

# THE IMPORTANCE OF MEDIA EDUCATION IN THE FORMATION OF MEDIA CULTURE IN YOUTH

**Turgunov Azim Turgunovich,**

Senior lecturer

Senior lecturer, doctor of philosophy (PhD) in philosophical sciences

Department of Juridical sciences

National University of Uzbekistan named after Mirzo Ulugbek

Uzbekistan

**Annotation:** This article examines the process of forming a media culture, which will be a system of the level of development of a person's personality, capable not only of perceiving and assimilating new knowledge in the field of media, but also of analyzing and evaluating them.

**Key words:** Media, culture, youth, Internet, society, social aspects, ICT, modern life, computer.

A huge role in shaping the worldview of the younger generation is played by the choice of the main source of information that a modern teenager has been receiving through the mass media in recent years. His choice no longer fluctuates between television and the Internet, in the era the choice of youth is obvious – it is the Internet, and, of course, most of the ideas about the world are formed by a teenager on the basis of implicit information.

Adolescence is an age when children have new features, their own different psychology, this age is characterized as a stage in the formation of their own worldview and self-awareness. The process of formation and development of personality is the socialization of youth, which is based on the understanding, awareness and acceptance by the individual of certain patterns of behavior, social norms, cultural values and psychological mechanisms. All this contributes to the entry of a teenager into social life and successful functioning in it.

At this age, young people undergo a restructuring of consciousness, which is the highest form of generalized reflection of the laws of the surrounding world.

Modern media culture should be considered as an intensive information flow, and primarily audiovisual, that is, cinema, video, computer graphics, Internet and television, these are the means by which a person can study the world around him in its moral, psychological, social aspects. Media culture contributes not only to the formation of independent judgments among young people in relation to media texts and other media products, but also will be able to increase their level of media competence, teach them to formulate and broadcast their own point of view, and the creation of educational videos is the most promising direction in mastering modern media culture by students.

In the modern media space, the relations of all participants in the communication process are developing in a new way. Traditional roles and strategies are being transformed, development vectors are shifting. The youth audience is particularly sensitive to what is happening. As the most mobile and mobile, it quickly changes its media preferences and constructs its media reality. Not everything that is broadcast on media channels has a beneficial effect on the younger generation. Information transmitted by mass media is a product of the industry of meanings aimed at manipulating the consciousness of the consumer of media products for political, economic or other purposes.

Public institutions are increasingly speaking out about the irreversible consequences of the impact on the psyche and spiritual world of the younger generation of modern information flows of various contents. And here simple media literacy is not enough, it is necessary to develop the independence of the audience's judgments in relation to media texts and other media products, the ability to have, formulate and broadcast their own point of view, generally increase the level of media competence, form the media culture of society. Largely due to the trend of commercialization, today the media has largely lost its educational function, replacing it with the functions of entertainment and satisfaction of needs. In order to influence the situation and get a positive result, it is advisable to try to change the relationship between the audience and the media. One of the effective ways of such intervention today is the media education of the youth audience, on the development, implementation and development of technologies of which the future of both the media and youth largely depends.

Media education, as a set of tools and methods for teaching young people to independently perceive media production products, is more relevant today than ever. This is the ability to put the media at the service of people, extract the most valuable from them, as well as actively participate in the creation of their own media products. With the help of media education, young people will be able to critically evaluate the work of journalists, distinguish myth from reality, understand the nature of manipulation, comprehend and formulate their worldviews and consciously present their requests to the media industry. One of the leading theorists of modern media education, British scientist and teacher L. Masterman justified seven reasons for the relevance of media education in the modern world:

High level of media consumption and saturation of modern societies with mass media.

The ideological importance of media and their influence on the consciousness of the audience.

The rapid growth of the amount of media information, strengthening of its management and dissemination mechanisms.

The intensity of media penetration into the main democratic processes.

Increasing the importance of visual communication and information in all areas.

The need to train schoolchildren/students with a focus on meeting future requirements.

The growing national and international processes of information privatization .

One more reason can be added to these reasons today: the "yellowing" of the mass media and the decline in the overall level of media production, which, as a response, brings to life the need for educational technologies in the field of mass media.

Media education is a special social function that can be realized only through the joint efforts of the journalistic community, socially responsible business, government, and civil



society as a whole. By itself, the need for media education in our mediatized world today is no longer disputed by anyone. Many international organizations - UNESCO, the Council of Europe - have repeatedly set the task of education and education in the field of mass media. In essence, we are talking about the development of young people's understanding of the media as a necessary element of public life. Journalism, about which certain ideas are formed, cannot but participate in this process. The development of IT technologies, the expansion of opportunities for information exchange between communication participants, the fundamental change in their object-subject roles towards dialogic communications, as well as the economically determined need to attract a new audience, encourage the media to increasingly turn to modern media educational strategies and technologies. As you know, the least effective way of teaching is lecture. The best way is to try to transfer the content to another. If at least once a novice author independently prepares a story for a news program, or writes an informational note, he will rather master the tools of journalism, understand the level of its objectivity, discover the possibilities and technologies of manipulating public consciousness. In the process of creating an information product, a young person receives answers to many questions.

Modern processes of informatization of modern society and closely related processes of informatization of all forms of educational activity are characterized by the processes of improvement and mass dissemination of modern digital and electronic resources, which in essence can be characterized as educational. Electronic educational resources (EOR) are generally understood as a set of software, information, technical and organizational support, electronic publications placed on machine—readable media and on the web. Digital educational resources are digitally presented photographs, video clips, static and dynamic models, virtual reality and interactive modeling objects, cartographic materials, sound recordings, symbolic objects and business graphics, text documents and other educational materials necessary for the organization of the educational process. Students of many modern universities, both technical and humanitarian, master modern information technologies as part of the educational process, without which it is impossible to work productively and live up to the times today. When preparing for seminars, tests and exams, students have to study a huge amount of literature, analyze various printed and electronic sources, mass media containing useful and relevant information. Today, the process of issuing new textbooks for a number of subjects is significantly lagging behind the pace of development of modern information technologies.

In conditions when modern youth read little, but at the same time they are more erudite in the media information space, they are more mobile and know more, the school still teaches reading and writing, but does not teach watching, correctly perceiving, analyzing, evaluating and creating on-screen media texts. Therefore, it can be noted that screen creativity, namely the creation of educational video materials, is the most promising direction in mastering modern media culture by students. Thus, video materials are videotaped video lectures, TV shows, reports, news, video clips, documentaries, animated and feature films, theatrical productions and other forms that combine visual and sound series. Educational videos are a modern, effective form of presentation of educational content in education. As a rule, they are



a selection of educational videos corresponding to a lecture and practical course and allowing you to organize various forms of educational work in an interactive format.

The use of audiovisual series in the educational process is also of the greatest importance because, unfortunately, the modern generation has a rather poorly developed imagination than, for example, schoolchildren of the last century. Therefore, if the visual and auditory channels of information perception are simultaneously involved in learning (this is called the modality principle), then it can be noted that the learning productivity increases significantly. The modality principle is very convenient to apply in educational processes, when developing educational videos, but you can also use it when creating electronic albums with musical accompaniment and when creating voiced electronic presentations.

Videos for use in introductory lectures, as a rule, they are somewhat similar to advertising, which show students when it is necessary to show the possibilities of applying the achievements of any discipline.

Technological videos are designed to demonstrate any technological operations, their use significantly accelerates the process of mastering educational material and makes it possible to obtain more solid knowledge. This can be explained by the fact that a verbal description is accompanied by a video clip and the material immediately becomes the most accessible to perception.

Videos for introducing students to historical references are of an independent nature, and their purpose is to convey any block of information to students. They can be used both in the context of lectures and as a placeholder, if, for example, 5-7 minutes remain until the end of the lecture.

Due to the fact that the main sources of information for modern schoolchildren are the media, information flows surround the student everywhere: the Internet, television, radio, etc., and it is practically impossible to limit the increasing information pressure on the younger generation, the school faces the task of finding ways to use this information for educational purposes, as well as finding the most effective methods of formation of the information culture of the individual through the use of media materials.

The television program is accompanied by the opinion of the specialists taking part in it, but the teacher gives the opportunity to listen to them only after answering the students' questions and then compare them. At the second stage of watching a TV program, students independently choose one of the participants of the program or a fragment of the program, and analyze it. It is worth noting that when using didactic principles, it is necessary to take into account the features of a particular academic subject on which the media are used, the specifics of the relevant science, its patterns and features of research methods.

Thus, the use of video materials makes the educational material more visual for perception and easy for assimilation, promotes the activation of students, increases their motivation, and makes the learning process more interesting. The use of multimedia technologies allows the teacher to manage the demonstration of visual material much more effectively, organize group work and create their own innovative developments, while not disturbing the usual rhythm and style of work.

The need to use video materials in the educational process is as follows:

— to explain complex topics or questions of the course, if other formats are less clear;



- for demonstration, for greater clarity;
- to enhance the emotional impact;
- to create the effect of the presence of the teacher.

When working with video material, one should not forget about the main thing, namely: the video must be introduced into the structure of the lesson, explain to students what the purpose of the video is and what they should comprehend during the viewing process. The purpose of using video material is not just to watch it, but to be able to analyze it, this is the task of the teacher — to teach students analytical work with video material. In other words, the video recording should not be an isolated part of the lesson and after viewing it, it is necessary to ask the students how they perceived the content, to find out whether the purpose of the display has been achieved.

Summing up, it should be noted that at the present stage, world pedagogy can no longer do without such a direction as media education, which is connected with various technologies, types of media, and for the formation of a culture of communication with the media, it is indispensable in the study of the laws of mass communication, analysis and evaluation of media texts, etc. The skills acquired in the process of media education contribute to the formation of media literacy of both the teacher and the media culture of the student.

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# Western European Journal of Modern Experiments and Scientific Methods

Volume 1, Issue 2, October, 2023

<https://westerneuropeanstudies.com/index.php/1>

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ISSN (E): 2942-1896

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