THE CONTENT OF MEDIA LITERACY AND ITS MAIN CATEGORIES

Ochilov Sherzod Jurakulovich

Assistant at the Uzbek-Finnish Pedagogical Institute, Uzbekistan

Annotation. *This article describes the content of media, media education, media literacy, information literacy, visual literacy, media literacy. Students are provided with information about the content of media literacy, the necessity and importance of media literacy in society.*

Keywords: *Media, media education, media literacy, ICT, information, information literacy, visual literacy.*

Electronic means of communication, the Internet, and satellites create the basis for the unprecedented pace of development of mass media. Newspapers, magazines, radio, television, photography, documentary and feature films, news agencies, and the Internet have steadily grown in number, and significant qualitative changes are taking place. Such technical wonders as a computer, fax, cell phone, parabolic antenna, and e-mail have a great influence on the development of mass media. Unique opportunities are being created in our country to train specialists with high intellectual potential, modern knowledge and qualifications, a new worldview and independent thinking. In this regard, the widespread use of information and communication technologies is being established - promising areas of media use in the educational process. In the educational process, media, that is, the Internet, television, radio, cinema, video, telephone and other means of communication, show their effectiveness[1].

The term "media" (from Latin– medium, i.e. medium, intermediary, method) refers to a means of communication and information in various forms. The content of the concept of media includes a means of creating, copying, distributing information, as well as technical means of exchanging information between authors and a mass audience.

Experts believe that through media education, students acquire media literacy, it teaches them to think independently, further develop creative activity, receive information, process it, generalize, draw conclusions. The more advanced media literacy is in the educational process, the more it serves to develop the worldview and intellectual potential of the younger generation. So, today it is advisable to study the secrets of media literacy in theory and adequately apply them in practice. In the context of globalization of information communication, specific requirements arise in the educational process. These requirements are directly related to media literacy.

Media literacy serves to raise the entire field of education to a qualitatively higher level, to raise information culture. That is, by providing the student with theoretical

knowledge in the learning process, he gets the opportunity to demonstrate the material at a high level using modern methods. This is an innovation, and, so to speak, an advanced method is of interest to readers. They serve to master these topics during the lesson. Sources note that video education and video literacy were first defined by the International Council on Film and Television at UNESCO in 1973: "media literacy should be understood as the formation of theoretical and practical skills in mastering mass communication, which are considered in the theory and practice of pedagogy as a special field of knowledge" [5].

In the 70s and 80s of the XX century, the development of media education was supported by UNESCO. In the mid-1970s, UNESCO commented not only on the support of media education, but also on its development in the next decade. Since 1972, the educational documents of the French Ministry of Education have been related to aspects of media education. And in 1976, media education officially took its place in the national curriculum of secondary educational institutions[2]. In 1982, the famous French media educator and researcher J.Gonnet presented to the French Ministry of Education a proposal to create a National Center for Media Education, which will help teachers of educational institutions effectively introduce various types of media into the educational process.The goals of the center were developed with Vandevoord. Even in the 90s of the XX century and at the beginning of the XXI century, France remained one of the active countries where media education was developing. The theory and practice of audiovisual learning were first systematized and analyzed in France as a result of M. Martineau's research.

In the 90s of the XX – early XXI century, Media education in Britain developed very fruitfully. In 1996, a Media Education Center was opened in England on the basis of the Pedagogical Faculty of The University of Southampton (The University of Southampton, UK). In UK schools, 25,000 high school students and 8,000 university students choose a media course for their final exams every year. Media culture has become an integral part of the English language curriculum. One of the founders of Canadian media pedagogy, K.Vorsnop believes that the media is the universe that surrounds us today, and it is absurd to focus on what surrounds us. Commenting on this vague opinion, K. Vorsnop said that it is necessary to focus on the formation of deep analytical abilities, rather than on providing the reader with knowledge about the types, structure and functions of media. That is, it is not what surrounds us that matters, but how it surrounds us.

It is difficult to overestimate the influence of the American media on the minds of the younger generation around the world. Back in the 1980s, more than 90.000 people in the United States were busy collecting information for television, radio, newspapers and magazines, the opening of cable networks provided 24-hour continuous transmission of information, while more than 1.650 local newspapers informed people

about 7.500 news a week. The expansion of the media has created prerequisites for the development of media education[4].

Media education related to the English language and art is taking place in 46 states of the country. And in 30 states, media education is used in the social sciences, history and civil rights, environmental and medical sciences groups. Professional associations of teachers are trying to include Media Education in state standards. Media education in the USA is also called "media literacy", "information literacy", "visual literacy". Each phrase also has a place of application. For example, "information literacy" is more commonly used in relation to libraries, computers, and digital media types. On the other hand, "media literacy" is more often used in connection with television, social activism and popular culture.

In the 80s of the XX century, the course on the basics of computer science and computer engineering was introduced first in certain professional educational institutions of the former regime, and then in secondary schools (including in Uzbekistan). It was aimed at exploring the use of computers en masse. The computerization of educational institutions and the development of computer science as an academic discipline in the 1990s were the impetus for the emergence of A.V.Sharikov's views on media education. The concept of informatization of education in Russia has been developed and published. This led to the definition and the beginning of the next stages of the process[6].

Media education is currently developing in the following areas:

1) providing educational institutions with modern ICT and using them as a new pedagogical weapon that increases the effectiveness of the educational process. (Even today in Uzbekistan, the term media, media education is widely used and refers specifically to the content of the first line).

2) The use of modern information, telecommunication facilities and databases for information support of the educational process, provision of scientific, educational and methodological information;

3) the widespread development of new forms of implementation of the educational process and independent learning, the expansion of the educational process, ensuring public access to educational resources of the countries of the world;

4) not only the training of participants in computer science, but also the formation of their necessary qualifications in accordance with the conditions of the post-industrial information society, the model of preparing people for life.

In various popular scientific literature, the term "media literacy" was first used in 1993 at an international seminar on the problems of communication and personal development of a child, held in Zvenigorod. And currently there are many definitions of this term. Y.N.Usova writes that media culture is an artistic and creative activity, skills of perception, interpretation, analysis of audio, visual and audiovisual text.

A.Chernikh defines "media culture" as a specific way of mastering reality with the help of mass media, it is an information society that has absorbed the functional diversity of mass, folk, elite cultures, culture is the dominant culture of the Universe, and culture is a meta-message about their modifications, the worldview of a person at a certain stage of his existence.

From all of the above, it can be concluded that the mass media have a significant impact on all aspects of society. This effect is not always positive. Teenagers are the most vulnerable and unprotected from the negative effects of the media, as they are the most active social group, quickly and easily master information technology, but do not have sufficient personal and social experience, and have not learned how to fully form their point of view and position. It is in adolescence that the "peak" of interest in the media world is noted. Teenagers watch TV programs and commercials every day, but the Internet and social networks are especially popular.

References

1. Spichkin A.V. What is media education [Text]/ Spichkin A.V. – Kurgan: Publishing House of the Institute of Advanced Training and Retraining of educational workers, 1999

2. Usov Yu.N. The content of the program "Media Education"//Fundamentals of screen culture/Ruk. Yu.N.Usov. – M.: Publishing House of the Institute of Fine Arts. education of the Russian Academy of Education, 1998.

3. Fedorov A.V. Terminology of media education//Art and education. - 2000.

4. Fedorov A.V. Media education in pedagogical universities. Taganrog: Kuchma Publishing House, 2003

5. Fedorov A.V. Media education and media literacy [Text]/ Fedorov A.V. — Taganrog: Kuchma Publishing House, 2004

6. McLuhan G. Understanding media: external human extensions. –2nd ed. – M.: Kuchkovo field, 2008