

DEVELOPMENT OF MEDIA LITERACY OF STUDENTS IN THE PROCESS OF STUDYING INFORMATICS AND INFORMATION TECHNOLOGIES IN OUR COUNTRY

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Abstract

In our society, the information process expands the boundaries of communication between people. Communication tools have been proven to be an integral part of the development of civilizations.

Currently, information technologies, various projects, forms of distance education, and electronic textbooks are entering modern schools. The modern world is becoming more beautiful with the world of mass communication.

This article aims to increase the level of media literacy of students and teachers through the integration of media education and the science of informatics and information technologies.

Keywords: media, media education, One million programmers, media literacy, media technology, IT park, text, communication, information.

Introduction

Learning about the developing world, forming different ideas, learning morals and ethics are often enriched by our own experiences and the media.

Based on the approach developed during the 2017 G20 summit, five main components of digital literacy are proposed:

- ability to work with digital content, that is, to create, find, work with it, combine, analyze information;
- working with computer equipment - understanding the methods of performing technical operations, understanding the structure of computers and software;
- working with media (texts, sounds, pictures, videos, etc.) - ability to evaluate media, create media content;
- communication - the ability to communicate in the digital sphere, social networks;
- technological innovations - use of various technologies in life, tools for working in the digital space (gadgets, applications)



The main part

On a permanent basis, practical assistance is provided in strengthening the material and technical base of schools, providing them with computers and other equipment, textbooks and modern literature.

Media technologies - preparation of electronic information, including visual and sound effects, practical programming of various situations under the unified control of the interactive educational process [5].

The modern reader is hesitant to choose the main source of information between television and social networks.

Currently, the role of a teacher and consultant is assigned to the teacher in the process. But the student gets most of the knowledge about the world on the basis of hidden information that can be conveyed through personal communication.

The school informatics and information technology course is aimed at computer literacy, information culture and the national program for the development of public education in 2022-2026.

The purpose of media education is to develop the culture of communicating in mass media and social networks, creative, communicative skills, critical thinking, interpretation, analysis and evaluation skills, using media-text, media technology. teaching different forms of self-expression.

We offer special features of media education:

- a modern informatics and information technology teacher should have a high culture of using multimedia tools;
- media education implies solving educational and educational problems at a certain stage of the development of informatics and information technology science;
- the teacher and the student have equal rights to the information they receive, the teacher does not teach, but helps to perceive the world, offers to analyze the received information at different levels of understanding;
- the student may be ahead of the teacher in terms of knowledge of the technical aspects of modern mass media, and the teacher should be able to use this to optimize teaching and increase its effectiveness;

Tasks recommended to be performed in the process of teaching media education and informatics and information technologies:

- forming the culture of working with information, communication ethics and aesthetics in the world of mass communications, etc.
- formation of critical thinking in the process of media education integrated with informatics and information technologies;
- creating conditions for combating didactic stress, introducing health-saving pedagogical technologies;
- focus on individual approach, realization of professional and creative potential;



- activation of practical activities;
- formation of active manners, patriotism, civic consciousness in students.

The novelty of the experience lies in the integration of media education and informatics and information technologies. At the intersection of computer science and information technology and media education, an effective environment is created for the development of media literacy in students.

Positive aspects of the integration process of computer and information technologies and media literacy:

1. Formation of critical thinking based on the visual use of media texts in the teaching of informatics and information technologies;
2. The ability to develop a critical attitude towards oneself, to see one's own mistakes and to deal with them adequately;
3. Develops the ability to find joint solutions with peers, increases schoolchildren's enthusiasm for the studied material

Media education is a pedagogical system that allows the use of modern methods and technologies in the educational process based on the development and formation of the science of informatics and information technologies.

At the same time, the teacher remains a teacher, changing his personal creativity, because he is now not the only and main source of information, but a person, and due to his experience, the child is in a state of information stress. adapts and learns to learn.

Media literacy includes the use of technical tools necessary to obtain textual information through the use of photos, animations, video clips, audio recordings, QR code scanning, working on different platforms. The skills of finding, analyzing, summarizing, transmitting and receiving the necessary information, including the use of various technical tools, are being formed.

The following technical tools are available in almost every school, but not all of them are used enough in the educational process:

- Digital camera and camcorders.
- Smart boards
- Multimedia projectors.
- Scanners, 3G modems.
- Microphones.
- Web cameras.
- Graphics tablets.
- Computers.

To develop media literacy, standard software is used that allows you to collect information in different formats into one media file:

- MS Office package (Word, Publisher, PowerPoint, Excel, etc.);
- Video creation programs (Adobe Premiere Pro, Wondershare Filmora, MovieMaker, etc.);



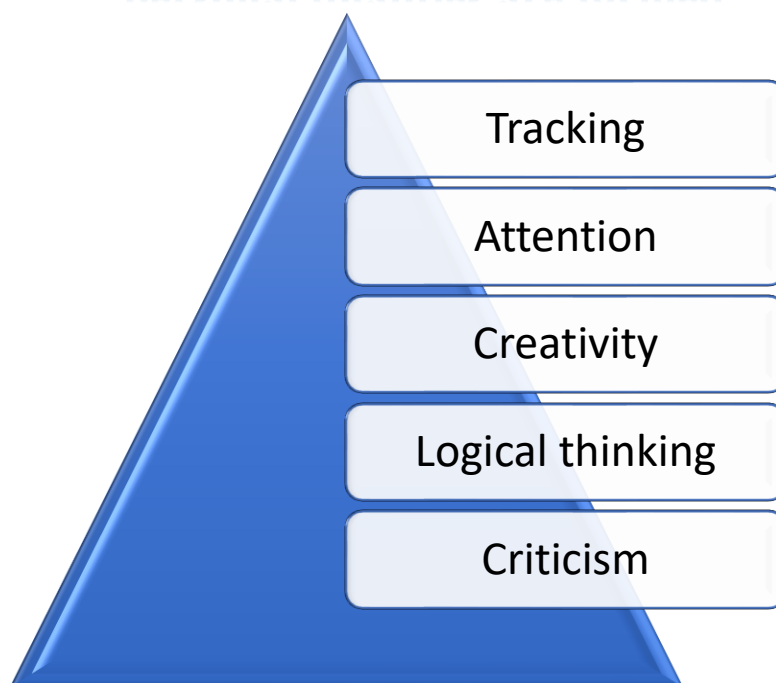
Creating a website (FrontPage, HTML, CSS, Google website)

- Graphics programs (Photoshop, CorelDraw, 3DMax, Blender, Canva);
- various programming environments (Scratch).

Different forms of media literacy development can be recommended to the students both in the course of the lesson and outside of the lesson.

- Classes on media safety on the Internet,
- Ziyonet public information and education network,
- Distance education,
- Create a website,
- Create presentations and multimedia files,
- Creating and processing videos,
- Creation and processing of graphic images,
- School media publication,
- Extracurricular activities in the robotics program.

In the process of studying media literacy, the following personal qualities are formed



Specificity of the appropriateness of the goal.

- Sense of humor
- Knowledge
- Moral values, general personal culture
- Patriotism
- Self-sufficiency, self-confidence
- Sense of beauty, aesthetic culture



From the moment our children learn to turn on the television or computer (this process happens before our children learn to read), they are exposed to mass communication and enter the media space. One of the tasks set before the modern school is to teach our children to "correctly use the virtual world and make critical conclusions."

Advertising, mass media, social networks, various bots, various messengers, modern film production - all this actively shapes the values, behavior and attitudes of young people, affects the foundations of their worldview and identity.

The use of ICT in the educational process should include a number of requirements for presentation of screen display, text, illustrations, video and audio information, and animations. It requires creation of new forms of organization of education based on media technologies, modernization of old ones. Without paying attention to this or that "little thing" (more precisely, without even questioning such didactic features), the educator will ultimately create something less effective, less focused on the end result[3].

Literature review on the topic: Media education has emerged as a means of protection against the harmful effects and trends of the media. This phrase was first used by Great Britain in the 1930s.

In other European countries, media education has taken different forms. In Finland, it is included in the list of subjects in 70 high schools and 77 in universities. But only in the early 90s, this course was transformed into media education in the modern sense. In Sweden, it has been mandatory since 1980.

The history of media education in Russia has been developing for 20 years, and it is connected with the development of the film industry. The end of the 50s and the beginning of the 60s is considered the era of media education in secondary schools, higher education institutions, and out-of-school children's centers.

Conclusion:

Attempts to legally regulate the mass media industry in order to protect young people from television advertisements, online games, mass media, and the Internet are not giving the expected results today, it is impossible to limit the access of young people to the Internet world. The youth of Uzbekistan should be able to move toward an independent goal in the media environment, monitor its effects on themselves and resist these effects. He must also be able to assess the quality and reliability of the information he receives.

Media education technologies are becoming a logical part of the modern educational environment. Both the formation of critical thinking and the realization of the artistic and creative potential of a person correspond to the main changes of the modern school.

However, pedagogical concepts of media education are broader than narrow professional concepts - this direction of pedagogy is not limited to the search for effective use of all possibilities of multimedia or telecommunications.



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