

ANALYSIS OF FOREIGN EXPERIENCE IN THE DEVELOPMENT OF MEDIACOMPETENCE EDUCATION

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Annotation: this article analyzes the essence of mediacompetency, its importance in the educational process and the experiences of developed countries (Finland, USA, South Korea, Great Britain, etc.). Suggestions and recommendations were also made on the adaptation of foreign experiments to the conditions of Uzbekistan. In today's period of rapid development of digital technologies, increasing the media literacy and mediacompetence of students has become one of the priorities of the educational system. The abundance of Media flows, the speed of information and the risks associated with its quality are making mediacompetency a necessary skill for each individual. Therefore, in many states, mediata education is formed as a separate educational area.

Keywords: Media Education, USA, UK, Canada, education system, television, radio, internet.

Introduction. Mediacompetence is the skills of a person to properly perceive, analyze, evaluate, create and share media information responsibly. In modern information space, this is a very important concept that requires a conscious approach from each user. At the beginning of the 21st Century, interest in mediatare education has increased significantly in the leading countries of the world. In the Russian pedagogical encyclopedia, mediata (Eng. media education lot. media-Media) defines pedagogy as “a direction that promotes the study of patterns of mass communication (Press, Television, radio, Film, video, etc. The main tasks of Media education are: preparing a new generation for life in modern information conditions, perceiving various information, teaching a person to understand it, realizing the consequences of its impact on the psyche, mastering methods. communication based on non-verbal forms of communication using technical means.

Mediacompetence is a person's skills to critically analyze, evaluate, create, and responsibly consume media information. Mediacompetent person:

- knows how to filter information;
- checks the source;
- differentiates fact and opinion;
- follows technical, methodological and ethical rules in the process of creating media products;
- adheres to the principles of digital security.

The development of mediacompetency in the educational system teaches students to think independently, analyze media messages and protect against false information.

MAIN PART. The mediata models developed in the United States, Canada and the United Kingdom can be summarized as follows:

- education and information models based mainly on cultural, aesthetic, semiotic, sociocultural theories of mediation (study of theory and history, language of media culture, etc.



- based mainly on moral, religious, ideological, environmental, protectionist and other mediation theories of education and moral models (consideration of moral, religious, philosophical problems in media materials);
 - practical-utilitarian models (practical study and application of mediatechnologies), based mainly on the theory of “consumption and satisfaction” of the moment and the practical theory of mediatology;
 - aesthetic models based mainly on the aesthetic/artistic and cultural theories of mediatology (primarily focused on the development of artistic taste and the analysis of the best works of mediamadanism);
 - socio-cultural models (perception of a creative person
- Mediata education was introduced from preschool education;
Each science program contains elements of mediacompetence;
The system of training teachers through special media pedagogical courses is established;
The development of critical thinking in children is determined as the main goal.
The Finnish experience is achieving efficiency not by integrating mediata as an independent science, but by integrating it into all disciplines.
- Us experience
In the United States, mediacompetence evolved from the concept of “media Literacy Education”. Here:
Organizations promoting media literacy (NAMLE) at the national level are actively working;
In schools, the analysis of the impact of media on society, the correct assessment of advertising and social networks has received great attention;
In many states, laws are being passed on the inclusion of the mediataeum in the mandatory program.
The US experience is characterized by teaching students to identify manipulations in the media market.
In this regard, the United States is considered the world leader in the organization of these processes, ITMs are operating in this state, which form a source and ideological basis for the organization of more than 100 mediata. Including: Center for Media education in Washington, Center for Media literacy in Los Angeles, Citizens for media literacy movement in North Carolina, Center for Media Education (New Mexico), Video Education Center in New York, Media Literacy Association in San Francisco and national media arts and culture alliance strategies, National Television and media Council in Virginia, Media Arts Center in Seattle, Media Education Foundation, etc.
By the 21st century, in all states, mediata education was included in the educational process as a compulsory education course, several concepts were developed in the organization of these processes ([Le



As in many other countries (USA, UK, France, Australia), the history of media education in Canada began with film education. The concept of screen education was formed by the British Society for education in film and television (SEFT), founded in 1950 by a group of enthusiastic teachers. In connection with the rapid pace of television development in the 60s of the XX century, the original term for teaching through cinema was replaced by another adequate-screen education (film teaching). In those years, the most advanced teachers in Canada gradually recognized the fact of the rapid introduction of a new type - visual culture-to replace printed culture. Obviously, the famous Canadian theorist M. McLuhan's works had a significant impact.

South Korean experience

In South Korea, mediacompetence is inextricably linked with digital technologies. In the country:

Training programs have been developed based on the concept of digital citizenship (digital citizenship;

Cybersecurity and internet culture are widely emphasized;

Readers are actively involved in the creation of media content (video montage, blogging, digital project work).

Korean experience sees technical skills as an integral part of media literacy.

UK experience

In the UK, mediata has been developing since the 1980s. Now:

Mediacompetency has become a key part of the English language and social science program;

BBC Academy and other agencies support media literacy projects;

There are special modules for teaching students to the basics of journalism, safe communication on social networks.

Today, Canada is experiencing a real Internet boom. For example, about 5% of all sites in the world account for the country's 30 million inhabitants. Canada leads in the number of home computers and has the highest rates of internet connectivity. Canadians spend a lot of time on the internet, taking advantage of the opportunities for entertainment, work, online shopping, self-education. According to recent research, the average Canadian family spends about 32 hours a week online.

Young Canadians ' hobbies include: listening to and recording music (57%); using email (email) (56%); entertainment (50%); games (48%); urgent (direct) messages (40%); conversations (39%); Searching for information to do homework (38%). The results of the survey showed that Canadian teenagers use the internet much more actively – almost 50% of them spend 1-3 hours a day on the internet. In addition, three-quarters of them do this using a home computer, the rest are mainly in school. Boys spend more time online (10 hours a week) than girls (about 8 hours). For this reason, the government adopted a program for the development of media education in all states to which the Mnet Association in 2004, together with internet providers Microsoft Canada and Bell Canada, launched a nationwide campaign called “for the safety of network data” caused

While due to the demand for the day initially (in all educational institutions in the 2000s) the focus is on the level of connection with television, today the focus is on the development of the internet and related educational resources.

Conclusion



The experience of these states is characterized by the following general aspects:

1. Starting from an early age in the medium formation of a culture of working with information from preschool education.
2. Interdisciplinary integration Media competence is applied in all subjects such as mathematics, geography, mother tongue.
3. Teacher retraining special courses and trainings in Media pedagogy are organized.
4. The inclusion of digital security in the program learns that students recognize and protect against risks on the internet.
5. Great attention to practical training tasks such as video creation, media analysis, blogging, advertising analysis are regularly used.

Media competence has become an integral part of modern education, and foreign experience shows that media-literate youth can be protected from false information, think critically, and become a responsible citizen in the digital world. The experience of countries such as Finland, the United States, South Korea provides Uzbekistan