

MEDIA CULTURE AS A DEVELOPING FACTOR OF RATIONAL THINKING OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

This article is written about the appearance of the word "media" in society, about the stages of its development, its types, etc. What is the need for the use of media education in our modern life and learning media education for future professionals and students of general education schools? The material analyzes the development models of media culture of schoolchildren, the role of media knowledge, media culture in people's lives, and their role in shaping the rational thinking of a person.

Keywords: Media education, media culture, media literacy, media knowledge, media competence, rational thinking of pupil, media technology, media library, forms of teaching with media, interactive ways of teach.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Mass media in the modern world turned into a kind of "parallel school" for students, acting both positively and negatively, which necessitates the introduction of media education in educational institutions. At the same time, the form of the study session will change significantly. The media education technology underlying such a lesson will not only prepare the younger generation for critical perception of information, but will also contribute to the development of the artistic and aesthetic qualities of the individual.

On a global scale, a manifestation of interest in the development of an active, critical and creative approach to the formation of media culture among young people is of global importance. The UNESCO conference on "Information is for everyone!" emphasizes the need for social, pedagogical and psychological research of media education, the development of scientific and methodological foundations of media activities. Educational institutions conduct targeted activities to develop the integration of education and media.

The International Chamber "Children and Violence on the Screen" actively attract highly professional competent teachers, psychologists, and sociologists from leading countries of the world to conduct research on the impact of media production on the social and psychological development of an individual. Of particular importance are the issues of resolving the problem of organizing and developing media education in various countries of the world, including a theoretical solution to the problem of ensuring the security of the children's media services market by the World Children's Summit on Media.

Uzbekistan has built a regulatory and legal framework for creating a base for forming and developing a media culture of consumers in the form of media portals, video and audio information, information resource centers, print and electronic literature; textbooks, study guides, and multimedia programs. "Improving the system of continuous education, improving the quality of educational services" is a priority task outlined in the decree of the President of

the Republic of Uzbekistan in the Action Strategy for the further development of the country. Consequently, broad opportunities have been created for conducting practical research to ensure the information security of students in the context of the globalization of telecommunication systems.

The need to develop new educational technologies (including those directly related to the mechanisms of social rehabilitation of adolescent deviant behavior) is currently one of the most pressing problems of modern pedagogy. Educational technology in the field of media culture should contribute to the improvement of such social and ideological qualities that are necessary at this stage of development of society.

If we consider the pedagogical technology as a set of actions and conditions, its consistent implementation should ensure solutions to the goals and objectives of training. It should be borne in mind that pedagogical technologies in the field of media culture should maintain a close relationship of training and education.

The core problem associated with the topic is the lack of an effective specialized technology, which leads to ineffective teaching. However, with a well-organized system of goal-setting and motivation, integrated design of educational activities in the field of media culture is possible. In this case, the pedagogical technology is not limited to a set of certain teaching aids and ways of working with them, but includes mastering various methods of organizing educational activities with a practical focus on the realization of the artistic and creative potential of adolescents.

Personal media culture is a necessary part of personal ethics, the totality of its abilities in mastering and the ability to skillfully apply the theoretical knowledge of the disseminated media information, its selection, analysis and evaluation, as well as their practical and skillful application in main fields such as professional, everyday, cultural, spiritual and educational activities.

At its core, the development of media culture in a person is not a spontaneous process, but is based on its gradual evolutionary development. In general, the essence of the process of forming media culture in an individual is expressed: in media literacy, media education, media ability and media competence.

A.Fyodorov in his monograph “Media Education: Yesterday and Today” indicates the following types of media education models: educational-informational, moral-educational, practical-aesthetic, sociocultural [2, 146].

And I.V. Chelysheva in her study guide “Research and Training Center: “Media Culture and Media Competence: Working with Teachers of a School and a Higher Educational Institution” singles out synthetic media educational models: aesthetic-sociocultural, informational, moral, educational, informational –practical [4, 12].

And I.A.Fateeva in the article “Types of media education” divides media education models into the following types: educational and informational; practical; aesthetic; developing; protection-ideological [1, 270].

As a result of studying the history of the development of media education in Europe, the USA and Canada, it has been established that they have the following priority features:

- thanks to the interdisciplinary integration of academic subjects, the opportunity to introduce media education has appeared;

- in the 1960s and 1980s, media education was based on the unity and integrity of educational programs (mother tongue, art history, social sciences and humanities), it was not carried out within the framework of the same natural sciences;

- by 1980, the scope of research conducted to study the prestige of media in education was expanded due to the advent of computer technology;

- in the national curricula of the countries of Denmark, Norway and Sweden, the integration of media education with academic disciplines is not limited, however, they are classified according to the creation of opportunities for learning the skills necessary for the daily life of students in an informatized democratic society [3, 96-104];

- media education in European countries is taught in accordance with interdisciplinary integration based on the social sciences and humanities;

- media education is organized by the mediation of institutions involved in the creation, distribution, and development of educational information and communication technologies;

- media education in the United States developed at the beginning of the XXI century;

- primary schools in Switzerland have their own media centers that can compete with university-level media education research centers of universities of Lozano and Zurich;

In English-speaking developed countries, the main aspects that manifest themselves in the development of media education are as follows:

- The Canadian government has rated change as the driving force of its development and its ability for social flexibility with long-term sustainability;

- in the USA, passivity has been noted for many years in organizing media education, by the beginning of the twenty-first century significant achievements had been achieved when using media education in practice, the state began to have its own media education model [5, 78-83];

- In the UK, a conservative approach to education bans the introduction of media education, and most teachers did not take initiative in applying the fundamentals of media education to the learning process, and in 1992-1993 the government tried twice to remove media literacy training from curricula. Only from the last years of the last century has this obstacle been overcome [3, 63].

Theoretical study of the problem indicates that a great experience has been gained in the practical application of media education in foreign countries, in particular, in Russia. Despite the growing role and importance of the media in the life of individuals and the society, there have been no serious steps in the use of media education. The proof of this postulate is that in the course of working with electronic media, in particular, the sources of the Internet, we could not turn to sources related to this field of education.

The following conclusions were made in the course of clarifying the theoretical and methodological issues of the development of media culture of students in general education schools:

in school practice, a holistic approach to the development of students' media education has not yet been developed;

therefore, media education needs to be improved using media as carriers and distributors, taking into account the importance of the psychological-pedagogical (spiritual, educational) influence of the media in the process of organizing social upbringing of the younger generation; development of students' media culture includes the following stages: media literacy, media education, media ability, media competence; It is advisable to develop a

mechanism for the development of students' media culture for the development of their media culture.

As a result of familiarization with the existing literature, studying the role of media in disseminating information and its significance in the social impact on the formation of personality, defining relationships, pupils' approaches to media based on pedagogical observation, it has been established that the essence of social (macro) and micro) environments; family education; activities of educational institutions; the impact of parents, educators, decision makers and peers; personal approach to the spiritual and moral values of students; the existence of vital factors affecting the personality of the student to create the opportunity for them to successfully develop media culture.

The theoretical study of the research problem, the organization of experimental work, the course of the process and the preliminary conclusions of the research suggest that the achievement of the goal of organizing media education in the republic's general education institutions can be achieved in the following forms:

1. Mastering new knowledge (form: mini-lecture, presentations).
2. Consolidation and formation of new KSC (knowledge, skills and competence) (form: discussion, training, laboratory work, project, report, case, games - intellectual and role-playing).
3. Systematization and synthesis of knowledge (form: seminar, presentation, selection, test - quiz).
4. Controlling the KSC and adjusting knowledge (form: case, writing, essay, presentation, exam).
5. Combined (form: round table, interview, excursion, conference, seminar, master class).

CONCLUSIONS

- The analysis of the theory has shown that improvement of media culture development technology in the students of all primary schools in the conditions of modern globalization is one of current pedagogical problems.
- Expeditious development of mass media, the relation, the interest of pupils given by them to information have led to establishing multi-faceted, complex social and pedagogical activity since 80th years of the XX century to introduce media education in school practice.
- In the conditions of Uzbekistan, increased role of media in the social life and strengthened interest of pupils to learn and assimilate data are leading to development of their media culture in primary school students.
- Development of media culture of pupils of all-high educational schools occurs under the influence of such factors as the maintenance of the social environment (the macro, meso and micro environment), family education, activity of educational institutions, influence of parents, teachers, trustees, sponsors and peers, personal approach and spiritual and moral values of pupils and also the place of media in lives of the pupil and its impact on the personality.
- Enhancement in technology of media culture development of pupils of all-high educational schools, serves for stage-by-stage formation of media literacy, media intelligence, media skills and media competence.
- Expansion of the pedagogical capabilities of the stages of media culture development in primary school students (media literacy, media awareness, media workshops, media competence) based on the integration of media technologies and web quests and technologies serve the development of media education for students.

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