MECHANISMS OF THE INFLUENCE OF MASS MEDIA ON THE DEVELOPMENT OF PERSONALITY UNDER THE CONDITIONS OF MEDIA

Nekboev Kh. Kh.
Karshi State University, **UZBEKISTAN**

ABSTRACT

Modern society is going through a difficult stage in its development. The changes involve the transformation of ways of performance and conduct. A person becomes a subject of his own life, actively implements the right choice in self-realization. In this context, there are new requirements for education, as the socio-cultural system, largely defines the nature of the development of society. Measure of wealth of any State to become its intellectual resources that naturally defines priorities in the development of society, namely, the quality of education. It is impossible to imagine modern life without interacting with the means of mass communication. The world experience shows that without knowledge of laws of the information society and the mechanisms of the influence of mass media on the development of the individual cannot be the progressive development of the education system. Rapidly growing qualitative changes in all spheres of public life, including education. And in this area we cannot do without a certain influence on the media as participants and the education process itself. It is impossible to imagine modern life without interacting with the means of mass communication. The world experience shows that without knowledge of laws of the information society and the mechanisms of the influence of mass media on the development of the individual cannot be the progressive development of the education system. Modern mass media perform many functions: information, education, entertainment, etc. But the audience is absorbed huge quantities of information, often controversial and introduced the character. Essentially, the modern media system of non-formal and informal learning in various sectors of the population. The mass media have an enormous impact on the assimilation of people of all ages a wide range of social norms and value orientations of individuals.
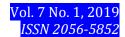
Keywords: Media, educational process, media, media culture, media text, criticism, analysis.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The modern world of media, i.e. media, acquired a special significance in the life of mankind. Media today is one of the most important spheres of life of the people.

If you think about the impact of media on the person, their information and education features that mass audience purchased a variety of often contradictory and free information. Keep this is especially important because the media actually constitute a system of non-formal and informal learning in various sectors of the population. The media significantly affect absorption by people of all ages a wide range of social norms and value orientations of individuals.

Every year the media play an increasing role in the lives of people and in the educational process. Hence the clear importance of intensive development of media education, which she interpreted as a direction in pedagogy, which supports a study of schoolchildren and students

of regularities of mass media: press, television, radio, cinema, video, etc. The main tasks of the media: to prepare the new generation for life in a modern informational conditions to receive different information, to teach a person to understand her, aware of the implications of its effects on the psyche.

Modern communication media offer the audience a variety of information, both in form and in content, that requires future teacher skills to comprehend and critically analyze, identify the aesthetic and artistic value media texts, to determine their potential for personal development and so on.

One of the important factors and assessing information selectivity is critical thinking. The process of critical thinking and analysis of works of media was called critical media literacy. In order to develop critical media literacy teachers and students should explore the initial submission on media text; engage in critical analysis of their own perception of the situation described, or hidden in media text; separating truth from half-truths, correctness of incorrectness, fact from fiction, the objectivity of bias.

Teachers who work in higher educational institutions and based on traditional approaches to formation of critical thinking that difficulties facing the inclusion of students in the process of development of thinking in different types of professional and social relations. In this regard, it can be concluded that the process of forming a critical thinking students is inadequate educational system reform processes. Need to be updated as content and form, and methods of forming critical thinking.

Among the scholars who have dealt with the issue from a philosophical, psychological and pedagogical perspectives we can mention such researchers as E. de Bono, D. R. Dewey. R.X. Johnson, D. Kluster geographically distributed cluster for the development of critical thinking, model training future teacher must include several basic steps: statement of levels of development and perception of media works in the audience; students master the creative skills of the material media and forming full perception of media texts; development of skills of independent, critical analysis of media texts.

The need for the first phase is justified by the fact that even before the main parts of a model teacher, you must be clear about the specifics of development of the students in the field of media.

Students master the creative skills of the material media implies identification with the authors of works of media [4].

The final stage is to develop skills of critical analysis of media texts provided for the consideration of the internal content of key episodes, most clearly identify patterns of building works in General; in an attempt to understand the logic of copyright thinking; identifying author's conception; assessment of the audience the copyright systems views, an expression of her personal attitude to this concept.

The playback process, understanding, interpretation, analysis, synthesis, evaluation of logics media information requires students skills to fully perceive media text, group, facts, properties and phenomena, classify, disclose a significant part of the studied media works, its internal structure. Only on the basis of system characteristics media text addressee can make

independent and informed conclusions, which are basis for the practical application of acquired knowledge.

In the implementation of critical analysis media works decoding plays an important role. Decoding begins by posing questions about the media text, its creators, their objectives, etc. Teachers in the classroom, developing critical thinking audience, offering to consider various judgments, perspective on the problem, create the conditions for a student independent opinions, decisions, and output.

Reflection in media educational context involves more than simple media audience knowledge and understanding of their own feelings at the moment of perception media text (emotional, reactions, etc.). The same media text (film, television program or advertising article) can cause a variety of estimates and judgments, scoring which normally causes universal hot discussions, which involved students, teacher, and this involvement puts them in a position of equal subjects of artistic activities, which in the process of perception and interpretation of works of media cultures are carried out subject-reflexive relationship between teacher and students and between audience and creators of media text, i. e. going mutual display of data subjects [2].

The effectiveness of the development critical thinking students of Pedagogical University in terms of media education, in our view, depends on a holistic approach that includes: 1. An update of the theoretical training of future teachers of the problem impact the media, both the identity of the students and their professional position;

2. Raising the level of literacy of future teachers in determining the positive and negative influence of communications media;

3. The orientation of educational process on the development of critical skills of students perceive a variety of media that will allow them to focus the experience in teaching practice;

4. Diagnostics of the status and dynamics of the development of critical thinking of future teachers in the process of thinking through a variety of media texts;

5. Technological process of media education students of Pedagogical University.

Thus, the more educated the future educator in the information society, the more and more it provides itself with adequate information, the will generated them an image of the real world and the better he will be able to blend in with the surrounding world. This will allow him to fully disclose their material and spiritual potential.

REFERENCES

1. Khurshid Kh. Nekboev. Critical analysis of media texts - as condition of development thinking process. Eastern European Scientific Journal. Düsseldorf – Germany. №2, 2018. 372-375 pp.

2. Клустер Д. Что такое критическое мышление?//Критическое мышление и новые виды грамотности. М.: ЦГЛ, 2005. С.5-13.

3. Челышева И.В. Развитие критического мышления студентов педагогических вузов в медиаобразовательном процессе //PR, бизнес, СМИ: партнерство и конкуренция / Отв. сек. Л.Н.Гончаренко. СПб: Изд-во СПб гос. инж.-экон. ун-та, 2007. С. 217-221.

4. Shadiyev R.D. Methods and Forms to Ensure Understanding in Educational Process. Eastern European Scientific Journal. DOI 10.12851/EESJ201805.www.auris-verlag.de