



 Research Article

THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF MEDIA COMPETENCE WHEN PREPARING STUDENTS FOR PROFESSIONAL ACTIVITIES

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ABSTRACT

This article examines the research conducted by the international community on the problems of preparing a person for life in the information environment in connection with the growing influence of mass media and information technologies, the development of media competence of educators in the conditions of informatization of education. The purpose of the work is a theoretical justification of the important role of Media literacy in the training of medical personnel to improve the quality of medical services provided and increase the media literacy of the population, as well as the development of practical recommendations on this issue. In the course of the study, the authors express opinions on media literacy and Media literacy of medical students, analyzing the possibilities of practical use of Media literacy for professional development of specialists and patient care, allowing to reveal deep assimilation, interest and perception of Media literacy in the professional medical environment.

KEYWORDS

Mass media, information environment, media competence, information and educational environment, interactivity.

INTRODUCTION

In connection with the growing influence of mass media and Information Technology on a global scale, the international community is looking for the problems of preparing a person to live in an information environment, developing the mediacompetency of educators and educators in the conditions of informatization of Education. At the same time, in the modern educator-educator, it

remains relevant to find a practical solution to the problems related to the need to organize their pedagogical activity in accordance with modern changes in the information world, accurately and correctly, on the basis of understanding and taking into account the peculiarities of the media, to increase mediation.

In the development of High education system in the world, a number of scientific studies are carried out on the development of optimal mechanisms for the formation of mediacompetence of pedagogical personnel, the design of an individual self-development trajectory of educators and educators, the content of the need to master media and information literacy in them. It is important to improve the process of development of mediacompetence of educators and educators of High educational organization, to ensure their integration with the information and educational environment, to improve the skills and qualifications of mastering independent mediabilim in educators and educators, and to improve the didactic conditions for the development of creativity, ability to master new mediavosites. In this process, the organization of High education requires the creation of methodologies aimed at diagnosing the degree of development of mediacompetence of educators and educators, the justification of pedagogical conditions for the development of mediacompetence.

Great attention is paid to the reforms in the field of Education implemented in our country, including the development of High education system, its goals and objectives, the main ideas of educational and educational activities, as well as the systematic and consistent character of the main competencies in the transition of the child to the next stage of Education. Such important tasks as "radically improving the conditions for the comprehensive intellectual, aesthetic and physical development of children, seriously increasing the coverage of children with High education and providing opportunities for use, improving the level of competence of educators and specialists" are established. This, in turn, assumes the development of mediacompetency of educators and educators of High educational organizations, the

content of their legal literacy in the field of information and media work, as well as the absorption of media approaches to the integrated content of High education system.

Among the main trends in the development of the world, the transition to an informed society is an important task, that is, the influence of media on all aspects of society is considered an urgent problem. On the recommendation of the Legislative Assembly of the Parliamentary Assembly of the European Union, the production of software tools will stimulate the formation of mediacompetency of young people and adults, as well as be seen as an integral factor affecting the media culture of modern society.

The components of an informed society based on the environment of modern ICT are media, language and culture. It is mediacompetence in man that constitutes the language and culture of the world in which we live. The importance of mediacompetency in the world has been highlighted in the recommendations of various international organizations, including Unesco, and the idea of developing mediacompetency of Future Educators has been supported.

Mediacompetence is considered in a general way in pedagogy in the form of an integrative quality of an individual, manifested in the willingness to select, Use, critically analyze, evaluate, create and transmit mediamatn of various manifestations, genres and forms, to analyze complex processes of mediafaality in sociology. Therefore, the issue of developing the mediacompetence of students in the educational process is one of the pressing issues facing science and practice. In this case, the creation of the technology for the development of mediacompetence by improving the media knowledge of students in accordance with the requirements of modern scientific and technical



progress is of particular importance among pedagogical studies.

In our republic, the system of education was radically reformed and major changes were made in the system of continuing education, including higher education. In the implementation of these processes, the training of national personnel, the competent and mature development of the younger generation, effectively using the environment of information and communication technologies, are among the main tasks of student-educators. Determines the main purpose of the development of specialist mediacompetency by developing the mediacompetency of specialists, creating the necessary pedagogical conditions for ensuring their

professional and personal maturation, determining their psychological and pedagogical conditions, and developing a mechanism for monitoring and assessing its quality.

Specialists determine the main purpose of the development of specialist mediacompetence by developing professional competence, creating the necessary pedagogical conditions for ensuring their professional and personal maturity, modernizing the content and structure of retraining specialists, identifying pedagogical and psychological conditions, and developing a mechanism for monitoring and assessing its quality. If we look at the origin of the concept of "mediacompetence", it can be understood that they did not arise by chance.

Table 1

Types of competencies of the student

professional competence	ideological competence	management competence	mediacompetency
professional competence has in-depth knowledge, skills, and competence in a particular subject (e.g. physics, chemistry, history, mathematics, etc.	Ideological competence- ideologically has a clear goal, has its own will, beliefs, views of conscience, can fight against foreign ideologies	Management competency-the fact that the teacher has didactic, psychological, methodological, technological training in order to manage the lesson, lead the class team	Mediacompetency of an educator - having the powers of the press, its causes, knowledge, skills and qualifications(indicators: motivational, informational, practical-operational, methodological activity, creative), to promote mediational knowledge to learners of all ages

"Mediacompetence" is understood in general in the form of an integrative quality of an individual, manifested in the willingness to select, Use, critically analyze, evaluate, create and transmit mediama in various manifestations, genres and forms, analyze complex processes of media activity in a sociome.

Mediacompetence-mediacompetence (media competence/media literacy – the ability to apply, analyze, evaluate and transmit messages (messages) of various forms . A person who has mastered a certain mediacompetence is understood as a person whose knowledge and qualifications worthy of his field are

formed, who is able to act positively and effectively. If we take a deep look at the essence of these concepts, then "mediacompetence – is the sum of the interrelated qualities of an individual's actions with knowledge, skills and qualifications within a certain range of disciplines, "mediacompetentiality" is the assimilation of competency corresponding to the movement of a person.

- For a person with a high degree of mediacompetence, the following characteristics are characteristic:
- trying to get new information (aspiration);
- striving for his personal competence in various areas of his life and the world of mediamadaniyat of all kinds;
- find the necessary scientific materials to read;
- " constant " communication with media products;
- to have the qualification of forming and distributing mediamatns (independently or in conjunction with a group) independently in the media world;
- media-dependent (game, fiction, research, and. h.k) can operate brightly .

Thus, the mediacompetence of self-improvement of the pedagogical personality is aimed at self-development, volitional and emotional self-control in spiritual, motivational, intellectual and practical terms. Taking into account the behavior, behavior, treatment, spiritual and moral image, social activity, interpersonal attitude and influence and participation of the media in the professional development of the subjects involved in the process of developing the mediacompetency of students.

Media literacy emphasizes understanding media functions, assessing the quality of the implementation of these functions, and engaging in rational

cooperation with media for self-expression, as well as participation in social processes.

Mediaeducation is the result of mediation.

While the goal of mediasaeducation is the formation of skills to sort the information disseminated by them with an understanding of the priorities and shortcomings of each media and to accept the necessary, its main task is to limit it, realizing the manipulative power of any information consumed by humans. Media literacy originated as a means of protecting against the harmful effects and trends of the media. The first to use this paradigm was the United Kingdom in the 1930s. In the UK and Australia, mediasavodkhanism is included as a separate course in the humanities majors. Media and information literacy in Finland has been included in school and university curricula since the 1970s.

The Media literacy component was integrated into native-language, history, Aesthetic Science and ecology rather than as an independent subject when first introduced into the school program. According to the mediasavodkhanism index, Finland is recognized as the " country with the highest health in the fight against the negative education of Road news and disinformation " and ranked first in the index.

In Sweden, mediata education began to be taught as a separate subject in educational institutions from 1980. The main purpose of the introduction of Media literacy was to develop the ability to critically perceive media messages in young people, to form their own opinion on messages from various sources of information, as well as to form their own opinion on watched films and TV shows. Since the fall of 2000, mediata education has been officially included in the Swedish national curriculum.

In some countries, the additional practical, normative inclusion of Media literacy is decided to teach some subjects as a substitute or intermediate subject between them, that is, at extracurricular times, school newspapers and magazines, radio broadcasts and audiovisual products are created. During the creation process, participants get the opportunity to get acquainted directly with various methods of using the media.

According to the well-known Indian photojournalist Pabak Sarkar, the first step towards mediasavodhanism is to be able to ask the right question. Today, information attacks carried out via the internet have become part of the national security strategy of every country in the world, and it has received the name cybersecurity. After all, it is no secret for anyone that the addition of the virtual and real world, precisely the misunderstanding of the real world by young people through the virtual world, the distribution of information viewed positively at first glance by various negative forces and currents, but which, in essence, negatively affects the human mind, increases. It is in the prevention of these negative aspects that affect the life of society that it is necessary to mediatize the population, which is increasing.

Today, while mediasa education is held as a separate subject in the humanities complex in the UK and Australia, it was included in the curricula of secondary schools in Finland from 1970, and higher education institutions from 1977. In the 1990s, however, mediasavodkhanism in the country was replaced by the concept of mediaticity. In Sweden, it began to be taught as a separate subject in educational institutions from 1980. In the 1990s, there were attempts at scientific research of Media literacy in Russia, O.Baranov, S.Penzin, A.Fyodorov, A.An example of this is the study of Sharikova and others. In 2002, the

pedagogical higher education specialty was opened. And in 2005, under the auspices of UNESCO, the textbook “medium education” was created, and the site of cinema education and mediapedagogy was launched in Russia.

No one today denies the strength of the manipulative effect of information disseminated through the media. Looking back on history, it can be seen that the belief in the veracity of the message being transmitted through the media arose with the appearance of the first newspapers. On November 9, 1874, a reporter for the NewYork Herald reported that T.B.By Connery at Central Park Zoo, Predators had come out, saying " about two hundred people are injured, trampled, sixty in critical condition. Three of them may not reach until the morning. Twelve predators are still at Liberty. It is not yet known where they approached," the false message was printed, at the end of which it was written that the customers of the newspaper were not worried, all this was fictitious. But many did not reach exactly this place of the message, went into hiding, and some even went out to kill predators with weapons on hand. In 1939, there was mass unrest while the CBS radio station Orsona Welles was broadcasting a radio show of a piece set at The Mercury Theatre based on Herbert Welles ' novel “The War of the worlds”. According to the plot of the novel, Martians invade Earth and poison millions of people with gas. Many people tried to escape from the moments when they heard the first part of the radio station, to hide from the “enemies”. In 1835, the first American tabloid, The NewYork Sun, printed a false report by journalist Richard Adame Locke that an English astronomer had seen intelligent creatures through a telescope on the surface of the moon. As a result, the paper's circulation peaked at 19,000 units. Even the Christian women's society hesitates to fly to the Moon to introduce them into the Christian religion.

Today, the influence of the media is no less than at that time. It is in the wake of the lack of analysis and self-acceptance of information that young people are committing crimes in different parts of the world, while those who feel like a hero of a movie are taking weapons in their hands and taking innocent lives, repeating their "heroic" behavior. For example, after the TV series "Jumong", broadcast on Republican TV channels, there are more and more reports that young children, feeling "Jumong", began to fight with a "sword" in their hands, schoolchildren who saw militant films and computer games in the United States, shot classmates with real weapons and innocent people on the street. Today, terrorist reports by groups calling for jihad via the internet, embodying the promise of "Paradise", have a negative impact on the minds of young people. So it is precisely the Prevention of these situations, a conscious approach to information that is today a requirement of the Times.

While the concepts that are currently coming into our language as a result of media analysis, namely mediasavodkhanism, mediata, media studies, etc., are related, scientists are trying to distinguish them from each other in essence. In our opinion, mediasavodkhanism is an inextricably linked part of mediata. Together with this, his appearances are increasing. Today, the concepts of mediata education, media studies, mediamadaniyat are also used in conjunction with the concept of mediasavodkhanism in the reception, sorting, analysis, evaluation of mediaaxborot. Do they differ from each other?

Mediata'lim (Media literacy):

- media studies on an integrated, interdisciplinary basis in the curriculum;
- to analyze "mediamavzu" within a specific discipline;

- critical approach to media through practical work and analysis;
- study of its form, technologies, methods of information transmission;
- study of mediaagents, their social, political and cultural role;
- the student's work with the media;
- research activities;
- studies the impact of media on the audience through language and art.

Media studies:

- theoretical study of the media;
- comparative analysis of the media;
- its conceptual content;
- analysis of mediamatn and methodology of its creation;
- the interdependence of Mass Communication, Film and cultural studies;
- studies the interaction of the world media with each other.

Media literacy is a study of media based on the following results of mediation and is preceded by:

- understanding the impact of media on the individual and society;
- awareness of the mass communication process;
- be able to understand and analyze mediamatns;
- understanding media context;
- creation of mediamatns and their analysis;
- puts mediamatns into evaluation and sorting tasks.

Today, media, that is, media, cinema, theater, types of art, forms of Culture, any information transmitted through the internet, has a certain influence on the human mind, causing it to change its worldview. The main goal of the application of the above concepts and the pursuit of the study of mediata education,

mediasavodkhanism, mediatanqid and media today is also the creation of information, understanding its dissemination process, being able to assess it with an understanding of the essence of information being disseminated for commercial, political, economic, spiritual and cultural purposes.

At the moment, the inclusion of the basics of Media literacy in each educational institution in the curriculum allows children to explain its basics in the process of High education in the form of interactive, various games, to choose the necessary one in the intense flow of information by the growing generation and be able to assess it with a critical approach. This, in turn, will be the basis for the further strengthening of the future civic position of young people, being able to make the right decisions by objectively assessing the events taking place in the world.

There are different opinions on the concept of Media literacy, as noted in the US International Encyclopedia on society, "Mediasavodkhanism" (media literacy) means that a person is active and literate, able to accept, create, analyze and evaluate mediamatns, understand the socio-cultural and political content of modern media.

According to Professor of the Royal University of London, S. Firestone, media literacy is a movement whose main function is to encourage people to understand, create and evaluate the cultural significance of audiovisual and printed texts.

English political scientist R.Kibey, on the other hand, understands media literacy as the transmission of information in various forms, their analysis and evaluation. M.Guetterz, on the other hand, says that Multimedia, which includes knowledge of languages aimed at forming multimedia documents, being able to use devices and methods aimed at processing

information, knowing new multimedia technologies and evaluating them, takes a critical reception of mediamatns.

In our opinion, media literacy, together with the above thoughts, is also a critical look at all information transmitted through the media, an impartial approach to them and a conscious approach to sorting out each transmitted information.

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