video materials into multiple languages. In addition, they offer functions such as subtitle generation, pronunciation adaptation, and localization of content for specific audiences.

These opportunities help teachers use international resources, adopt foreign experiences, and create educational materials for diverse audiences. For example, an English-language video can be adapted for classroom use by adding Uzbek subtitles.

### Personalized Media Resources

One of the most important advantages of artificial intelligence is its personalization capability. The system analyzes a student's age, knowledge level, interests, and learning pace, then recommends or creates suitable media products accordingly.

For instance, primary school students may be offered more colorful and animated materials, whereas senior students may receive analytical videos, infographics, or more complex interactive tasks. This ensures an individualized approach and improves learning effectiveness.

### Development of Creative Ideas

Artificial intelligence tools also support the creative thinking of future teachers. Such systems can generate new lesson ideas, suggest interactive project topics, develop media scripts, and propose innovative presentation formats. As a result, teachers are able to express and expand their creative potential more effectively.

Thus, artificial intelligence tools offer broad opportunities for automating, simplifying, and improving the process of media product creation. They enhance the professional competence of future teachers through text content generation, graphic design, video and audio production, translation, personalization, and the development of creative ideas. For example, a future teacher can prepare a video lesson script, slide design, and test questions with the help of artificial intelligence in just a few minutes [3, p.56].

### Conclusion and Recommendations

Within the framework of this study, the theoretical foundations, practical mechanisms, and the possibilities of using Artificial intelligence tools in developing future teachers' competence in creating media products were analyzed. The conducted scientific observations and theoretical analyses demonstrated that, in today's era of rapidly expanding digital educational environments, the ability of teachers to create media content is becoming an integral component of modern professional competence.

The use of video lessons, interactive presentations, electronic textbooks, podcasts, animated explanations, infographics, and other digital resources in the educational process increases students' motivation to learn, enhances lesson effectiveness, and elevates the quality of education to a new level. Therefore, developing media product creation competence within the system of future teacher training is considered an important scientific and practical task.

Based on the results of the study, the following conclusions were reached:

First, the development of future teachers' competence in creating media products is an important direction of modern pedagogical education. This is because today's teacher should be not only a specialist who imparts knowledge, but also a creator of high-quality digital resources, a media-literate professional, and an individual with a creative approach.

Second, Artificial intelligence tools make this process fast, convenient, and effective. Artificial intelligence-based platforms provide substantial assistance in text writing, graphic design creation, video editing, audio material production, translation and localization, as well as the development of interactive resources. This saves teachers' time and creates broad opportunities for their creative activity.

Third, AI-based creative platforms enhance the creative potential of future teachers. By using artificial intelligence, teachers can develop innovative pedagogical solutions, including various design ideas, presentation formats, video scripts, and interactive teaching methods.

Fourth, it is necessary to introduce specialized subjects and modules on media product creation into the curricula of pedagogical higher education institutions. Future teachers should acquire systematic theoretical knowledge, practical experience, and modern technological skills in this field.

Based on the above conclusions, the following practical recommendations were developed:

#### Recommendations:

1. Introduce the course "Media Pedagogy and Artificial intelligence" in pedagogical higher education institutions. Within the framework of this course, students should be provided with theoretical and practical knowledge on media content creation, pedagogical design, video lesson production, development of graphic materials, and the use of AI tools.

2. Establish media studios and laboratories. It is advisable to create media centers, video studios, and digital laboratories equipped with modern technical devices in pedagogical higher education institutions. Such an environment would enable students to gain practical experience and create real media products.

3. Conduct practical training courses on video lesson creation. Short-term courses should be organized for students on writing video lesson scripts, working with cameras, editing videos, adding subtitles, recording audio, and presenting final products. This would help develop their practical skills.

4. Launch competitions for innovative media projects among students. Organizing contests among future teachers for the best video lesson, best podcast, best infographic, and best interactive presentation would increase their creative activity and foster a competitive environment.

5. Improve the qualifications of academic staff. To effectively integrate media technologies into the educational process, it is necessary to regularly retrain professors and teachers in the use of modern media tools and Artificial intelligence. This is essential because the role of teachers in shaping innovative education is invaluable.

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