



The Role and Importance of Media Education in the Educational Process

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Abstract: *The article discusses the methods and means of developing the thinking of young people in the context of media education, media literacy and information culture education, as well as the content and essence of the concepts of “media”, “literacy”, “media education” and the fact that the development of media literacy among students is a pedagogical necessity.*

Keywords: *media, literacy, media literacy, media education, pedagogical process, educational process.*

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Introduction. Innovative and pragmatic issues of educating young people in the world's leading scientific research centers, informing modern educational processes, pedagogical and psychological bases of receiving information, and forming the morale of students in the conditions of informatization of education, implementation of distance education, media education scientific researches are being carried out on the development of didactic and educational possibilities of technologies. Development of media literacy of students and standard media provision of higher education institutions, improvement of their competence in working with web-browsers, scientific text, research of media education from a social, pedagogical and psychological point of view, development of scientific-methodological foundations of media activity a number of studies are being conducted.

In our republic, major reforms are being implemented in the fields of continuous education system, information technologies and communications, mass media. This process showed that there is a need to increase the level of media culture of students, to conduct research on the mutual harmony of media, education and life. In the Decree "On the Development Strategy of New Uzbekistan for 2022-2026" ¹in the direction of "Conducting a fair social policy, development of human capital", for the purposes of "Improving the state policy regarding youth", "Spiritual development" providing and bringing the industry to a new level" points set a number of priority tasks related to higher education. This requires the improvement of media culture development technologies by analyzing the pedagogical and psychological possibilities of media education technologies, developing media culture based on foreign experiences, and expanding the pedagogical possibilities of media.

Literature review. A. on the implementation of Information Communication Technologies by scientists of our country, ensuring the information security of students in the context of global informatization and the importance of media technologies and their use. A. Abdukodirov, M. Aripov,

¹ Decree of the President of the Republic of Uzbekistan "On the Development Strategy of the New Uzbekistan for 2022-2026" // Collection of Laws of the Republic of Uzbekistan. -T., 2022.

U.Begimqulov, F.M.Zakirova, N.A.Muslimov, Sh.Pakhruddinov, H.Sh.Kadyrov, J.A.Hamidov, T.Shoymardonov, E.Kasimova, M.Research work was carried out by the quonovs.

Content, priority principles of media education by CIS scientists D.V.Zalagayev, D.E.Grigorova, A.Yu. the issues of effective learning of media products, formation of media literacy among students, and the integration of ideas of media products into the educational content have been studied.

Foreign scientists E.McLuhan, J.Gonnet, A.Hart, H.Eric, H.Michael, I.Harold, U.Carlsson, K.Friedrich and others in their scientific works on media products, their influence on personality development, influence based on media materials issues of organization of lim are analyzed.

Discussion. In the organization of modern education, the cultural studies approach determines the need to develop the media culture of students. This is primarily due to the fact that modern informatization processes taking place in society today lead not only to visible changes in personal communication, but also to structural changes in the entire cultural system. This generally affects the rapidly changing world landscape, as information technologies, distance forms of knowledge acquisition, project activities, electronic versions of works of art, etc. are rapidly entering modern education.

The term "media" (Latin - medium, i.e. tool, intermediary, method) refers to various forms of communication and information means. Each type of society corresponds to a certain set of "media" - they are conventionally divided into five types: early (writing), printing (printing, lithography, photography), electric (telegraph, telephone, sound recording), mass media (cinematography, television), digital (computer, internet). Media can be divided into non-electronic print media and electronic media.

Non-electronic print media include periodicals, newspapers, magazines, books, and comics. Electronic media include radio, movies, television, computers (cd-rom / usb), video games, the Internet, recorded music, mobile phones, and e-books.

The concept of "media" and the subject of its impact on society began to interest researchers from the 1950s and 1960s. Since the middle of the 20th century, technological factors have played a decisive role in social and political processes, which has led to the active study of the media phenomenon by researchers, especially Western scientists. Issues related to the influence of the media on the individual and society, the role of the individual in communication processes were widely covered in the works of Anglo-Saxon world scientists such as G.Lassuel, U.Schramm, G.Gerbner, G.Innis, M.McLuhan. It was in the Anglo-Saxon school that extensive and comprehensive studies were conducted on the "media" phenomenon. In the 60s of the 20th century, a new science was established on the basis of the University of Toronto y was opened and it was devoted to the impact of new technologies on human consciousness and activity. The first group under the leadership of professor G.Innis studied communication technologies, while professor M.McLuhan studied the phenomena of mass communications and media education. That 's how much this science is The school was named "Toronto School of Communication Theory".

Prof. M.McLean is a scientist who introduced the concept of "media" to the world of science. The word "media", which is the blind form of the word "medium" in Latin, means "in the middle", "mediator", means of communication, information transmission and reception in scientific usage. was accepted as a method of doing.

As a result of his research, M.McLean developed the thesis "Medium is the Message". According to him, the medium of communication has a great influence on both its content and its reception. Therefore, transmission of the same information through different communication channels (for example, radio and television) leads to completely different results. Based on this idea, the

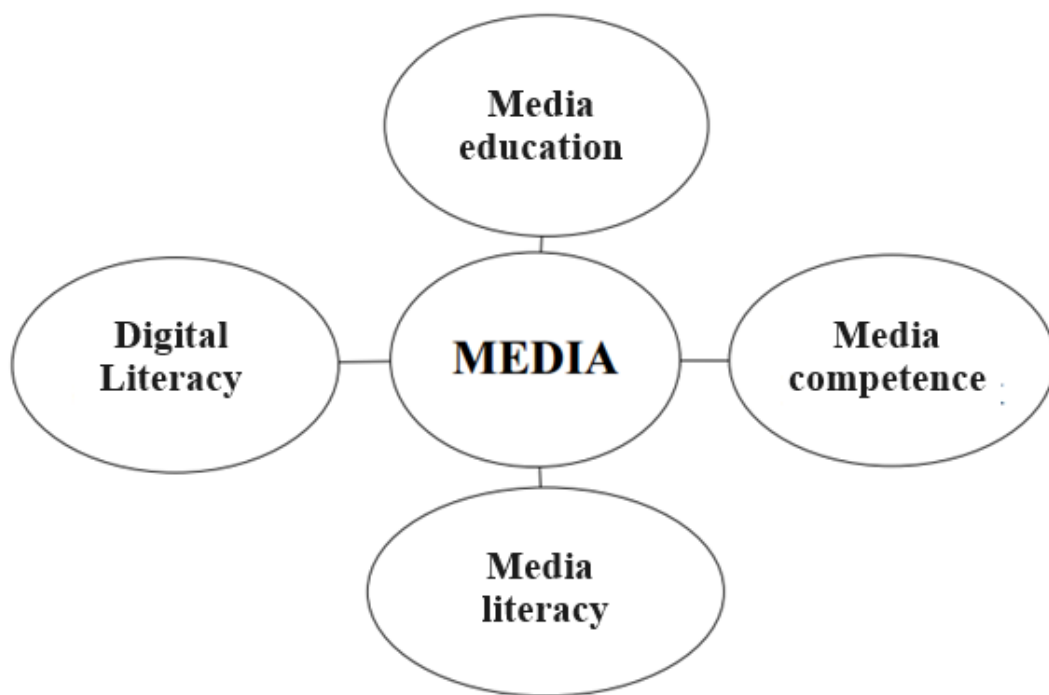
Canadian scientist concludes that the means of delivering information is more important than the information itself.

Results: The use of mass information technologies in the educational process corresponds to the psychophysiological development of students, makes the educational process more interesting, and has a significant impact on the content, forms and methods of education. In the conditions of the information society, this becomes especially relevant. The main goal of media education is to help understand basic laws, to learn the language of media information in simple directions, to contribute to the artistic growth and development of the student, to form the ability to receive, learn and competently analyze media texts.

In the modernization of the educational system, the issues of media education are also important. Media education has its own technological infrastructure, its own basic educational technologies. The main content of media education is to understand the language of media culture, film art, artistic television and its history. Media education is a phenomenon that improves the educational process and all its didactic conditions. In the educational process, the materials of educational subjects should be carefully coordinated in the organization of media education. A student's effort to increase the scientific and practical significance of the studied material is a means of instilling stable systematized knowledge in the minds of students. Pedagogical strategy of media education is to be able to analyze art, evaluate it based on its interpretation. At the center of media education is the student, it is necessary to take into account his interests and desires, to teach him to think critically about the received information. According to pedagogic scientists of foreign countries, media education has an educational and educational value and teaches students to think reactively in the process of perception. Learns to work with information, search for information, distinguish the necessary, process, organize, understand the content of information, and distinguish logical relatives. Based on these information culture is formed. Currently, the term "information attacks" is often mentioned in the media. The mass media is being turned into a weapon of aggression by the efforts of certain groups with corrupt intentions. In "ideological attacks" the mind and heart of a person are being targeted. The issue of young people, their spiritual and moral education requires special attention.

Mass media plays an important role in the world news process. After all, there are theoretical foundations of any editorial activity. Although more than ten concepts of media education have been created today, there is no single theory that integrates the collection of pedagogical experience from different directions.

Research is being carried out in order to clarify what media education is, to show its place in multi-disciplinary pedagogical activity, to determine its purpose, tasks, and the basics of the project.



Picture-1: Structure of media in modern practice

In fact, the nature, goals and tasks of media education are being studied on a large scale, and significant results have been achieved. According to the electronic encyclopedia of the Russian pedagogical encyclopedia, media education is the study of mass media - press, television, radio, cinematography, and the Internet. Knowledge in this regard serves not only for the supply of personnel for the industry, but also for the formation of media literacy - the ability to analyze, evaluate and create media texts in every person who uses information technologies. The term of media education is used in a narrow sense as a part of the general structure of education. It is in line with the objectives of general education. Media culture and news culture are also used as synonyms of media education in pedagogy. The new direction of education, in a word, is education in the field of mass information and communication.

As a result of media education, media literacy is not limited to students' mastery of modern information technologies or development of critical information analysis skills. A broader view of the concept of media education is required. In the effective and rapid use of information, the student can determine the type of information needed to solve a specific problem, can access this information efficiently and quickly; identify keywords and related terms to access information of interest; can identify different types and formats of potential information sources and do much more.

Conclusion. There are various controversial opinions regarding the development of media education in history and today, and these views have been refined over the years in research in various sources, in the scientific works of representatives of advanced pedagogy and psychology. Although it has a specific theoretical and methodological basis, it was found that researches related to this problem are being conducted. The excellence of media education definitely determines the future of young people. This comprehensive pedagogical process, in accordance with the principles of education, requires the use and improvement of modern pedagogical and information technologies in the lesson, and the gradual implementation of interactive, interactive methods on a large scale.

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