



Development of media culture through media education.

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ABSTRACT

The article talks about the development of mediadomanism through mediata education and its current state of Health. In order to reveal the topic of the article, we will talk about mediatalism and its role in improving the quality of training on a global scale.

Keywords:

media education, media culture, media diagram, UNESCO

In the conditions of globalization, the scope and speed of media influence is increasing, information is being transmitted in a large amount and scale through the mass media, the Internet and its social sites, and the film industry. 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. Sociologists say that, on average, a "civilized person" lives 75 years, and about 50 years of this life are spent actively without sleep. And rosa spends nine years watching television[1]. Therefore, along with increasing the world view of using media materials among young people, it is necessary to form the skill of creating media text in every person who has the opportunity to transmit media products. Today, media education is dealing with this task. After all, "Media and other information services (libraries, archives and the Internet) help people make decisions based on the fullness 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"[2]. Therefore, development of media

education in the society, thereby forming media literacy in people, teaching them not to fall under the news influence of the media, is one of the important and priority tasks. For this purpose, it is necessary to review the educational and organizational work on ensuring information security in the education system, create new mechanisms of struggle, introduce a new approach to the formation of media culture in students and students.

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 the right to freely express it; 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"[2]. However, this freedom also 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.

According to research scientists Ya. Mamatova and S. Sulaymanova in the study guide entitled "Uzbekistan on the path of media education development", "media and

information literacy - "umbrella", that is, as a term combining two meanings in the content of one concept, was recommended by UNESCO. In order to understand its essence, it is necessary to know the core of each concept. The term "media" (Latin - medium, that is, tool, mediator, method) means various forms of communication and information means. The content of the concept of media includes the means of creating, copying, distributing information, as well as the technical means of information exchange between the authors and the mass audience. Today, the term media is used as a synonym for media or mass media concepts. The impact of the media on the development of modern society is increasing year by year, and through them, people understand and evaluate the surrounding reality from a social and spiritual point of view[4]. Among the main aspects of modern media, researchers include creativity (creativity, creativity) and innovation. Therefore, it is very important to educate a person who can resist the negative effects and aggressions that arise in the process of creating, copying, and distributing information.

At the same time, we see that other sources also give similar descriptions of media domination. "Media is a means of communication that performs numerous and varied functions aimed at distributing news, information and advertising information, recommending entertainment offers for both general and special audiences." In most cases, experts see exactly 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 the specific information carrier" [3].

In our opinion, media culture is a very necessary quality not only for journalists, mass media workers, but also for foreign language teachers, as the ability to process, logically and analytically analyze the information received under the influence of the media, and to develop the skills to understand its hidden reflection. 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, the future foreign language teachers will have the ability to improve media literacy, develop the skills to overcome the negative effects of the media through media education, thereby protecting their students from ideological deception.

The socio-pedagogical importance of forming media culture through media education, the tasks of its development, increasing media literacy in school and higher education, combating its negative effects, creating a conscious attitude to various foreign ideas, cultural peculiarities and habits introduced through the medium of media have been researched. At the same time, analyzes are presented on improving the pedagogical system of media culture formation in higher education, fighting against information security, and preventing ideological threats.

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

The global nature of the media, especially the involvement of young people in digital media and the Internet, and their participation in the media, has prompted UNESCO to redefine its core strategy. This

strategy is supported at local, regional, national and international levels. These principles are also reflected in the UN Millennium Development Goals and other documents. These declarations, rules and conventions are important for the development of media and media literacy. Young people should learn them within their own culture. It is also necessary to discuss these international conventions and declarations at the international level. After all, the interests of young people are focused on the development of the field of global communication, intercultural relations and cooperation on the Internet.

Media education is part of a person's right to receive and distribute information. It is recommended by UNESCO to introduce 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.

In conclusion, it can be said that in the developing world, any media education remains one of the factors that ensure the quality of education. Inculcating the concepts of media literacy and media culture among students in every educational institution today will increase the knowledge of the generation of science to the highest level in the future.

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