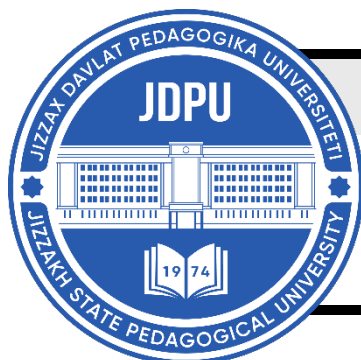


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**MASS MEDIA THAT FORM STUDENTS' MEDIA COMPETENCE****Feruz Sunnatovna Kasimova**

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E-mail: Biryuza_66@mail.ru**ABOUT ARTICLE****Key words:** media, information, media competence, media culture, television perception.**Received:** 09.06.24**Accepted:** 11.06.24**Published:** 13.06.24**Abstract:** this article examines the mass media that form the media competence of students, as well as their role in modern Russian language lessons in secondary educational institutions.**INTRODUCTION**

Currently, media and information technologies are becoming increasingly widespread in education and in everyday life. In addition to the information function, media and media products have an impact on the psyche, emotional and cognitive sphere of viewers. Often, this influence leads to negative consequences, in particular, a huge number of violent scenes and unreliability of information causes negative emotional states in those who perceive this information.

MATERIALS AND METHODS

According to these scientists, media culture is a multi-valued concept and means 1) a set of manifestations of audiovisual and information culture related to orientation and management in the system of means of technical reproduction, functioning and broadcasting of cultural values; 2) mastery of art perception skills using audiovisual means; 3) creative non-artistic activities in the field of journalism and documentary imagery (cinema, photo, video)[2.96].

The culture of television perception (media culture, screen culture, audiovisual culture) implies the culture of a viewer who has knowledge about the past and present of screen arts); is able to adequately perceive, analyze, evaluate media text, engage in media creation,

assimilate new knowledge in the field of journalism; is able to evaluate the moral content of TV shows, independently choose the screen information he needs and use it wisely use it.[1.45]

Media competence is a multidimensional concept that allows you to project the traditional idea of the ability to understand, interpret and produce media texts from watched broadcasts; the ability to use knowledge and skills in the field of journalism in educational activities and in the future professional activities of journalists, possession of new technologies, understanding the conditions of their application, their strengths and weaknesses, the ability to critically relate to the information distributed through channels Media information and advertising.

Media competence of a personality is a set of skills (motivational, contact, informational, perceptual, interpretative / evaluative, practical-operational / activity, creative) to choose, use, critically analyze, evaluate, transmit and create texts in various types, forms and genres based on the viewed transmission, analyze complex processes of functioning of central educational resources.

The potential of radio and television in the modern educational and educational process is determined by its wide range of opportunities for the development of human individuality: emotions, intelligence, independent creative thinking, worldview, activation of knowledge acquired by students in the process of learning the Russian language and literature, aesthetic consciousness (perception, artistic analysis skills, etc.).[4.89]

The use of sound recording in teaching a second language intensifies the learning process, makes it possible to repeat speech material many times, which is very important for automating speech skills, however, the teacher's speech has a number of advantages, for example, the teacher can build his speech depending on the reaction of listeners, if necessary, repeat some places or give explanations to them, choose the right one the tempo depends on the audience, etc.

The TV shows that can be used in teaching Russian are divided into four types. The first type is a program that provides information about the news of the life and culture of the people, about various events. These are various kinds of information, documentaries and feature films. They are addressed to a wide range of viewers and do not pursue any special educational goals. However, they can be used to solve problematic problems. For example, it is suggested to watch a TV show and listen to a radio show on the same topic, extracting new information, etc.

Russian Russian literature and the second type are special programs about the Russian language and Russian literature. They use excerpts from films, plays, TV movies, and demonstrate various illustrative material. These programs complement, deepen and expand the knowledge gained in the classroom, but have no direct connection with the program.[3.24].

The third type is approaching training programs in its orientation. These are the TV lessons taught by the TV teacher. They widely use excerpts from films and cartoons, drawings, paintings, tables and other illustrative material. The TV teacher can also give tasks that are performed during or after the broadcast, and the answers are sent to the TV studio.

The fourth type of teleconference is designed directly for your lesson. The content of these programs can fully correspond not only to the program and textbook, but also to a specific lesson.[5.63].

RESULTS AND DISCUSSIONS

To encourage students to watch the necessary TV shows and memorize them, it is necessary to carry out preliminary work: after reviewing the program of programs on central and local television for a week, the teacher outlines those programs on which students can be given a specific task in advance. Then, according to the content of these programs, conversations, debates, games, quizzes are organized, which should be an incentive for students to become interested in these programs. For example, the teacher shows the back (clean) side of a piece of paper on which the contents of one of the messages transmitted under the "Ahborot" program on a certain day are recorded. Students who have received a task in advance to watch this program on this day, trying to guess which message it is, list all the messages. The teacher gives all students the opportunity to speak out, and then announces which of them guessed the message, evaluates the answers of the students, encourages those who carefully watched the program and made a detailed message on its content. Such work contributes to the development of students' self-education skills, the ability to use additional sources to expand and deepen their knowledge of the Russian language.

The use of films provides especially great opportunities for developing interest in the language. No kind of visibility focuses attention to such an extent, does not activate thinking, does not mobilize language knowledge and experience in order to comprehend and understand perceived information, like movies. The use of films is valuable because they are associated with the most effective factor in the development of interest - the emotional factor.

Films that are adaptations of literary works are of particular interest. If the student has read the work in Russian on which the film was created, then when watching the film, the text of the work imprinted in memory comes to life, many previously incomprehensible words and phrases are concretized, the meaning of incomprehensible moments is revealed. In this case, students have a desire to turn to the work again in order to compare the similarities and differences of the film and the differences of the work.[2.12].

CONCLUSION

Using any kind of technical means, it must be remembered that they are of interest only if they provide a more meaningful study of the material, give a greater effect than other forms of work, if they complement and expand the teaching functions of the teacher, and do not replace them. Otherwise, the "living word of the teacher"; his direct appeal to students, the possibility of constant feedback - all this has undoubted advantages. Therefore, "no matter what technical means we use, the teacher remains the central figure in the educational process."

Each of the tools provides advantages in using for solving certain tasks, while for others it may be ineffective. For example, when using audio media to teach interpersonal communication, the contact required for speech learning is disrupted. However, contactless learning with the help of technical means can only contribute to learning speech perception, not speaking.

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