

# FORMATION OF MEDIA LITERACY AND INFORMATION CULTURE ON THE BASIS OF ORGANIZING MEDIA EDUCATION

Turgunov Azim Turgunovich

Alfraganus University Deputy Dean of the Faculty of Pedagogy,

Doctor of Philosophy in Philosophical Sciences (PhD)

azimturgunov52@gmail.com

Tel: +998 93 180 08 09

## Abstract

In this article, the issues of forming media literacy and information culture based on the organization of media education are extensively analyzed. In the era of globalization, as the influence of the Internet, social networks, and mass media expands in the global arena, the risk of moral crisis is also increasing. In the article, first of all, along with the numerical growth of the global information flow, it will be explained on a scientific and theoretical basis what can be caused by a sharp change in its content.

**Keywords:** Media education, media literacy, culture, mass culture, moral crisis, moral immunity, globalization, information security, moral criteria, media analysis.

## Introduction

Today, among the main trends of development in the education system, the transition to an information society, the use of information technologies of media in all aspects are being implemented. Development of media literacy and information culture in future pedagogues, ensuring the openness of globalization and information space, creation of new knowledge, views, facts, concepts, information spread through the media and implementation of large-scale projects aimed at improving the information environment based on the development of media literacy and information culture systematic works are being carried out. Analytical approach to media literacy and information culture in major scientific research institutions of the world, its critical acceptance and self-expression through media, creative understanding, creation, interpretation of media content, and thus the formation of skills in students, interactivity, critical threat and security scientific research is being conducted on the development of skills within the framework of education and practice. The development of media literacy and information culture among students of higher education institutions, in accordance with the requirements of modern scientific and technical development, special attention is paid to scientific research on improving students' media knowledge based on the development of media technologies.

American sociologist M. Castells in his book "The Internet Galaxy" states: "Currently, several transition periods or processes are taking place in society at the same time. The most important of these is the technological and organizational transition to the information society. In the 21st



century, power, social well-being, and cultural creativity in many ways depend on the development of the information society model." In this regard, it is also worth recalling Douglas Roshkoff's opinion in his work "Mediavirus. How pop culture affects your consciousness" that "...the only environment in which our civilization can expand is the media." It is necessary to say that the processes of globalization that are currently taking place, along with their positive aspects, have also created a number of serious problems. A certain part of them is called "global problems of the present era." According to the aspects of their origin, existence and solution, global problems related to the formation of information culture can be divided into the following groups:

To form the skills and abilities to think logically, select information and take responsibility in working with large amounts of information;

To form the skills of independent work on the received materials using information and communication technologies (searching for information, processing it, using various information sources, working with documents);

To develop the ability to find and interpret the connection between knowledge and everyday life phenomena, to solve unconventional issues and problems using the acquired knowledge, skills and abilities;

To develop adaptability, such as being able to consider different points of view, analyze their foundations, speak in public, participate in discussions, establish, maintain and strengthen relationships, work in a team and cooperate.

The emergence of large flows of information was due to: the increase in the number of periodicals in various fields of knowledge, for example, at the beginning of the 20th century it was considered sufficient for a scientist to familiarize himself with up to 10 monthly journals published in the field of physics, but by the end of the century this figure had reached 100. The number of books, documents, reports, dissertations, etc. published as a result of scientific and practical activities was rapidly increasing. This situation in the middle of the 20th century, mentioned above, is also called the "Information Explosion". According to experts, until 1900, the accumulation and development of knowledge proceeded very slowly, but after 1900 it doubled every 50 years, after 1950 it doubled every 10 years, since 1970 it has doubled every 5 years, and since the end of the 20th century it has doubled every year.

From this point of view, a number of contradictory situations arise. Among them are the contradiction between the limited human capacity to perceive and process information and the ever-increasing flow of information;

the existence of a huge mass of information overload that prevents the assimilation of useful information;

the strengthening of economic, political and other barriers that impede the dissemination of information.

Power is not based on the number of people, but on how many minutes are spent in the media, how much information is received from different sources, and how much information is received. The endlessly growing media has become a real living environment. As a result, it has become a real environment, just as the globe was unlimited 500 years ago. A new media space has emerged, open to the interconnection of different people and climates. Today, it



contains different ethnic and national cultures. At the same time, it can be said that the system in which national values and traditional art take their further development from cyberspace is also changing.

Today, humanity is constantly aware of events taking place in different parts of the world with the help of modern information technologies. Therefore, the development of information technologies is seen as an important component of the process of deepening reforms in our country.

Information affects different social strata differently, and the practice of consuming it can differ sharply in different groups. This is manifested, first of all, in the difference in the number of information sources. For example, some people may have minimal sources of information (television, radio), while others may have the widest (the Internet, newspapers, magazines, books, new communication systems).

With the development of communication media, their computerization, the strengthening of technical and technological means of e-mail, the Internet, space television and radio communication systems, the possibilities of information exchange, and consequently, ideological influence, are also expanding. Technical, software, algorithmic work and their organizational means are of incomparable importance in collecting, storing, organizing and using information for a specific purpose. At each level of the information society, an information bank is used, and on this basis modern educational technologies are created and the possibility of optimal management of educational processes arises.

## 2. RESEARCH METHODOLOGY

As a result of the acceleration of information exchange in the world, spiritual threats that have entered the sphere of culture and science and affect the culture of the nation are creating new problems. As a result, it has become a requirement of the times to counter negative information coming from outside, especially spiritual and ideological threats that poison the minds of some young people with destructive ideas such as individualism and egocentrism. It is becoming increasingly clear that we can prevent spiritual threats only by forming a spirit of respect for our national spirituality and values.

For this reason, as well as the modern development of information technologies and the widespread use of new digital media and educational tools, the importance of improving media literacy and information culture has become increasingly important. Today, media literacy is recognized as one of the most important competencies in almost all educational systems around the world.

Today, when the need for knowledge has increased sharply, it is necessary to introduce modern methods and tools of education into the education system, to improve the quality of education in educational institutions, to widely use scientific and technological developments, to use them effectively and with understanding, to form skills to apply the acquired competencies in life and practice, and to emphasize the growing importance of providing media education lessons for young people, as can be seen from the experience of developed countries.

In a rapidly changing world, along with the positive aspects of globalization processes, its negative consequences are also entering our lives. In order to protect our lives from such



dangers and prevent a spiritual vacuum, first of all, on the basis of our rich spiritual heritage that has come down to us, life itself demands that we educate young people who will be able to compete in the fierce competition of intelligence and talent that is taking place on the world stage today, for which the subject of media education is introduced in educational institutions, and the teacher working in this field is given a great responsibility to keep up with the times, work at the required level, and educate students. A modern teacher in today's new era called the "information age":

- regularly improve their knowledge;
- collect information;
- analyze it;
- process and transmit information;
- resolve problems and disputes;
- make independent decisions;
- engage in socio-economic cooperation;
- be able to use advanced technologies and apply them in practice.

It is known that the student's personality is at the center of media education. For this reason, it is necessary to take into account his interests and desires, to look at the information received with a critical eye, and to teach him to think critically. According to scientists, media education has educational and educational significance, and teaches students to think creatively in the learning process. Endorsing this idea, we believe that it is necessary to look at the issue more broadly.

In our opinion, the learning process of media education is broader and includes the following stages:

- mastering the knowledge of the history of media education, the study of its structural theory;
- being able to consciously perceive media texts, know their language and "read", expand their imagination about them, strengthen their memory through viewing, learn to think critically, logically, creatively, figuratively, and problem-solving;
- using media materials in practice through creative thinking.

UNESCO defined it as: "Media education is one of the most influential sectors of cultural and pedagogical development of the 21st century." It is clear from this that its prospects are great. In our homeland, where we live with the dream of a comprehensively developed generation, it is appropriate to pay special attention to this. Currently, media education resources are widely used all over the world. The resolutions and recommendations of the UNESCO conferences held in Grunwald, Germany in 1982, in Paris in 1997, and in Seville, Spain in 2002 specifically addressed media education issues.

Media literacy is understood as the skills and competencies for receiving mass media and evaluating their activities. That is, it serves to form the skills of sorting information transmitted and received through various media, making the right decision in any situation after receiving various information, understanding where it comes from, by whom and for what purpose, and whose interests it reflects. The goal of media literacy is to form the skills of sorting the information distributed by them and accepting the necessary ones, while understanding the priorities and shortcomings of each media, while its main task is to understand the manipulative



power of any information consumed by people, while limiting it. Media literacy emphasizes understanding the specific characteristics of the media, assessing the quality of the implementation of these functions and engaging in effective cooperation with various media for self-expression, as well as active participation in social processes.

Information is available in various forms (for example, text, images or statistical data, electronic or paper format), and is stored in online files and portals, virtual and physical libraries, document collections, various databases, archives, museums, etc. However, the information provided by different information sources can be reliable or unreliable. Therefore, before starting to search for information, young people should understand what kind of information they need. The need for information is the need of a specific user (or group of users) for information on a specific topic. When evaluating an information source, it is first necessary to determine for what purpose a person receives information from it.

Information literate people have the following basic skills: critical thinking, the ability to analyze information and use it to express their own opinion, the ability to learn independently, participation in state activities and democratic processes in society, readiness to become an informed citizen and a master of their profession. An information literate person also knows how to stop the information search process in time. It is impossible to collect all available information. Information literacy makes it possible to determine the point when, despite the large number of sources of information that have already been sufficiently collected and not yet processed, the point at which the newly obtained information cannot be assimilated is reached. In any modern state, information has always served as the main tool for impartially conveying to the consumer events and phenomena occurring in the life of society and for the formation of people's consciousness, worldview, socio-political and legal culture.

### 3. ANALYSIS OF LITERATURE ON THE SUBJECT

The tasks of media culture are to develop a person's ability to think critically using the media, to develop the ability to perceive, evaluate, understand and analyze media texts; to teach people to live in a democratic and open society; to develop the ability to understand the social, cultural, political and economic meanings reflected in information; to teach them to understand information in various forms in the data; to develop the person's communicative abilities. Considering that today, the effective use of television products, videos, press materials, and materials published on Internet pages in lessons in educational institutions is becoming widespread, it is not difficult to observe that media literacy and information culture based on media education are becoming one of the important parts of the lifestyle of young people. Today, the main goal of the pursuit of media education, media literacy, and information culture is to create information that reflects ideological threats, to understand the reasons for its spread, to be able to correctly understand the true purpose of such negative information distributed for commercial, political, economic, spiritual, and cultural purposes, and to be able to evaluate it. Also, it is important for young people to work with information, search for information, be able to distinguish the necessary, process, organize, and distinguish logical relatives of the content of information. Because on this basis, the culture of information consumption is formed in young people. At the same time, as information and communication media become an





important part of the educational process of young people, it is necessary to take into account how various media materials, in particular, analytical information materials about international life, the way of life of the population of other countries, and international advertisements, can affect the worldview of the youth of our country.

Nowadays, a lot is written about the processes and changes taking place in various spheres of society - educational, geopolitical, economic, technological and other areas. However, there is relatively little information about the changes that have occurred in one of the main spheres of our life - communications. According to M. McLuhan, mass communication has gone through three main stages of its development: oral speech, printed word and book, radio and electronic communication. In this sense, one can understand how urgent the study of the phenomenon of media literacy is in the information society. The importance of media literacy and information culture in determining social thinking is increasing. The many-fold acceleration of the flow of information, the increase in both positive and negative information, has also necessitated the need for media literacy.

Traditionally, media literacy is understood as a person's ability to analyze literary works and create high-quality text.

Without denying these views of some authors, it is necessary to say that today there is a need to expand the views on the concepts of media literacy and information culture.

Today, media literacy and information culture are very important for understanding and analyzing the news environment. So, why do we need media literacy and information culture, what is their relevance?

Firstly, today the phenomenon of media literacy and information culture is relevant due to the emergence of new professions that are closely related to social interaction.

Secondly, taking into account the role of mass communications and the media, public attention is increasingly paying attention to the need to consistently form media literacy and information culture at all stages of youth development in order to prevent the perception of inappropriate content and its negative impact.

Thirdly, media literacy and information culture, from the point of view of communicative development, are one of the main elements of increasing the complexity of the system of means and methods of social interaction. Thus, the relevance of this phenomenon poses the problem of analyzing the role of cultural media literacy in the information society, as well as its development as a strategic goal of media education.

Today, the mass media, television, cinema, theater, all types of art, cultural exchanges, any information transmitted via the Internet, to some extent influence a person, forcing him to change his worldview. The main goal of applying the above concepts and conducting media education, media literacy, media criticism and media studies today is to understand the process of creating, distributing and evaluating information, to understand the essence of information distributed for commercial, economic, spiritual and cultural, political purposes.

It is worth noting that there are two scientific schools that interpret the relationship between these two interrelated areas differently - media literacy and information literacy. Representatives of one school see information literacy as a broader field of study, of which media literacy is an integral part, from the point of view of the other school, information literacy



is only a component of media literacy, which is considered a broader field. However, an international group of experts convened by UNESCO noted not only differences but also points of contact between the media and other information services.

## CONCLUSIONS AND SUGGESTIONS

The idea of the need to shape information culture through the development of media education first appeared in Europe. Media education is directly related to the development of knowledge about how media texts are created and distributed, and how to interpret and produce file content. Media education is aimed at achieving the goal of media literacy, which helps to develop a person's ability to perceive, evaluate information, and understand how the media operate in a spatial, cultural, and political context in modern conditions.

The main goal of media education is to protect young people from manipulation through the media, to teach them how to act when receiving information in a modern democratic society. One of the approaches in media education is the theory of developing critical thinking, which helps to correctly perceive, understand, analyze information, and gain an idea of the mechanisms and consequences of its influence on television viewers, newspaper readers, and radio listeners.

## REFERENCES

1. Шавкат Мирзиёев. Янги ўзбекистон стратегияси. -Т.:“O‘zbekiston” нашриёти, 2021. - Б.288.
2. Кастельс М. Информационная эпоха: экономика, общество, культура. — М., 2000. — 606 с.
3. Д.Рошкофф. Медиавирус. Как поп-культура воздействует на ваше сознание. Изд.: У-Фактория. —М: 2003, -С.75.
4. Столбникова Е.А. Развитие критического мышления студентов педагогического вуза в процессе медиаобразования(на материале рекламы). Таганрог, 2006. —С. 76-77.
5. Маматова Я., Сулайманова С. Узбекистан по пути развития медиаобразования. Учебное пособие. — Ташкент: «Extremum-press», 2015. — С. 10.
6. Очерет Ю. Формирование информационной культуры личности в условиях информационно-библиотечных учреждений // Информационная культура в контексте новой парадигмы образования: проблемы, поиски, решения. — Кемерово: Издательство ОблИУУ, 2001. — 150 с.
7. Мандела Н. О свободе. <https://www.un.org/ru/events/mandeladay/legacy.shtml>
8. Mediynaya i informatsionnaya gramotnost: Kerolayn Uilson, Alton Grizzl i dr. YUNESKO 2021.

