PRACTICAL AND THEORETICAL SIGNIFICANCE OF MEDIA LITERACY IN THE EDUCATIONAL SYSTEM (PRIMARY EDUCATION)

Khalillayeva Go'zaloy Mo'minjon kizi
Urganch State Pedagogical Institute
Teacher of the "Methodology of Primary Education" department
https://doi.org/10.5281/zenodo.10042677

Abstract: In this article discusses the use of media techniques and the scientific theoretical importance of media literacy in the educational system, especially in primary education.

Key words: Educational system, media literacy, primary education, methodology, practical activity, information technology.

Media and information literacy is a set of knowledge, skills, attitudes, skills and practices that enable the effective acquisition, analysis, critical evaluation, interpretation, use, creation and distribution of information and media products using all necessary tools in creative activities. Today, the ability to select and correctly evaluate information remains relevant in the world mass media. Media literacy, media education, media culture, resistance to fake and propaganda information - all these key words reflected the essence of the two-day seminar training. "What is media literacy and how should it be taught at school?" as part of the project "Introduction of media literacy into the educational system of Uzbekistan". This seminar-training on the topic was organized in cooperation with the Center for the Development of Modern Journalism of Uzbekistan, DW Academy and the German side. During the training, the participants exchanged ideas with their experiences, received news such as the "Language of Justice", content, Vebler scheme, various information, methods and methodologies[1].

Why is it increasingly important today? The multifold acceleration of the flow of information, the increase of positive information as well as negative information made it necessary to acquire media literacy. Traditionally, media literacy consisted of a person's ability to analyze literary texts and create quality texts. Today, media literacy means knowing how and why information is being transmitted. Who created this information for a media literate person and for what purpose? Is this message necessary for me? He should be able to ask the question and draw a correct conclusion, and have a critical approach to it. These questions should be asked not only when you are watching TV with your family, listening to the radio in the car or watching the news on the Internet, but also when receiving and evaluating information. Media literacy is critical to understanding today's news environment. So, why is media literacy necessary? First of all:

> *To understand the essence of the reforms implemented as a full-fledged, active citizen of our legal democratic society;*
> *Formation of skills to sort the daily information transmitted and received through mass media;*

---

[1] Информационные и коммуникационные технологии в образовании / Под ред. Б. Дендева. М.: ИИТО ЮНЕСКО, 2013. — 320 с.

➤ *To avoid controlling the human mind through information and to make the right decision in any situation;*
➤ *To be able to analyze positive or negative changes of a person under the influence of visual images and to "read" invisible information given under visual messages;*
➤ *Analyzing the nature of textual communications given through mass media;*

It is necessary to find answers to the questions of where, by whom and for what purposes the information is being transmitted, whose interests it reflects. There are different opinions about the concept of media literacy, and it is noted in the American International Encyclopedia of Society that "Media literacy is the ability of a person to be active and literate while feeling his responsibility as a citizen in society, to be able to receive and create media texts, it means to be able to analyze and evaluate, to be able to understand the socio-cultural and political content of modern media". The goal of media literacy is to form the ability to sort out the information disseminated by them while understanding the priorities and shortcomings of each media, and to form the skills to accept what is necessary, while the main task is to limit it, realizing the manipulative power of any information consumed by people. It is also to help people understand the role of media and citizen journalism.

In our opinion, media literacy is an integral part of media education. At the same time, its appearances are increasing. Today, the concepts entering our language as a result of media analysis, i.e., media literacy, media education, media study, etc., are related to each other, but media is the process of receiving, sorting, and analyzing information. together with the concept of media literacy, the concepts of media education, media learning, and media culture are used in the assessment. For example:

- media is integrated in the curriculum, subjects are studied on the basis of aro;
- to analyze the "media subject" within a specific discipline;
- a critical approach to the media through practice and analysis;
- to study its form, technologies, methods of information transmission;
- to study media agencies, their social, political and cultural role;
- the student's communication with the mass media;
- research activities;
- studies the influence of the media on the audience through language and art.

Media studies in turn:

➤ *theoretical study of media;*
➤ *comparative analysis of the media;*
➤ *its conceptual structure;*
➤ *analysis of media text and methods of its creation;*
➤ *interdependence of mass communication, cinematography and cultural sciences;*
➤ *He studies the influence of mass media.*

Media literacy is the study of media and is based on the following outcomes of media education and aims to:

❖ *understanding the impact of media on individuals and society;*
❖ *understanding of mass communication process;*
❖ *ability to understand and analyze media texts;*
❖ *understanding the media context;*
❖ *creating media texts and analyzing them;*
❖ *the media sets the tasks of evaluating texts and sorting them.*

Today's media, i.e. mass media, cinema, theater, types of art, cultural influences, any information transmitted through the Internet has a certain effect on a person and changes his worldview. causing change. The main purpose of the application of the above-mentioned concepts and the pursuit of media education, media literacy, media criticism and media studies today is to understand the process of creating information, its dissemination, commercial, political, economic, spiritual and is to be able to evaluate the information disseminated for cultural purposes while understanding the nature of it.

At the moment, the basics of media education should be included in the curriculum of every educational institution, explaining its basics to students and young people in the educational process in schools in the form of interactive, various games, choosing what is necessary for the growing generation in the intense flow of information. and allows him to be critically evaluated. This, in turn, serves as a basis for the further strengthening of the citizenship position of young people in the future, the ability to objectively assess the events taking place in the world and make the right decisions.

The bottom line is that we all live in a media world and face media literacy challenges every day. It is very important to teach young people the rules of behavior and self-defense in such difficult conditions.

References:

1.Информационные и коммуникационные технологии в образовании / Под ред. Б. Дендева. М.: ИИТО ЮНЕСКО, 2013. — 320 с.

2.Солдатова Г., Зотова Е., Лебешева М., Шляпников В. Интернет: возможности, компетенции, безопасность. Методическое пособие для работников системы общего образования. М.: Google, 2013. — 165 с.

3.Педагогические аспекты формирования медийной и информационной грамотности. ЮНЕСКО, 2012. — 165 с.

4.Ishmuhamedov R.J, Yuldashev M.A, "Ta'lim va tarbiyada innovasion pedagogik texnologiyalar" "Nihol" nashriyoti. – T.2013.

5.Rustamova N. Mediata'lim va mediamadaniyat: nazariya va amaliyot. –T. "Muxarrir" 2015.

6.Mavlonova R.A., Vohidova N.H., Raxmonqulova N.H. Pedagogika nazariyasi va tarixi. T.: Fan va texnologiyalar. 2010.

7.Timss 2015 Assessment Frameworks. International Association for the Evaluation of Educational Achievement (IEA).

8.Ўқувчиларда таянч компетенцияларни шакллантиришда интегратив технологиялардан фойдаланиш имкониятлари" С. Шарифзода., Илм сарчашмалари., 9., 102-105. 2021.

9.Ўқувчиларда таянч компетенцияларни шакллантиришда интегратив ёндашувнинг аҳамиятли жиҳатлари" С. Шарифзода., "Ўзбекистонда психология фанларининг истиқболи" Республика илмий-амалий конференция материаллари, 2020.

10.Ўқувчиларда таянч компетенсияларни шакллантиришда интегратив ёндашув - ижтимоий-дидактик зарурат сифатида" С.Шарифзода., Ўзбекистоннинг янги ривожланиш босқичида ёшлар дунёқарашини шакллантиришнинг ижтимоий, фалсафий ва тарихий жиҳатлари: Республика миқёсидаги илмий-амалий анжуман материаллари тўплами, 2020.

11.GENDER YONDASHUV ASOSIDA O 'QUVCHI-QIZLARDA IJTIMOIY-MADANIY KOMPITENTLIKNI RIVOJLANTIRISH OMILLARI. HQ Karimov

12.ЎҚУВЧИЛАРДА ТАЯНЧ КОМПЕТЕНЦИЯЛАРНИ ШАКЛЛАНТИРИШ АСОСИДА ИЖТИМОИЙ КОМПЕТЕНТЛИЛИКНИ ТАРКИБ ТОПТИРИШ МАЗМУНИ" СЎТ ўғли Шарифзода

13.O'QUVCHILARDA TAYANCH KOMPETENSIYALARNI SHAKLLANTIRISHDA INTEGRATIV YONDASHUVDAN FOYDALANISHNING PEDAGOGIK-PSIXOLOGIK ASOSLARI" S SHARIFZODA - EDAGOGIK AHORAT

14.Sardorbek O'razboy tabib o'g'li Sharifzoda GENDER YONDASHUV ASOSIDA O'QUVCHI-QIZLARDA IJTIMOIY-MADANIY KOMPITENTLIKNI RIVOJLANTIRISH OMILLARI.

15.Madraximovich, K. E., & Ruzimovich, Y. J. (2021). Application of Problem-Based Teaching Methods in the Development of Mathematical Thinking Skills of Students. Annals of the Romanian Society for Cell Biology, 43-47.

16.Khudoynazarov, E. (2023). THEORETICAL FOUNDATIONS OF GROWING LOGICAL THINKING OF ELEMENTARY SCHOOL STUDENTS. International Bulletin of Engineering and Technology, 3(5), 33-37.

17.Madrakhimovich, K. E. (2023). Didactic Principles of Developing Logical Thinking in Students. New Scientific Trends and Challenges, 97-100.

18.Худойназаров, Э. М., & Бекметова, З. З. Қ. (2022). ЎҚУВЧИЛАРДА ТАНҚИДИЙ ФИКРЛАШНИ РИВОЖЛАНТИРИШНИНГ ПЕДАГОГИК ВА МЕТОДИК АСОСЛАРИ. Oriental renaissance: Innovative, educational, natural and social sciences, 2(12), 1099-1107.

19.Худойназаров, Э. М., & Авезова, Д. Ғ. Қ. (2023). ИНСОН ФИКРЛАШИНИ РИВОЖЛАНТИРИШНИНГ ДИДАКТИК АСОСЛАРИ. Oriental renaissance: Innovative, educational, natural and social sciences, 3(2), 310-317.

20.Худойназаров, Э. М., & Авезова, Д. Ғ. Қ. (2023). ЎҚУВЧИЛАРДА МАНТИҚИЙ ФИКРЛАШНИ РИВОЖЛАНТИРИШНИНГ ДИДАКТИК АСОСЛАРИ. Oriental renaissance: Innovative, educational, natural and social sciences, 3(2), 289-297.

21.Сатлиқов, Ғ. Р., & Худойназаров, Э. М. (2022). ЎҚУВЧИЛАРНИНГ ЎҚУВ-БИЛИШ ФАОЛЛИГИНИ РИВОЖЛАНТИРИШГА ТАЪСИР ЭТУВЧИ МУҲИМ ОМИЛЛАР. Oriental renaissance: Innovative, educational, natural and social sciences, 2(7), 800-805.

22.Мадрахимович, Э. Х., & Ражабова, С. М. (2022). ЭВРИСТИК МЕТОД ЁРДАМИДА БОШЛАНҒИЧ СИНФ ЎҚУВЧИЛАРИ ЎҚУВ ФАОЛЛИГИНИ ШАКЛЛАНТИРИШ МЕТОДЛАРИ. Academic research in educational sciences, 3(12), 315-323.

23.Худойназаров, Э. М., & Дўсчанова, М. М. (2022). БОШЛАНҒИЧ ТАЪЛИМДА ЎҚУВЧИЛАРДА ТАЯНЧ КОМПЕТЕНЦИЯЛАРНИ ШАКЛЛАНТИРИШНИНГ НАЗАРИЙ АСОСЛАРИ. Oriental renaissance: Innovative, educational, natural and social sciences, 2(12), 1108-1115.