

## MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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### THE MAIN ASPECTS OF THE FORMATION OF MEDIA AND INFORMATION LITERACY OF STUDENTS

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#### ABOUT ARTICLE

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**Abstract:** This article covers the main aspects of the formation of media and information literacy of students. Modern progress in the field of Information Technology and the widespread use of new digital media and educational tools are leading to an ever-increasing share of media literacy. Media education is the flow of teaching and learning, in general, a spontaneous, informal, unsystematic and unplanned process. It can be said that the process of teaching media users - Children and young people, adults and the elderly-is carried out without the participation of formal education. Modern society relies on information and knowledge. Today, the rapid popularization of various forms of media, various information and communication technologies, their influence on our personal, economic, political and social life cannot be denied.

#### INTRODUCTION

Modern progress in the field of Information Technology and the widespread use of new digital media and educational tools are leading to an ever-increasing share of media literacy. Today, media literacy is recognized as one of the most basic competencies in the educational system of almost the whole world. This opinion is clearly revealed in the treatise "media literacy and New Humanism" published in 2010 by the UNESCO Institute for Information Technology in the field of Education (UNESCO Tati).

As Perez Tornero and Varis noted in the book "Media Literacy and New Humanism", educators need knowledge and active competencies in the field of ICT in order to establish interaction in the

field of Education. Modern classes can be designed to the extent you want to work with different equipment, and these equipment can be useful not only to give and gain knowledge, but also as a cooperative cognitive network. Education can be conducted within the framework of network partnerships. Observation, research, analysis, documentation and Exchange - to ensure these types of activities, it is already used when ICT is used and Hali is long used. For their use, the educational community is required to strengthen a wide range of in-depth skills in educational communications and interaction between schools. A little, this institutional and systematic effort has recently been touched upon, and they have not yet become a component of Education. The educational process remains a process in which Khali Hamon occurs spontaneously, is outdated, that is, with documents and not regulated by institutions.

### **MATERIALS AND METHODS**

Media education is the flow of teaching and teaching, in general, a spontaneous, informal, unsystematic and unplanned process. It can be said that the process of teaching media users - Children and young people, adults and the elderly-is carried out without the participation of formal education. That is, they receive knowledge without a specific curriculum, in an inductive way through experience, independently, based on their own risks, using or imitating the arguments of their peers. As a source of knowledge, very few people refer to textbooks or manuals. The whole thing happens as a natural employee and outside the training plan. However, in essence, the modern social, technological and media context itself is a disguised O'kov program, not brought to a certain form. Today, MAC skills are being formed precisely in this context.

The formation of media literacy consists of two main goals:

a) create a curricular plan that is programmable, understandable and whose result is obvious in advance;

B) analysis and criticism of the hidden curriculum.

Some countries have special disciplines related to digital or media literacy. This means that programs and training plans have been developed there. In Finland, for example, at school, media skills are formed within the framework of an interdisciplinary approach. They agree that each subject in elementary and high school must be included. In high school, there is a special discipline called "media diploma", which includes several courses on the media subject and is among the compulsory subjects. In the strategy of other countries, this area is based on the absorption of all components of the curriculum. It is considered that the ability to critically evaluate information received from the media in countries and the improvement of this ability contribute to the production, creation and exchange of information with the help of ICT in the framework of any science, and encourages students and teachers to develop this ability. In some countries, the practical, normative introduction of media education in addition is decided to teach some subjects instead or as an intermediate subject

between them, that is, school newspapers and magazines, radio broadcasts and audiovisual products are created at extracurricular time. In the process of creation, participants get the opportunity to get acquainted directly with various methods of using the media.

As you know, there are many different options for harmonizing three models. In general, media literacy is a basic skill and, in most cases, is a basic skill, so many agree that it should be taught not as a science in the face, but as a skill or a type of community practice. A little, it should be treated as a systematic integration of all these elements at the same time, only then can one imagine its morality, its critical acceptance and a creative approach to it, this is what allows an independent and informed person to actively participate in a regularly updated social science.

Taking into account the social and pedagogical characteristics of Information Technology and mediacompetence, social and informative factors influence the formation of mediacompetence of students, as a result of which the social and informative factors of future professions in an informatized society provide an opportunity to consider the content.

An innovative mediacompetent pedagogues should be introduced into the modern education system. Therefore, innovative thinking and creative educators enrich the learning process with a new content and serve as an important factor in its promotion to a higher quality stage. The activity of an innovative mediacompetent educator is aimed precisely at the individual, in which the trainees are taught the skills of being able to make independent decisions, quickly solve issues, realize all their abilities based on their knowledge in problematic situations that may arise in a changing social space. In such conditions, the role of the media in the training of specialists is greatly increased. This in turn requires a high level of skill, great creative, scientific potential and initiative from the educator.

Modern society relies on information and knowledge. Today, the rapid popularization of various forms of media, various information and communication technologies, their influence on our personal, economic, political and social life cannot be denied.

Therefore, in order for people to actively and effectively participate in the life of the Information Society, New Knowledge, Skills and guidelines are needed. The term "literacy", which is often used, is used in Steam along with concepts such as "digital", "computer", "visual", "technological", "communication" and, of course, "media" and "information". Such a tradition testifies to the growing interest in conducting research in this direction and the rapidly changing course of modern society. It should be noted that now "literacy" is not limited to the concept that implies the possession of traditional writing and reading skills. The inclusion of media and information literacy in the set of fundamental skills, which does not reduce the level of skills in counting, reading and writing, means that today young people know the capabilities of media and other information suppliers (for example, libraries that serve as books media resource zero), at the same time they need to be able to search, evaluate, create and apply information

Informatization of the educational process should be considered as one of the main means of implementing new state educational standards. This process, as a result of pedagogical innovations and the use of Information Technologies, provides for the enrichment of the educational institution with techniques and technologies in fast pictures, having developed a mechanism for the implementation of DTS. The task of the educational community is to understand the ways and pictures of the development of this process.

Despite the fact that research on information literacy has shown that technological skills and, consequently, media and information literacy are better developed in young people, it is not observed that students have certain difficulties in assessing the reliability of information even during the educational process. It opens the door to a wide range of opportunities for enriching the educational background in the formation of media and information literacy skills of teachers and students, and to increase activity in teaching, in the process of teaching.

The correct use of information provided by the media and other sources of information allows people to understand their own needs for information, find and own information, and assess its quality. The term "information" has many descriptions. It can refer to the information obtained in the research process, the knowledge gained during the experiment or study, as well as signals or signs. Simply put, information is information that is collected, processed and isochized, presented in a form that is convenient to use. There is another description of information - "knowledge given in an easy-to-understand form." In addition to the media, there are other sources of information (for example, medical scarves, government ballots, reports and oral messages). Information can be transmitted using technology (for example, pre-election discussions broadcast on television) or personal communication (for example, at a meeting of fukaro gatherings). It can also be distributed through the media and humans. Today, on an unprecedented scale, there are stocks of information, content and resources, including the internet, all of which differ from each other in terms of accuracy, reliability and importance.

Information is available in various forms (for example, text, image or statistical data, electronic or paper), it is stored in online files and portals, virtual and real libraries, in the collection of documents, in various databases, archives, museums, etc. However, the information provided by various sources of information can be reliable or unreliable. So, before proceeding to the search for information, you need to understand exactly what content of information you need.

## **RESULTS AND DISCUSSION**

The need for information is the need of a specific user (or group of users) for information on a specific topic.

When assessing the source of information, first of all, it is necessary for a person to determine for what purpose he receives information from him. This process helps to analyse reliable sources of information.

Information sources can be divided into three categories. An experienced user selects several of the different sources of information and uses them according to necessity.

Primary sources are original sources that do not imply an isoxidation of information.

These can be Research reports, Price sheets, speech texts, electronic messages, ACL artwork, manuscripts, photographs, diaries, personal letters, oral story, interviews, or diplomatic documents. In most cases and in certain situations, it is recommended to use primary sources of information as much as possible.

Secondary sources are information suppliers. In this case, information can be changed, deciphered or generalized (for example, scientific books, journals, critical analysis or data interpretation). Primary sources that are recommended for use do not always store authoritative or impartial information in themselves in relation to secondary sources. Cases of subjective assessment of information can be eliminated using verified secondary sources. The secondary source can be determined by the case arising from a particular industry or a specific situation. Tertiary sources are those that are established and that reproduce and embody information in primary and secondary sources (for example, abstracts, bibliography, various manuals, encyclopedias, indicators, chronological tables, database, etc.).

Information literacy is a set of competencies that are needed to obtain, understand, evaluate, adapt, generate, store and display information in order to make decisions and solve problems.

In terms of information, literate people acquire the following basic skills:

- critical thinking, the ability to analyze information and use it to express one's opinion, the ability to receive independent education, participate in state activities and democratic processes taking place in society, be an informed citizen and ready to become a master of his profession.

In terms of information, literate people are well versed in how to collect, use, synthesize and organize information, relying on the rules and norms of etiquette. These competencies can be applied in the context of any educational process, including in relation to an educational and professional background or self-development.

In the era of an informed society, each young generation should learn from the first periods of its conscious life to independently search for the necessary information, to be creative in relation to what they see, read and hear through media channels, to have the skills to critically analyze and evaluate mediamatns.

Information literacy includes the following skills:

\* Identification, awareness of one's own information needs: what do I need? What problem Am I trying to solve?

• Identification of sources of information: which sources of information is better to use: from Internet Information, Books or television? Which of the primary, secondary or tertiary sources should be used?

•Information search: Where Is it better to look for information? Who to turn to for help?

\* Analysis of the quality of information and its assessment: determination of the reliability and validity of information.

•Organization, storage or archiving of information: how to effectively organize information from multiple sources of information?

\* Effective use of information in compliance with the norms of etiquette: how to act so that the copyright of the creators of information is not violated?

\* Creation and exchange of new knowledge: how to present information?

In information, a literate person also knows how to timely conduct the process of searching for information. Not all available data can be collected. Literacy in information Matters provides an opportunity to determine the moment when the new information received is not assimilated, the saturation point is reached, despite the fact that there are many sources of information collected and not processed. The word " media "is derived from the Latin word medium in the plural, meaning" medium, intermediate, intermediate". In modern application, this term has several meanings. First, the word" media " means the media: newspaper, television, radio, book and Internet.

Secondly, it is used to designate mediacontent - news, advertising announcements, electronic games and films. Third, it can also denote mediacontent producers, journalists, photographers, mediacompanies, etc. It has a diverse interactive relationship with users and audiences, technological devices, content and media producers. As a media organization, Media performs a socio-cultural function that encourages communications. In addition, the media also performs an entertainment task, providing users with various spaces (including virtual space) for active participation.

The concept of media and information literacy and education has different meanings. In this guide, this concept is considered as a process of teaching media use and increasing media literacy. Education in the field of media literacy is carried out in different disciplines. Therefore, different approaches can be used in the case arising from the existing situation and purpose.

Family and education have a great power of influence in the formation of the epistemological point of view of the child. They have a significant impact on the reader's methods of information processing and readiness for a critical interpretation of knowledge. When students encounter conflicting information, teachers must identify them in search of information from different sources. This in turn creates the basis for the assessment of readers of new information on the basis of existing

knowledge, as well as the formation of their own point of view. Also, teachers should be able to convey to the minds of students the idea that several correct answers to one question may exist.

Modern young people are often called "aborigines of the digital world"; their skills in the media field are perceived as better developed than the skills of teachers. Such a generalization clearly does not exclude the discrepancy between the level of media literacy of students, which, in turn, can be very large. Although the use of media and media content is a natural and normal process for most readers, the possibility of using media in all children at times other than reading is a burden. In addition, skills in working with the media do not develop on their own without a targeted unified training process.

There are also several definitions of the concept of media literacy, such as "media". We rely on the definition of "an analytical approach to the media environment as a key aspect of media literacy, that is, its critical acceptance and self-expression in the media."

In this Sense, Media Literacy includes:

\* Aesthetic and creative skills indicate the ability to perceive, create and interpret media content from creative. By creating media content, the reader can form these skills in himself.

\* Interactivity skills are manifested through the ability to communicate in a media medium and see by performing various media roles. These skills can be developed within the framework of education and practice. Interactive skills show willingness to express their thoughts and views.

\* Critical analysis skills using different peer-to-peer tools means being able to interpret and understand the importance of diverse media content. These skills develop better by learning colorful mediacontents and genres;

• Safety skills are manifested in the ability to get out of complex situations and prevent them. Provides for the safe use of virtual space, protection of personal space and refusal of harmful content and communication

All the main features of informatization of society, including its dynamics, significantly depend on the level of media literacy and Information Culture. In particular, to date, the information culture of young people has become the totality of a system of worldview and knowledge and skills that provide targeted and independent activities to meet information needs in accordance with the use of not only traditional, but also new information technologies.

It is at the point of use of information that the level of Information Culture of young people is formed, this task is performed by libraries, and it is at this point that it opens the way for the activity of mediacompetence and the effectiveness of the development of Information Culture. In order to provide young people with the skills of "healthy" consumption of news and other information on the Internet, to teach them the correct use of information through the receipt of information from several

mediamannas, to identify fakes and to guide them in determining the reliability of online news resources, it is necessary for librarians to have the skills to organize trainings, open lectures,

### CONCLUSIONS

Summing up, we can say that the content of the competence of students of school educational institutions in media literacy contains the following interconnected elements: a) literacy in media; b) readiness to show their motivation for media knowledge. For the further development of media literacy, the use of ideas characteristic of our own mentalities from the experiences of developed countries, the introduction of disciplines that shed light on the concepts of media literacy in training plans, and the creation of methodological manuals that shed light on the concepts of mediacompetence are a requirement of the period.

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