

Scientific-Pedagogical Basis and Need for Development of Media Culture through Media Education

Umurzakova Bonukhon Azizovna
Fergana State University

ABSTRACT

The article presents detailed opinions and comments about the importance of media education as a basis for the development of media culture and its historical pedagogical aspects. Analytical conclusions about the role of this education in the formation of culture and increasing information literacy are also presented.

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INTRODUCTION

The fundamental socio-economic changes taking place in modernizing Uzbekistan are causing a sharp change in the media environment of the society in terms of quality and quantity. These events are taking place in the conditions of the rapid development of telecommunication means and information technology systems, which make the sum of information and telecommunication processes and various levels of information factors a focal point in the field of social management in this society. In this situation, the need to develop media culture among students is increasing. Adapting to the media space and improving media literacy are becoming one of their urgent tasks¹.

It is difficult to imagine the modern world without mass media. Media includes print, press, television, film, radio, sound recording, and the Internet. In the last half century, the media began to occupy a central place in human life. According to sociologists, on average, a cultured person lives 75 years, and about 50 years of this life are spent actively without sleep². Therefore, the use of media materials among young people increases the worldview of the media product it is necessary to form the skill of creating a media text in every person who has the ability to transmit. Today, media education is engaged in this task. After all, the media and other information services (libraries, archives and the Internet) help people make decisions based on the abundance of information available all over the world. In addition, they are a means by which the society can learn the truth about itself, support communication with the population, and thereby move towards the goal by uniting with it. Therefore, development of media education in the society, formation of media literacy in people, teaching and training not to fall under the news influence of the media is one of the important and priority tasks.

¹ Umurzakova Bonuxon Azizovna "Mediata'lim orqali mediamadaniyatni rivojlantirishilmiy-pedagogik asoslari va zarurati" FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI ISSN: 2181-1776 Jild: 03 | Nashr: 03mart 2022 33-b

² Kubey, R. (1998). Obstacles to the Development of Media Education in the United States. Journal of Communication (Winter), pp.58-69.

Article 19 of the Universal Declaration of Human Rights states that the freedom of access to information of every religion is protected as follows: Everyone has the right to freedom of belief and its free expression; this right includes the freedom to hold one's beliefs without hindrance and to seek, receive and impart information and ideas through any means regardless of national borders. However, this freedom brings certain duties and responsibilities. That is, freedom of information requires the user to have a high level of information culture and media culture. Because the right to information and its use can become a legal threat. At the same time, we see that other sources also give such descriptions of the media term. "Media mass media is a means of communication that performs numerous and diverse functions aimed at distributing news, information and advertising information, recommending entertainment offers for both a wide and special audience." In most cases, experts see this description at the core of the term media. Nevertheless, there is also a narrow meaning of this term. Some researchers refer to the mass media as a separate information environment in the context of this term, while others refer to a specific information carrier³.

In our opinion, media culture is very important not only for journalists, mass media workers, but also for foreign language teachers, as the ability to process information received under the influence of the media, to analyze it logically and analytically, and to develop the skills to understand its hidden impact. is the desired quality. Because they, as learners and teachers of other languages, are also engaged in learning and teaching foreign information. At the same time, it will be possible to see the influence of the rational or blind approach of the foreign mass media in the activity of impartial and truthful information delivery in the students. Therefore, future foreign language teachers will have the ability to improve media literacy, develop the skills to understand the negative effects of the media through media education, and thereby protect their students from ideological deception.

Before researching the need to form media culture, it is appropriate to research the meaning of the concepts of information literacy, information culture, media education and media culture, and how they are classified in dictionaries.

Information literacy means a set of skills and competences in the selection, evaluation, processing and transmission of information. Information literacy recognizes the importance of owning, evaluating, and using information ethically.

Media literacy refers to a set of skills and competencies for receiving and evaluating mass media. Therefore, media literacy emphasizes understanding media functions, evaluating the quality of the implementation of these functions, and engaging in rational cooperation with the media for self-expression and participation in social processes.

Both media literacy and information literacy are related to the conscious formation and development of the skills of interaction among young people, regardless of the technologies used in the media and information space. The term media education is used in a narrow sense as a general cultural component of education. It corresponds to the goals of general education. In pedagogy, the words media culture and news culture are also used as synonyms of media education. It gives people knowledge such as understanding how to use mass communication in social consciousness, mastering the skill of using media while communicating with other people⁴. According to the UNESCO definition: media education is the study of the theory and practice of modern media knowledge⁵. Therefore, the worldview and thinking of how to use the media is the basis of media education. Therefore, one of the important pedagogical tasks is to systematically analyze the issues of how to use the media wisely in the educational process even among young people.

³ www.advesti.ru/glossary/desk/1952).

⁴ UNESCO, 1984. Media education. Paris: UNESCO. P. 8.

⁵ Dorr, A. (2001) Media Literacy. In: International Encyclopedia of the Social & Behavioral Sciences. Vol. 14 / Eds.N.J.Smelser & P.B.Baltes. Oxford, 2001, pp.9494- 9495

Media education is part of a person's right to receive and distribute information. UNESCO recommends introducing media education into the national curricula of the educational systems of all countries of the world. Currently, in countries such as European countries, the USA, Australia and Russia, media education is included in the education system as a compulsory subject. According to the Oxford Encyclopedia, media education is the study of media. Media education is connected with media texts that are created and distributed. Forms the ability to analyze media texts in order to comment and evaluate them. Media studies are usually done in a practical way, that is, in connection with the creation of media texts. Media education serves to increase media literacy through studying the media.

According to the electronic portal Wikipedia, media education is the study of press, television, radio, cinematography, and the Internet. Knowledge in this regard is not only necessary for the supply of personnel for the industry, but also for the formation of media literacy skills in the analysis, evaluation and creation of media texts in every person who uses information technologies. h uchun xizmat qiladi.

CONCLUSION

On the basis of the above-mentioned opinions, it is possible to formulate a tariff for media culture as follows: Media culture is a set of knowledge, skills and abilities necessary for the analysis, evaluation, and creation of various media works. Smart guys and girls have their own protective shell, "armor". They can see, read and watch media products through their "spiritual filter" (ideological immunity). They look at propaganda, one-sidedness and the reasons for it, and the intentions of the informant in media texts. Such a media culture defines a critical approach to media products and protects against delusions.

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8. www.advesti.ru/glossary/desk/1952).