



METHODS OF DEVELOPING MEDIA TECHNOLOGIES IN PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS

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| Article history: | Abstract: |
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| Received: November 11 th 2021 Accepted: December 11 th 2021 Published: January 18 th 2022 | The growing national and international processes of information privatization. Media criticism is seen as a real ally of media education. Foreign and some domestic theorists of media education as an integral part of activities aimed at education and personal development with the help and material of mass media in order to form a culture of communication with the media, creative, communication skills, critical thinking, the ability to independently analyze, interpret and evaluate media texts. |
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Mass media. "Criticism of media release of information," writes A.P. Korochensky, "is a communication with the audience, during which, on the basis of analysis, interpretation and assessment of the entire complex of media content and genre-style forms of its embodiment, an influence on the perception of this content by the public is exerted. on ideas about the material and spiritual world, which are formed in the minds of the recipients of information.

Media criticism studies and evaluates not only creativity creators of media works and media content, but also a "moving" complex of diverse relationships of the print and electronic press with the audience and society as a whole. This allows us to define the subject of media criticism as an actual multidimensional social functioning of the media". Based on this definition, A.P. Korochensky clearly formulates the main tasks of media criticism: knowledge of information production; study and changes in public perception of media content and perceptions of the outside world that are emerging in the minds of the media audience; influencing the attitude of the public to the media; forming a public culture; studying and evaluating the activities of the media, developing the spiritual world of the audience; promoting the development and improvement of the creative and professional culture of the creators of media texts; social environment functioning of the media release of information. Based on analysis about source and he systematizes the most common manipulative elements of modern media: schematism, simplification; identity of the logical and the illogical; deformation of reflection; lack of clearly expressed criteria for distinguishing between superficial and deep relationships; references to tradition, authority, precedent, normativity, divine will; syncretism of the

aesthetic-figurative, ethical-regulatory and cognitive elements of the myth; reproduction of a complex picture of the world through mythical binary oppositions ("Good-evil", "Friend-foe"); the claim to the only true ahistorical explanation of the phenomena of reality and to the absolute correctness of practical actions arising from this explanation; evaluative and orienting character of media texts; intentional creation, etc. I cannot but support the author in his desire to designate the strengthening of a healthy psychological and moral climate in society, especially in terms of showing on screens all kinds of violence and cruelty. I have already had to write more than once that, despite all good intentions and promises, television did not dare to exclude countless documentaries with disfigured and bloody corpses, films and TV series with scenes of brutal murders from Prime Time. But they have not yet formed a psyche that is resistant to external stimuli, and, on the contrary, their emotional susceptibility is very high, the desire for uncritical imitation, etc.

It was said more than once or twice: the demonstration of any film on the air must be accompanied by a special rating sign informing parents about the audience for which it is intended. Specific media text. But if in France or Canada this kind of practice has long become the norm, in a film with a Western "P" stamp (for an adult

audience) is still launched without any comments at any time of the day ... A.P. Korochensky proposes to expand the concept of media education as a long-term public educational activity aimed not only at schoolchildren and students, but also at adults' audience. Then it will be possible to talk about the continuous development in society of a culture of adequate perception of media messages (articles, radio



/ TV programs, films of Internet sites and etc.) and self-assessment of the work of the media, taking into account democratic and human ideals and values. In principle, it is clear why the development of media criticism and media education did not receive official support in Soviet times. The authorities were interested in the fact that the mass audience (both adult and school-student) thought as little as possible about the goals and objectives of creating this or that (especially "State significant") media text.

The absence of a media-literate public in all media opened up a wide scope for manipulation in the press, on radio and TV, naturally, to the side beneficial to the Authority. Since then, a lot of water has flowed under the bridge, and things are almost there ... As already noted, media education and media criticism attach great importance to the development of critical thinking of the audience. "Critical thinking can be defined as a person's ability to:

a) see the inconsistency of the statement (thought) or behavior of another person generally accepted opinion or norms of behavior or their own ideas about them;

b) to be aware of the truth or falsity of the theory, position, illogicality of the statement and to react to them;

c) be able to separate the false, incorrect from the correct, true; analyze, prove or disprove, evaluate the subject, task, substance, sample of utterance, behavior, etc. Critical thinking is an integral component of creativity". Critical thinking is inseparable is also associated with the so-called "Problem thinking", defined by MI Makhmutov as "A type of creative thinking, in the structure of which the following sequence of mental search is distinguished: "Vision "of the problem, its statement (verbal formulation), proposition (hypothesis) about the method solving a problem, proving or refuting a hypothesis". In our opinion, all this is also directly related to the goals and objectives of modern media education.... In a word, media education (as well as media criticism) has a huge potential in the support plan, the strength of educational and educational institutions in developing the media culture of the audience.), where the first attempt in our country was made to unite media critics and media educators in the field of joint media educational projects.

In this sense, no coincidence It also seems that in 2002 the Faculty of Journalism of Moscow State University included the media education section for the first time on the agenda of a prestigious scientific conference. And here, again, A.P. Korochensky is right:

it makes sense to expand the participation of academic circles, scientists, specialists in various fields (teachers, sociologists, psychologists, culturologists, etc.), In fact, media criticism and media education have a lot in common. Indeed, one of the most important tasks of media education is precisely to teach the audience not only computers, video creation from the property of professionals is gradually becoming an increasingly widespread phenomenon.

Satellite television also plays a role in the expansion of media, thanks to which it is possible to receive not five or six channels, as before, but several dozen (if not hundreds), moreover, from various countries of the planet. The importance and role of media culture is truly growing exponentially. Today media (media release of communication) is a complex toolman's assimilation of the surrounding world (in his social, moral, psychological, artistic, intellect characteristics).

The potential of media culture in the modern educational process is determined by a wide range of personality development's write the disciplines of the humanities cycle. Unfortunately, in the majority of modern Uzbekistan higher and secondary educational institutions, this potential still remains unrealized. Probably, this situation is suggested by the contradictions of the modern educational process. between: - the increased intensity of the information flow (primarily audiovisual: cinema, television, video, the Internet) and the insufficient technical equipment of many educational institutions for it full development; - the significant role of media culture in shaping the consciousness and worldview of students and its dotted place in the curricula of secondary and higher education, in the existing structure of traditional education; - prerequisites for a fruitful game of media education (the abolition of bureaucratic prohibitions regarding the search for new positions in pedagogical methods, programs, the introduction of a wide range of optional disciplines in universities, gymnasiums, colleges, the expansion of the aforementioned opportunities for teachers and students to communicate with cultural values through the media), which had developed by the beginning of the 21st century, and their weak use in mass education. So, in the modern socio-cultural situation, the role and significance of media culture in the life of people, especially young people, is greater than ever before.

The popularity of media texts - among young people (and among the overwhelming audience itself) is determined by many factors: the use of therapeutic, compensatory, recreational, aesthetic, cognitive,



informational, communicative, moral,, cathartic and other functions of culture; reliance on entertainment and entertainment genres (usually based on mythology), standardization, serial production, sensationalism, the system of "emotional changes", which allows the audience to relax their nervous tension; hypnotism, guessing the desires of the public, intuition, etc.... In recent years, a lot of research has been carried out, projecting the problem of the influence of media on school and student audiences. Their authors generally agree that, along with pop music and sports, communication with works

cities, a person's contacts with the media exceed eleven hours a day, the TV is turned on in apartments / houses on average 7 hours 38 minutes daily, and children from two to twelve years old watch TV on average 25 hours a week.

Thus, media (means of communication) play an increasing role in people's lives and in the educational process every year. Hence, it is clear that the intensive development of media education is important, which the "Uzbekistan Pedagogical Encyclopedia" interprets as a direction in pedagogy that advocates the study schoolchildren and students "Patterns of release of communication (press, television, radio, film, video, etc.). The main tasks of media education: to prepare the new generation for life in modern informational conditions, for the perception of various information, to teach a person to understand it, to understand the consequences of its impact on the psyche, to master the methods of communication based on non-verbal forms of communication using technical means. In the documents of the Council of Europe, "media education" is defined as training that seeks to develop media competence, understood as a critical and thoughtful attitude towards media with the aim of educating

One of the most authoritative media educators and media theorists L.Masterman (L.Masterman) substantiated seven reasons for the priority and relevance of media education in the modern world:

1. High level of media consumption and saturation of modern media societies.
2. Ideologically important media and their influence, as an industry, on the consciousness of the audience.
3. Rapid growth in the amount of media information, strengthening of mechanisms managing and distributing it.
4. Intensity of media penetration into the main democratic processes.
5. Increase the value of visual communication and information in all areas.

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

7. In this sense, we completely agree with A.P. Korochensky - "Although in pedagogical circles, media education usually means one component of school and university "Formal education"; nowadays, a broader understanding of media education as an extended long-term public education activity is becoming increasingly widespread. Its adherents understand by media education, first of all, the continuous development of a culture of adequate rational and critical perception of the content in society. Media texts and independent assessment of the activities of the media release of information - information culture based on democratic and humanistic ideals and values, on respect for the principle of cultural diversity. Here, in our opinion, there is a tangible overlap with the theses of the famous theorist and media educator J. Gerbner, who understands media education as "Formation of a broad new coalition of organizations and individuals to expand freedom and diversity of communication, to develop a critical understanding of media as a new approach to liberal education at every level. Recently, more and more media researchers and educators are paying attention to the moral and democratic aspect of media education. For example, one of the leaders of the modern media education movement B. McMahon writes that in the era of terrorism and wars of the 21st century, media education of young people becomes an urgent demand of a democratic society.

In this vein, many definitions of human information culture, proposed in the 90s of the twentieth century (one of the typical examples: "Information culture is considered as a component of culture, personality and presupposes the unity and synthesis of the information worldview, systems of methods, education, the need for rational communication with information.

There is a universal form of simultaneous communication and being of different people - present, past and future - culture, each of which is a universal form of simultaneous communication and being of people. Culture is a form of self-determination of destinies and the consciousness of individuals. Every morning a work of culture is a crystallized beginning free forms of human communication, co-existence. Culture is reproduced in our minds not just as a ladder of historical cultures, succession of each other.



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